

3rd Grade Unit 5 - Organisms and the Environment

Content Area: **Science**
Course(s): **Science Grade 3**
Time Period: **MP3**
Length: **3 days**
Status: **Published**

NJSLS - Science

SCI.3-LS2-1 Construct an argument that some animals form groups that help members survive.

Science and Engineering Practices

Engaging in Argument from Evidence

Construct an argument with evidence, data, and/or a model. (3-LS2-1)

Disciplinary Core Ideas

LS2.D: Social Interactions and Group Behavior

Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (3-LS2-1)

Crosscutting Concepts

Cause and Effect

Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1)

Rationale and Transfer Goals

Students will explore the concept of group behavior in animals and how it enhances survival, protection, food gathering, and reproduction.

This unit is designed to foster students' understanding of biological interactions while promoting critical thinking and scientific inquiry. By engaging in investigations, collaborative discussions, and model-based reasoning, students will develop essential skills in analyzing patterns and constructing explanations. Additionally, this unit will encourage students to recognize the importance of cooperation in both animal and human communities.

Enduring Understandings

Being part of a group can help animals find food, protect themselves from predators, reproduce successfully and adapt to change.

Essential Questions

How do animals living in groups help each other survive?

Content - What will students know?

- Some animals live and work together in groups.
- Living in groups helps animals find food, protect each other from predators, and care for their young.
- Animals such as wolves, birds, fish, and insects live in groups.
- Patterns of group behavior can be analyzed across species.
- Group behavior increases an animal's chance of survival.

Skills - What will students be able to do?

- Identify and describe examples of animals that live in groups.

- Recognize patterns in group behavior and how they support survival.
- Explain why animals form groups and how it helps them survive.
- Use observations and research to support claims about the benefits of group behavior.
- Create diagrams or physical models to represent how animal groups function.
- Formulate scientific questions about animal behaviors and their purpose.

Activities - How will we teach the content and skills?

- Mystery Science Heredity, Survival, & Selection Lesson 4
- Whole group instruction and discussion.
- Read Alouds
- Group and Individual Projects
- Hands-on discovery when possible; creating models
- Webquests/Internet “field trips”

Formative Assessments

- Mystery Science Heredity, Survival, & Selection Lesson 4 Assessment
- Teacher Observation
- Student projects/models
- Exit Tickets

Summative Assessments

- Mystery Science Fates of Traits Performance Task
- [Mystery Science Fates of Traits Unit Assessment](#)
- Tests/Quizzes
- [Grade 3 Science Benchmark #2](#) (taken after Unit 5)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
--------------------------------	---------------------------------	------------------------

<ul style="list-style-type: none"> • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. • Organisms and their habitat make up a system in which the parts depend on each other. 	<p>Kindergarten: Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.</p> <p>Grade 1: Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.</p> <p>Grade 2: Plants depend on water and light to grow.</p> <p>Grade 2: Plants depend on animals for pollination or to move their seeds around.</p> <p>Grade 2; There are many different kinds of living things in any area, and they exist in different places on land and in water.</p>	<p>K-LS1-1 Activities</p> <p>1-LS1-2 Activities</p> <p>2-LS2-1 Activities</p> <p>2-LS2-2 Activities</p> <p>2-LS4-1 Activities</p>
--	---	---

Key Resources

[Mystery Science](#)

[Insects That Work Together](#)

[Battle at Kruger: Water Buffalo Save Calf from Lions](#)

[A Walk in the Desert \(Biomes of North America\)](#)

[A Walk in the Deciduous Forest \(Biomes of North America\)](#)

[A Walk in the RainForest \(Biomes of North America\)](#)

[A Walk in the Prairie \(Biomes of North America\)](#)

Career Readiness, Life Literacies, & Key Skills

PFL.9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
TECH.9.4.5.TL.2	Sort and filter data in a spreadsheet to analyze findings.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.

Interdisciplinary Connections

NJSLS ELA

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an

informational text, referring explicitly to textual evidence as the basis for the answers. (3-LS2-1)

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS2-1)

W.AW.3.1. Write opinion texts to present an idea with reasons and information. (3-LS2-1)

A. Introduce an opinion clearly.

B. Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.

C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion related to the opinion presented.

NJSLS Mathematics

3.NBT Number and Operations in Base Ten (3-LS2-1)