

## LESSON EXEMPLAR PLAN IN GRADE 3 SCIENCE ELEMENTARY

| I. OBJECTIVES                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                           |                                                                                                                |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| A. Content Standard                                                                                       | At the end of discussion students will be able to ;<br><br>Identify the things found in the surroundings.                                                                                                                                                                                                                                                                                                      |                                                                                                           |                                                                                                                |
| B. Performance standard                                                                                   | Classify the object as living and non-living things                                                                                                                                                                                                                                                                                                                                                            |                                                                                                           |                                                                                                                |
| C. Learning Competency                                                                                    | Learn to appreciate the contribution of plants in making the surrounding green and beautiful.                                                                                                                                                                                                                                                                                                                  |                                                                                                           |                                                                                                                |
| 1. Unpackaged competency                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                           |                                                                                                                |
| II. SUBJECT MATTER                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                           |                                                                                                                |
| A. Topic                                                                                                  | The Surroundings                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |                                                                                                                |
| B. Science Ideas                                                                                          | The term "living thing" refers to things that are now or once were alive. A "non-living thing" is anything that was never alive. In order for something to be classified as living, it must: grow and develop, use energy, reproduce, be made of cells, respond to its environment, and adapt.                                                                                                                 |                                                                                                           |                                                                                                                |
| C. Science Processes                                                                                      | These "things" can be categorized into two different types – Living and Non-living Things. All living things breathe, eat, grow, move, reproduce and have senses. Non-living things do not eat, grow, breathe, move and reproduce. They do not have senses.                                                                                                                                                    |                                                                                                           |                                                                                                                |
| D. Values Focus                                                                                           | Focus and cooperation                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                           |                                                                                                                |
| E. Materials                                                                                              | Pictures of living and non-living things, pentel pen, manila paper                                                                                                                                                                                                                                                                                                                                             |                                                                                                           |                                                                                                                |
| F. References                                                                                             | <a href="https://pdfcoffee.com/2ndcot-science-3-pdf-free.html">https://pdfcoffee.com/2ndcot-science-3-pdf-free.html</a>                                                                                                                                                                                                                                                                                        |                                                                                                           |                                                                                                                |
| Other Learning Resources                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                           |                                                                                                                |
| III. LEARNING ACTIVITIES                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                           |                                                                                                                |
| <b>ENGAGE</b>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                           |                                                                                                                |
|                                                                                                           | Let the students observe two objects, one is living and the other one is non-living. Let them to observe the. Share their observations in class.                                                                                                                                                                                                                                                               |                                                                                                           |                                                                                                                |
|                                                                                                           | <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>LIVING</b></p>  </td><td style="width: 50%; vertical-align: top;"> <p><b>NON-LIVING</b></p>  </td></tr> </table> | <p><b>LIVING</b></p>  | <p><b>NON-LIVING</b></p>  |
| <p><b>LIVING</b></p>  | <p><b>NON-LIVING</b></p>                                                                                                                                                                                                                                                                                                  |                                                                                                           |                                                                                                                |

# Exemplar 2physical Science Papergrade 1

**RS Peters**



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**Resources in Education** ,2000-04 **Resources for Teaching Middle School Science** Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science

and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents **Circular** United States. Office of Education,1935 *Sessional Papers* British Colombia. Parliament,1919 **Essentials of Physical Chemistry** Don Shillady,2011-07-27 At a time when U S high school students are producing low scores in mathematics and science on international examinations a thorough grounding in physical chemistry should not be considered optional for science undergraduates Based on the author s thirty years of teaching *Essentials of Physical Chemistry* merges coverage of calculus with chemist **Research in Education** ,1974 *Resources for Teaching Elementary School Science* National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution,1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in *Resources for Teaching Elementary School Science* A completely revised edition of the best selling resource guide *Science for Children* *Resources for Teachers* this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education *Resources for Teaching Elementary School Science* also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to

help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents      **Sessional Papers** British Columbia,1919

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