

Third Grade Science, Orrington School, Evanston

Orrington uses the FOSS science curriculum. Third grade studies Structures of Living Things throughout the year. Students started the year by studying pillbugs, gathering them from the school grounds. Next came silkworms, which moved through the stages of metamorphosis (eating many, many mulberry leaves gathered by me and some of the class) as students observed their development and started Science Journals, in which they learned how to draw and label diagrams and write captions and narratives. After the silkworms came the tobacco hornworms, which students also observed move through the stages of metamorphosis. Finally, we received twelve crayfish, which students had many opportunities to observe, handle, feed, and write about. We used the document camera to show animals to the whole class at once and also used the internet in class to look up science sites with answers to questions the class had about a particular creature, its care, habits, structure, or life cycle. We added questions to our posted Content/Inquiry anchor charts and vocabulary to the Word Banks posted by the Science Center.

The following lesson plan is representative of a typical Science lesson.

Observing Crayfish Behaviors

Objective: Students will observe and record crayfish behaviors. Key concept: the things animals do are **behaviors**.

Materials: Word Bank; Content/Inquiry chart; crayfish; crayfish behavior logs; tubs of water; document camera, laptop, and interactive whiteboard

Activities: Students will review our diagram of crayfish from last week. Add to word bank: structures; crustaceans; antennae; bristles; carapace; swimmerets; pincers.

1. Tell students we will observe what crayfish do when something happens to them.
2. Allow free exploration of crayfish (10 minutes).
3. Share observations of crayfish behaviors.
4. Record observations of crayfish behaviors on Crayfish Behavior Log (20-30 minutes). Return crayfish to habitats.
5. Share observations of crayfish behaviors. Discuss.
6. Discuss how to keep track of crayfish. Next time, we will name the crayfish and make an identification list to keep by the tray, using permanent marker to put one, two, or three dots on the carapace.
7. Use internet to show video on crayfish behavior; class will watch on interactive whiteboard.

Outcome: Students will understand that the things crayfish do are behaviors. They will be able to describe what crayfish do when something happens to them.