



Recommended P3 / Grade 3 Curriculum Framework

Content: SCIENCE—P3 / Grade 3						
Topic: Movement in the Sky: Sun and Moon (Weeks 23-24)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>Objects in the Sky SC-E-2.2.2 Objects in the sky (e.g. Sun, clouds, moon) have properties, locations, and real or apparent movements that can be observed and described.</p> <p>Movement in the Sky/Seasons SC-E-2.3.3 Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slower over the seasons. The moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon changes from day to day in a cycle that lasts about a month.</p>	<p>POS-S-4-ESS-5 Students will understand that common objects in the sky (e.g., stars, clouds, airplanes) have properties, locations, and movements that can be observed and described.</p> <p>POS-S-P-ESS-5 Students will understand that objects in the sky (e.g., Sun, moon) have patterns of movement.</p>					

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	<p>Patterns and Change AE 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Make predictions (extrapolate and interpolate) based on patterns.• Demonstrate relationships among patterns.• Recognize, describe, and create patterns (e.g., repeating, cyclical) of objects or events.					