

Grade 3 Curriculum Link Ideas

Subject	Unit	Season	Activity	Description
Science	Life Cycles	All	Habitat Survey	Students investigate the conditions of habitats within the schoolyard.
		Spring, summer, fall	Food Web Search	Students discover producers, consumers and decomposers in the schoolyard.
	Rocks and minerals	All	Rock Investigation	Students choose a rock to investigate.
		Spring, summer, fall	Erosion Evidence	Looking for evidence of Erosion on the school grounds
		Spring, summer, fall	An Ant's eye view of Dirt	Students take a close up look at the characteristics of soil. Have them describe the appearance, texture and components
	Hearing and Sound	All	Sound Maps	In an outdoor space, have the close their eyes and listen to all the sounds that surround them. After a minute, students will create sound maps by, writing their name in the middle of a page and placing symbols for every sound they heard on their map.
		All	Nature Band	In groups of 4-5 students use things found in nature to create sound and put together a short musical presentation.
		All	Listening Journal	Students focus on sounds they can hear in the natural environment and record them.
	Building Stuff	All	Bird feeders	Create bird feeders.
	Social Studies	Mapping	All	Habitat maps
All			Schoolyard Scavenger Hunt	Students take a close up look at their school yard.
Math	Measurement	All	Measurement Hunt	Students learn mm, cm and meters looking for different objects of different lengths.
Language Arts		All	Story Board	Students write a story about a plant or animal lifecycle.

Habitat Survey

Name _____ Date _____

General weather on this day _____

Name of your animal _____

1. Take the temperature of the site you are surveying. _____

2. Look around for sources of moisture. Record any observations below:

3. Using the light meter, measure the light on your site. Record your findings

4. Look for areas that your animal might find shelter. Record and describe your findings below:

5. Look for potential sources of food for your animal. Record your findings below:

6. Do you feel your animal would find this a suitable habitat? _____

7. Why or why not? What other elements would your animal need?

Food Web Search

Name _____

Look in the school grounds to discover producers, consumers, and decomposers.
Look for evidence of interactions between living things. Record your observations.

SEARCH FOR PRODUCERS:

A leaf that caterpillars have partially consumed _____

Berries that birds can consume _____

Seeds for birds and mice _____

A producer that rabbits or deer consume _____

Flowers with nectar for insects and birds _____

SEARCH FOR CONSUMERS Find these consumers or evidence of their actions.

An animal with 6 legs that consumes nectar _____

An animal with 8 legs that consumes insects _____

An animal that consumes both plants and animals _____

A two-legged consumer _____

A consumer that hunts _____

A consumer that is eaten by other consumers _____

SEARCH FOR DECOMPOSERS

A squirmy animal that lives in soil and eats dead leaves _____

A black bumpy thing growing on the bark of flowering trees _____

A soft fleshy umbrella-like thing growing among the dead leaves _____

White stringy things found under dead wood or rocks _____

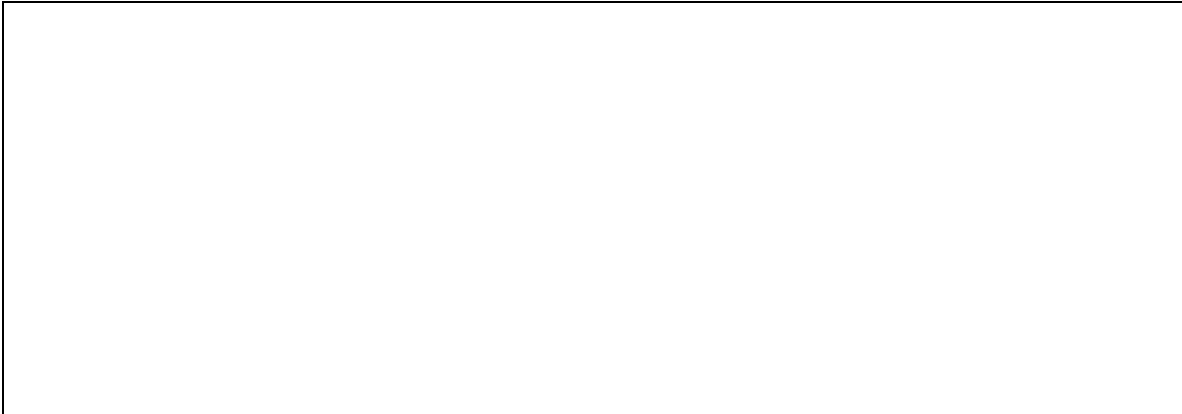
An animal with 6 legs that eats dead worms and other animals _____

A flying insect whose larvae feed on dead animals and plants _____

Rock Investigation

Name _____

1. Choose a big rock to investigate. Look at it and make a detailed drawing of all that you see on and around your rock. Be sure to note if there are any cracks, areas of other types of rock within the rock. Use the magnifier to help you in making your drawing.



2. Measure your rock. Add these measurements to your drawing above.

Height _____ cm Length _____ cm Width _____ cm

3. What colors do you see in your rock? List them all.

4. Can you see any distinct crystals or mineral formations in your rock? If so, describe them.

5. Do you think your rock is igneous, metamorphic, or sedimentary?

6. Look on and around your rocks. Do you see any signs of animals? (ex. Insects, egg cases, holes.) Describe what you see.

Erosion Evidence

Name _____

Survey the school grounds and look for evidence of these types of erosion. Be specific at describing the location of the erosion.

1. Moving water, rain or melting snow

2. Ice

3. Wind

4. Human disturbance, such as foot traffic patterns

5. Other

Schoolyard Scavenger Hunt

Name _____ Date _____

- Follow our classroom guidelines for outdoor behaviour and working with living things.
- Please complete this scavenger hunt. Do not collect the items! Observe, check off item, and describe where requested.

1. Find a shady area – note the time. Describe the place

2. Find something in a place that is always shady.

3. Find a tree (or a tree part) that was used as an animal home.

4. Find a place where plants grow poorly. Why do you think the plants are struggling here?

5. Find an animal home attached to a building or structure.

6. Find a creature living under something.

7. Find the windiest spot on the schoolyard. Describe the site.

8. Find something living in a crack in the sidewalk or pavement.

9. Find a place where ants have set up a home.

10. Find something living in an area that is always sunny.

11. Find the rockiest location on the schoolyard. Find a creature living in this area.

12. Look for something that has been planted by humans. What is it? Where is it?

13. Staying inside the schoolyard, look beyond the property and find an area that has different plant growth. Describe.

14. Find something that has never been alive. Describe.

15. Find a non-living thing left by humans. Describe.

16. Find three different kinds of seeds.

17. Find a leaf that has been chewed by an insect.

18. Find a plant that has been damaged by humans.

19. Find an area where the grass is sparse.

20. Find a flower or flowers visited by insects.

21. Find a worm. Describe where you found it.

22. Find a tree that you can put your arms around.

23. Find the spot with the greatest variety of plants. Describe the microclimate of this site.

24. Look for a plant with a gall on it.

25. Fill in the chart with all of the items you see in the schoolyard:

Living	Non-Living	Dead