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Manitoba Science Curriculum Evolution– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



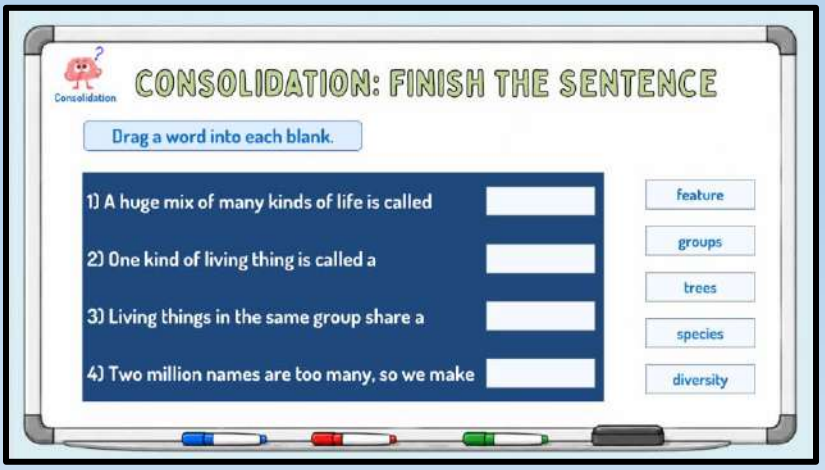


Part 2 – Action!

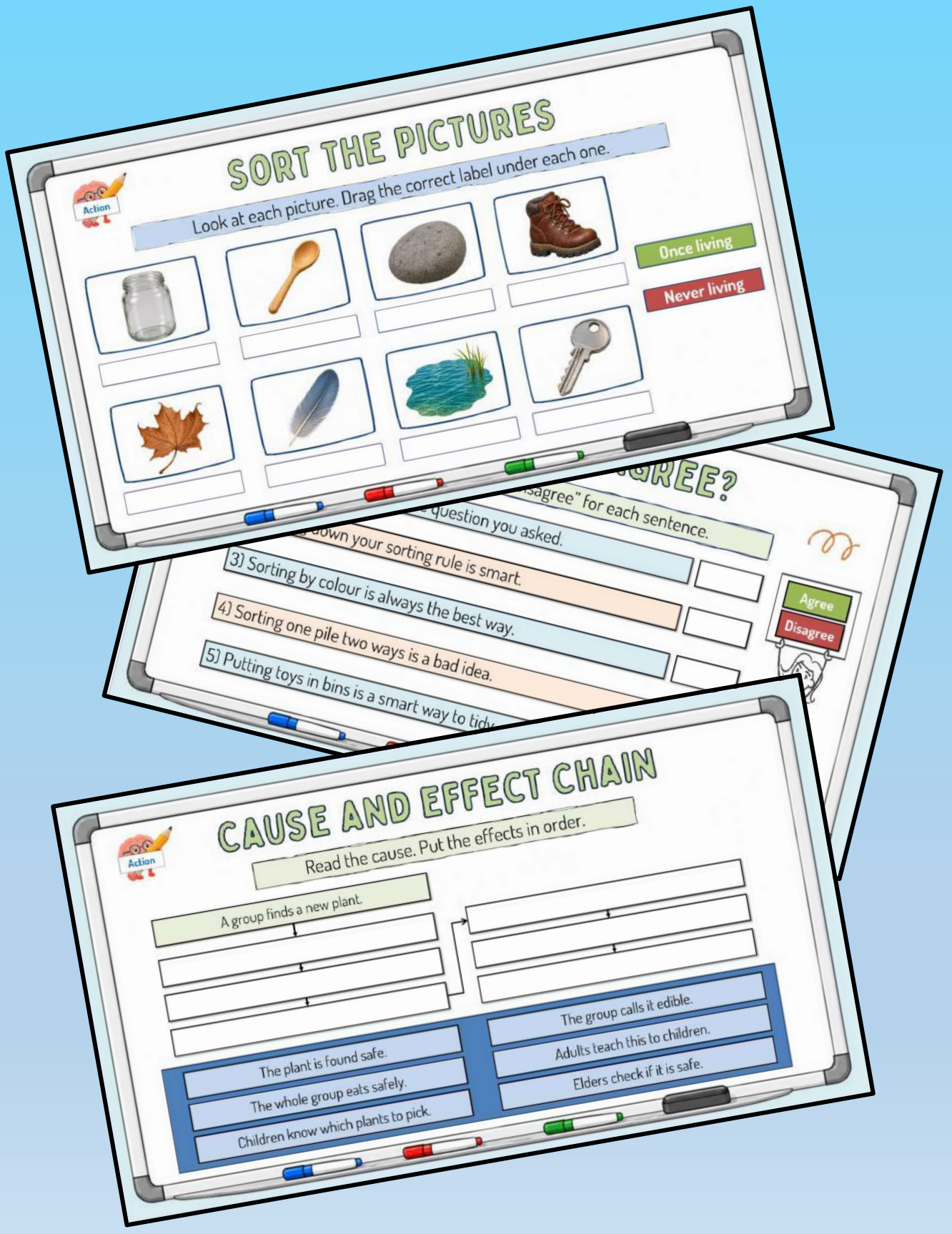
- Writing
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Part 3 – Consolidation!

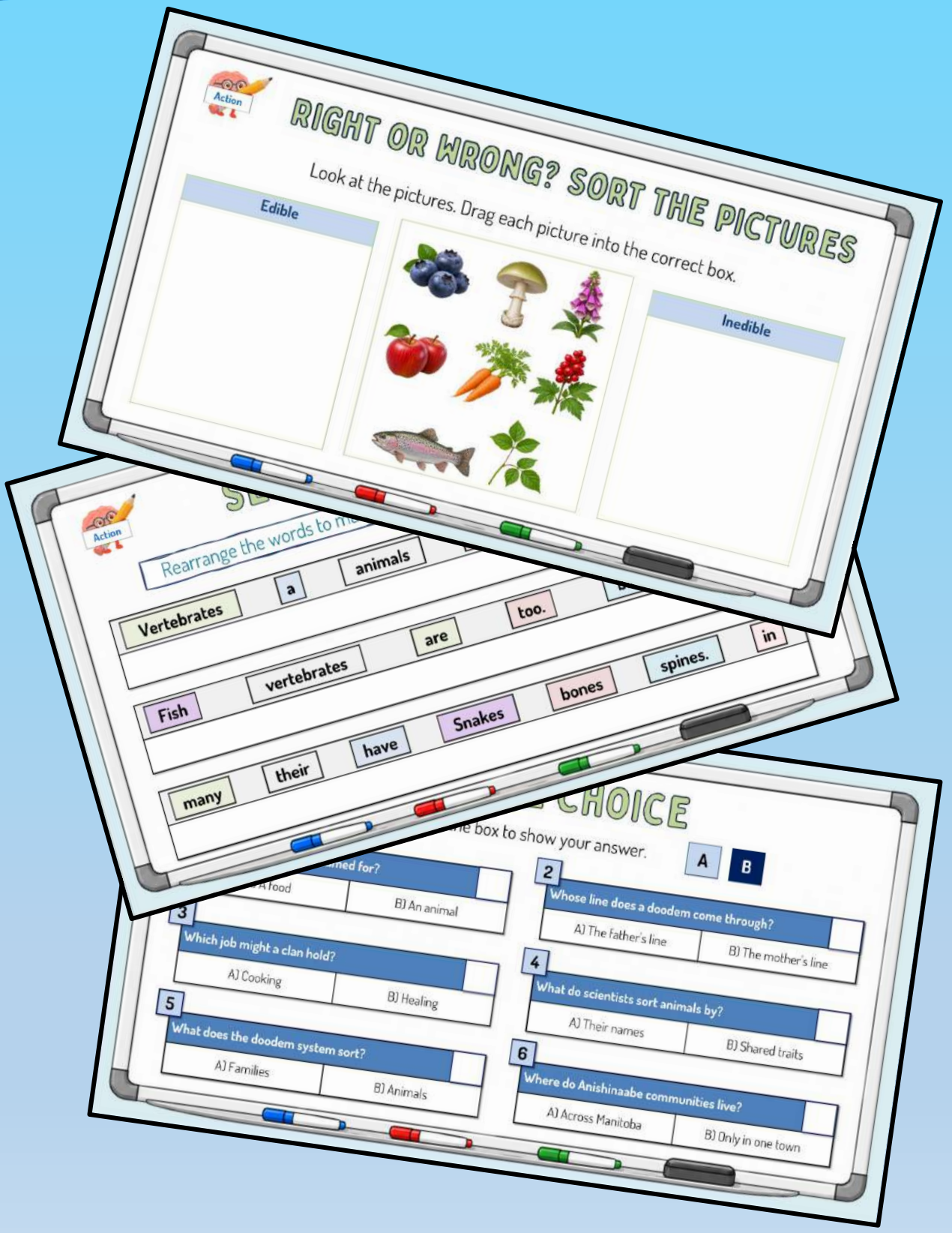
- Exit Cards
- Quizzes
- Reflection
- And More!



Manitoba Science Curriculum Evolution– Grade 3



Manitoba Science Curriculum Evolution– Grade 3



Workbook Preview

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Grade 3 Science Unit
Evolution

Strands A - D		
	Curriculum Outcomes	**Pages**
SCI.3.A (Strand A)	Demonstrate an understanding of different First Nations, Métis, and Inuit ways of knowing, being, and doing in relationship with the land and the natural world by exploring Indigenous methods of observing and interpreting the world, applying scientific principles, and creating technologies within local traditional and contemporary cultural contexts (e.g., wholistic, reciprocal, interconnected, and sustainable ways; landbased learning; outdoor learning; intersections with Western science).	35-37, 41-44, 68-73, 91-96, 103-105
SCI.3.B (Strand	Develop a sense of agency, identity, and belonging in science by • cultivating natural curiosity about the world • acquiring scientific skills and fostering scientific attitudes	6-19, 21-112, 114-122
SCI.3.C (Strand C)	• Scientific Instruments • Careers, Hobbies, and Activities	12-15, 22-27, 31-34, 59-66, 78-80, 84-90, 100-102, 109-111, 116-122
SCI.3.D (Strand D)	**Purpose:** Science is about finding the cause or causes of phenomena in the natural world. **Method**: Scientific explanations, theories, and models are those that best fit the evidence available at a particular time. **Application**: The knowledge produced by science is used in engineering and technologies to create products and processes. **Implication**: Applications of science often have ethical, environmental, social, economic, and political implications.	56-57

Preview of 90 pages from this product that contains 185 pages total.

Strand E – Scientific Knowledge		
	Curriculum Outcomes	**Pages**
SCI.3.E.14	Demonstrate the understanding that classification systems help science make sense of the large diversity of life on Earth. Examples: types of trees, types of dogs, types of apples	6-122

NAME: _____

EVOLUTION



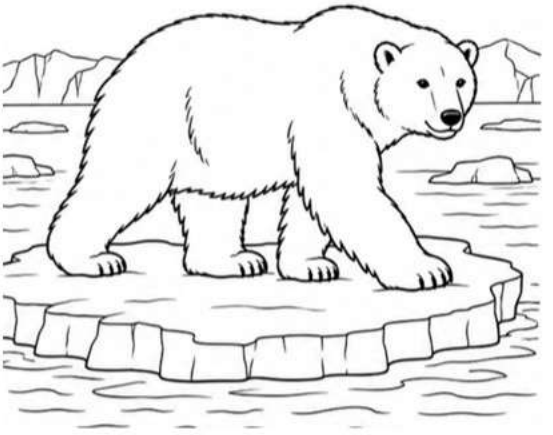
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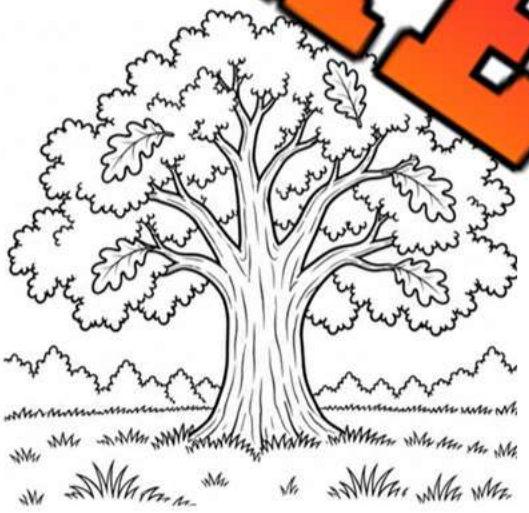
Curriculum Connection
SCI.3.B, SCI.3.E.14

So Many Living Things

A World Full of Life



Step outside and look around you. You might see grass, ants, spruce trees, and a crow. Scientists have named about two million kinds of living things. Th eve many more are still waiting to be fo mix of life is called **diver** hich m ing many different kinds in one



Eve Has a Name

A kind of living thing. Living th the s ies look alike. They make mo eir o All polar bears are one spe s. A re another species. Manitoba y s Some are as big as a house. Some are

Why Scientists Need Groups

Nobody could ever remember two million names. So, scientists put living things into groups instead. Things in the same group share a feature. Once you know the group, you already know a lot about a new species you have never met before.

- Two million names are far too many to remember.
- A group holds living things that are alike.
- A group tells you what a new species is like.

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SCI.3.B, SCI.3.E.14

True or False

Circle whether the statement is true or false.

1) Scientists have named every species.	True	False
2) Diversity means many different kinds.	True	False
3) A polar bear and a bur oak are species.	True	False
4) Every species on Earth is easy to see.	True	False
5) Groups help scientists study species.	True	False

Questions

Answer the questions below using evidence from the text.

1) About how many different living things have scientists named so far?

2) Why would scientists lose track of species if they did not put them into groups?

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Fill in the Blank

Choose the correct word from the box to complete each sentence.

species	different	diversity	alike	groups

1) One kind of living thing is called a _____.

2) The huge mix of life on Earth is called _____.

3) Manitoba has many _____ species.

4) Scientists put living things into _____ to study them.

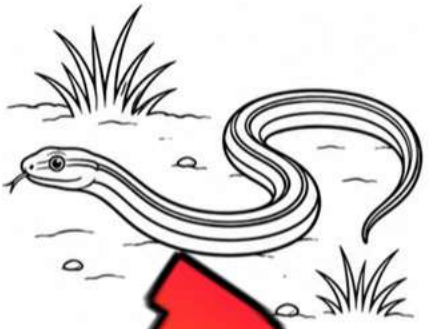
5) Living things in one group are _____ in some way.

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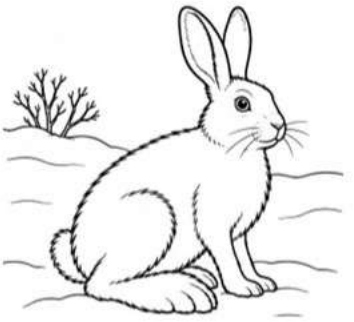
Colour Colour the living things. Leave the non-living things white.



Ga[illegible]k



Glass window



Snowshoe hare



Granite rock



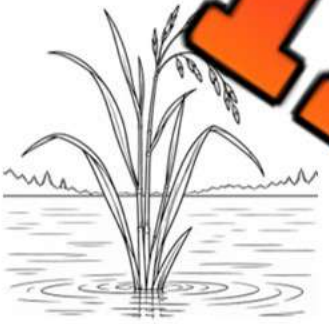
Har[illegible] of sa[illegible]



Bumblebee



Plastic pail



Wild rice plant



Metal spoon



Bur oak tree



Spruce tree



Puddle of water

PREVIEW

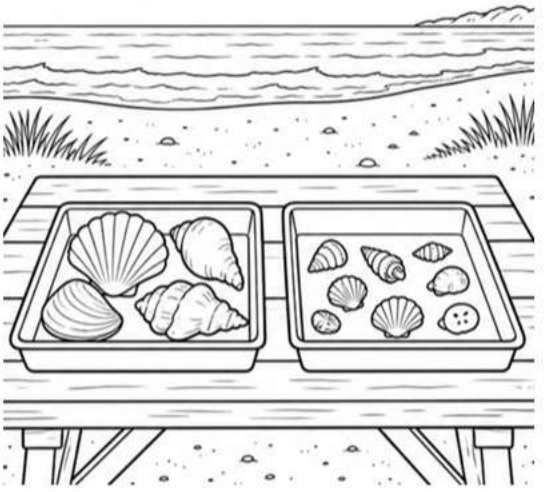
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SCI.3.B, SCI.3.E.14

What Is Classifying?

What Classifying Means



When you **classify**, you put things into groups that are alike in some way. You do this at home already. Socks go in one drawer and shirts go in another drawer. Toys go in a bin. Scientists classify plants in the same careful way, and they write down the rule they used.

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Looking at Traits

A **trait** is something you notice about a thing, such as its colour, its size, or its shape. To **sort** means to separate things by one trait. You choose the trait first. Then you make a **group** for each answer.



- **Apples —** red ones and green ones
- **Shells —** big ones beside small ones
- **Leaves —** round ones, pointed ones
- **Pond animals —** live in water, live on land

Many Ways to Sort

The same pile can be sorted many different ways. A jar of buttons can be grouped by colour on Monday and grouped by number of holes on Tuesday. The buttons never change. Only the trait you picked changes. Neither sort is wrong. A good sort is the one that answers the question you asked.

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Multiple Choice

Circle the best answer.

1) What does it mean to classify?			
Count everything	Group alike things	Throw things out	Hide the things
2) Which one is a trait of a shell?			
Its price	Its owner	Its age in days	Its size
3) How many traits do you use for one sort?			
Six t	No traits	Every trait	One trait
4) A jar o can be sorted by colour and also by:			
Da	lame of the jar	Number of holes	The lid
5) What kes a sort?			
It uses red	It ta s	Answers a question	It has no groups

Scenario

Your teacher gives you a bo ed seeds and asks which kind your class has the mo at do?

Making Connections

You sort shells by size, but your friend sorts them by shape. Can both ways be correct? Explain your thinking.

PREVIEW

Curriculum Connection
SCI.3.B, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark ☐

Match the word to its meaning.

Classify ☐	☐ one pile after a sort
Trait ☐	☐ colour, size, or shape
Group ☐	☐ put alike things together

Name: _____ Mark ☐

Match the word to its meaning.

Classify ☐	☐ one pile after a sort
Trait ☐	☐ colour, size, or shape
Group ☐	☐ put alike things together

Name: _____ Mark ☐

Match the word to its meaning.

Classify ☐	☐ one pile after a sort
Trait ☐	☐ colour, size, or shape
Group ☐	☐ put alike things together

Name: _____ Mark ☐

Match the word to its meaning.

Classify ☐	☐ one pile after a sort
Trait ☐	☐ colour, size, or shape
Group ☐	☐ put alike things together

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Case Study: Sorting by Traits

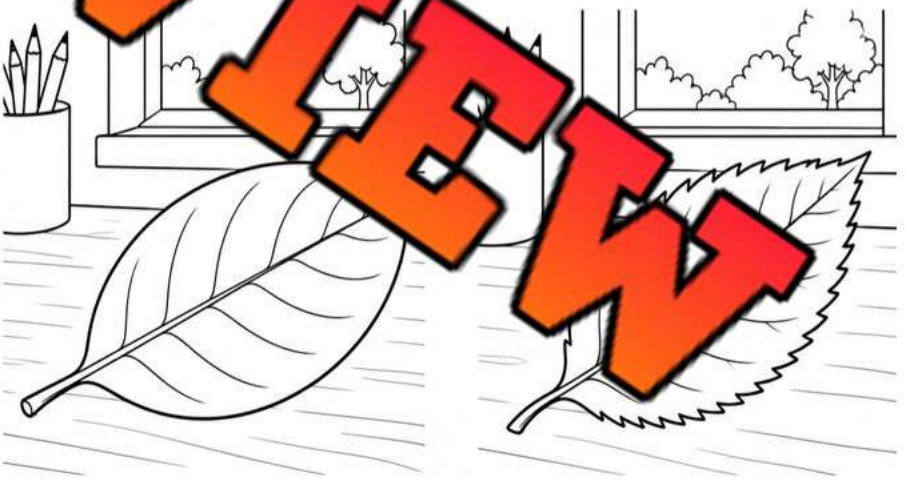
Two Ways to Sort One Shelf

Case 1: Ravi Sorts by Colour

Ms. Jorda[illegible]t twenty leaves o[illegible]s shelf. Ravi[illegible]ur. He mad[illegible] gree[illegible] yellow pile, an[illegible]ile. The green pile was [illegible] biggest one. Ravi could se[illegible] right away which colour was most common in the schoolyard in September. But his piles mixed oak leaves with poplar leaves. Two leaves that looked **similar** in colour came from very **different** trees.

Case 2: Nadia Sorts by Shape

Nadia sorted the same twenty leaves by shape. She made one pile of leaves with smooth edges. She made a second pile of leaves with little teeth along the edge. Then she split the toothed pile by [illegible]ize. Her piles matched the trees growing outside [illegible]ndow. Every leaf in one pile came from the [illegible] same [illegible]f tree, even when the leaves were not [illegible]e s[illegible]



PREVIEW

What This Teaches Us

Both sorts were correct. A **trait** is any feature you can notice, and any trait can be used to sort. But a useful sort answers your question. Ravi asked about autumn colour, so colour worked. Nadia asked which tree each leaf came from, so shape worked better for her.

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True or False

Is the statement true or false?

1) Nadia used the same trait as Ravi.	True	False
2) Ravi sorted the leaves by their colour.	True	False
3) Ravi's green pile was the biggest pile.	True	False
4) Only one of the two sorts was correct.	True	False
5) Leaf ed can be smooth or toothed.	True	False
6) Colour which tree a leaf came from.	True	False

Sor

each item into the correct column.

Green pile	Ye	Red pile	Mixed trees
Smooth edges	edges	ame tree kind	Leaf shape

Ravi sorted this way	dia sorted this way

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Making Connections

Think of a shelf or a drawer at home. Name the trait you would use to sort it and say why that trait helps you.

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Colouring Sheet Colour the round leaves green. Colour the pointed leaves orange.



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SCI.3.B, SCI.3.E.14

Living, Once Living, Never Living

Things That Are Living

A **living** thing grows, needs food and water, and can make more of its own kind. A spruce tree is living. So are you, and so is the ant on the sidewalk. Living things change as they get older. A seed becomes a plant, and a puppy becomes



Things That Were Living

Some things are not alive but they came from a living thing. We use **wood**. A wooden spoon came from a tree in the forest. Leather comes from the skin of an animal. These things do not grow any more, yet they still hold clues about the living thing they came from.



- A dry leaf on the ground
- A seashell from the lake
- Paper made from wood
- A feather under a nest

Things That Were Never Living

A **non-living** thing was never alive at all. It never grew and it never needed food or water. Rock, glass, and lake water are never living. Sorting things these three ways helps you see where each thing in the room came from.

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Two Choices

Circle the best answer.

1) A thing that grows and eats is _____.	living	a rock
2) A wooden spoon once was part of a _____.	stone	tree
3) Leather comes from an animal's _____.	bones	skin
4) Glass was _____ alive.	never	once
5) A seashell counts as _____ living.	once	never

Question

e questions below using evidence from the text.

1) Name two on ng nd say what each one came from.

2) Why is a rock never living while a ell is

Finish the Sentence

Complete each sentence below.

1) A dry leaf on the ground counts as once living because...

2) Sorting things into these three groups helps us when...

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SCI.3.B, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Underline the correct answer.

1) A birch tree is living / never living.

2) A paper page is once living / never living.

3) A glass jar is never living / once living.

4) A feather is once living / living.

Name: _____ | Mark

Underline the correct answer.

1) A birch tree is living / never living.

2) A paper page is once living / never living.

3) A glass jar is never living / once living.

4) A feather is once living / living.

PREVIEW

Name: _____ | Mark

Underline the correct answer.

1) A birch tree is living / never living.

2) A paper page is once living / never living.

3) A glass jar is never living / once living.

4) A feather is once living / living.

Name: _____ 22

Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Memory Game - Sorting Words Match-Up

Objective

What are we learning about?

Students will match the sorting words from the start of this unit with their meanings in a memory g game. This gives the class one shared w king about how living things are g



Materials

Wh need e activity?

- ❑ Set of Memory Gam er gr
- ❑ A table or clear space on loo
- ❑ Scissors to cut the cards apart

Instructions

How will you complete the activity

1. Divide the class into groups of three or four stud
2. Give each group one set of Memory Game cards to cut ap
3. Have each group lay all the cards face down in a grid.
4. Students take turns turning over two cards, hunting for a match.
5. A match is a word card and the card that gives its meaning.
6. When a student finds a match, they keep the pair and go again.
7. If the two cards do not match, turn them back over and pass the turn.
8. Play until every card has been matched. Then read the pairs aloud.
9. Talk about why each word helps us sort the living world.

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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Cards | Memory Game Cards

Diversity	The huge number of different kinds of life found on Earth.
	One kind of animal or plant whose members can have young together.
Variety	A ...ned type inside a spe... such as a ho... apple.
Classify	To put things into ...oups by traits they share.
Group	A set of things placed together because they are alike.

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SCI.3.B, SCI.3.C, SCI.3.E.14

Cards | Memory Game Cards

Sort	To move each item to where it belongs, one at a time.
	Something you notice about a living thing, like colour or size.
Similar	Al[illegible]e or more ways, [illegible]not [illegible]ly the same.
Different	Not the same as [illegible]ther, so it does not fit the other pile.
Living thing	It grows, needs food and water, and can make more of its own kind.

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SCI.3.B, SCI.3.C, SCI.3.E.14

Cards | Memory Game Cards

Once living	It came from something that was alive, but it is not alive now.
Never living	It was never alive and never needed food, water, or air.
Wood	A hard material that comes from the trunk of a tree.
Shell	The hard case a snail or clam leaves behind after it dies.
Rock	A solid piece dug from the ground and made of minerals.

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Cards | Memory Game Cards

Leather	Soft flat sheets made from the skin of an animal such as a cow.
	A small card of writing that tells you what you are looking at.
Chart	Ro nd boxes on paper th et compare many th nce.
Scientist	A person wh s to study the world nd ask careful questions.
Shape	The outline of a thing, such as round, long, or pointed.

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SCI.3.B, SCI.3.C, SCI.3.E.14

Quiz Check-In This quiz will assess students' understanding of the concepts covered in the Memory Game activity. Cut along the lines and give each section to a student.

Name: _____ Mark

Match each word card with the card that gives its meaning.

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Name: _____ Mark

Match each word card wit[illegible] meaning.

Name: _____ Mark

Match each word card with the card that gives its meaning.

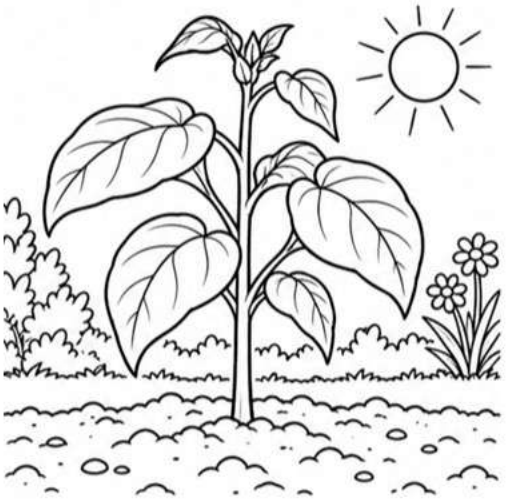
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SCI.3.B, SCI.3.E.14

Plants and Animals

Two Big Groups



Living things come in millions of kinds. Nobody could keep track of them all one by one. So, scientists sort them into very large groups called **kingdoms**, which are the bi groups in classification. The two kingdom est are the plant kingdom and the a kingdo

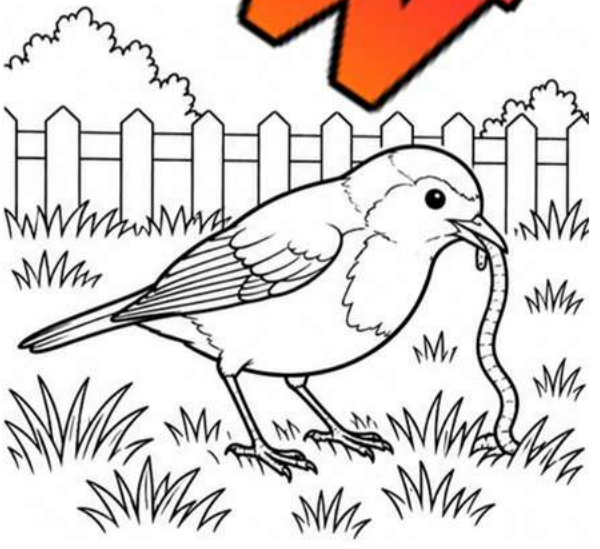
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Plants Make Their Food

A **plant** is a living thing es its od using sunlight. Plants do not hunt or chew. Most plants stay in lac life.

- **Roots** — they hold the plant down and soak vate
- **Leaves** — flat parts that catch the sunlig
- **Stems** — they hold the plant up toward the lig

Animals Must Find Food



An **animal** is a living thing that eats other living things for food. An animal cannot make food inside its body, so it has to go and find some. Most animals move to reach their food. A moose wades into a pond and eats water plants. A robin hops across a lawn and tugs up a worm. Moving and eating are the two clues that tell you an animal from a plant.

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Define What do the terms below mean?

Kingdom	
Plant	
Anim	

True or False state... or false?

1) An animal can make foo... its ...	True	False
2) Plants make their own food using ...ght.	True	False
3) Most plants stay in one place all their liv...	True	False
4) A kingdom is one of the smallest groups.		False
5) Roots soak up water for the plant.		...lse

Think A moose eats water plants. What might happen to the moos... those plants disappeared from its pond? Explain why.

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Names of Common Plants

Matching Draw a line matching the picture of the plant to its name

Sunflower ●

Map● ●





Mushroom ●



Daisy ●



Evergreen Tree ●

Tulip ●



Dandelion ●



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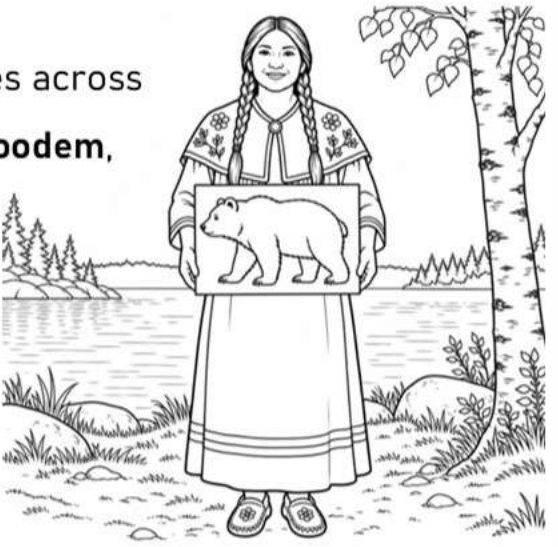
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SCI.3.A, SCI.3.B, SCI.3.E.14

Case Study: The Anishinaabe Clan System

Sorting a Very Large Group



The **Anishinaabe** are a First Nation with communities across Manitoba today. Anishinaabe families belong to a **doodem**, or clan, and every doodem is named for an animal. A child's d[illegible]m comes through the father's line. Crane, l[illegible]rten, fish, deer, and bird are dood[illegible] carry today.

PREVIEW

Every Clan Hol[illegible]e

A doodem is more th[illegible] Each [illegible] linked to a **role**, which is a job the clan holds in its community.

- **Leading** — some clans are kn[illegible] spe[illegible] the group
- **Healing** — some clans are known for [illegible]nd he[illegible]
- **Watching** — some clans are known fo[illegible]hi[illegible]mmunity

Two Ways to Sort



When Anishinaabe people tell each other their doodem, they learn how they are related. The system organises a very large group of people, the way **classification** in science organises a very large group of living things. Scientists sort animals into groups by traits they share, such as fur or feathers. The doodem system sorts families by the line they come from. Both systems make a big, busy world easier to understand. They just sort by different things.

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SCI.3.A, SCI.3.B, SCI.3.E.14

Questions

Answer the questions below.

1) What is a doodem, and how does a child come to belong to one?

2) How is [illegible]oodem system like the way scientists sort animals?

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True or False

Is the [illegible]t true [illegible]alse (F)?

1) The Anishinaabe live in Manitoba [illegible]	T	F
2) A doodem comes through the mother's lin[illegible]	T	F
3) Every doodem is named for an animal.	T	F
4) Scientists group animals by shared traits.	[illegible]	F
5) A doodem hides how people are related.		F

Sorting

Sort each fact: Doodem System or Science Groups?

1) Families belong to a clan named for an animal.	
2) Animals are placed in groups by traits they share.	
3) A child joins the group through the father's line.	
4) Fur, feathers, and scales help decide the group.	
5) Naming your group shows others how you are related.	

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Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Check (✓) only what is true.

	Science and doodem sort by the very same thing.
	Every family in a community has one doodem.
	A doodem comes through the mother's line.
	Each clan is linked to a role in the community.
	A doodem is a clan named for an animal.
	The Anishinaabe are a First Nation in Manitoba.

Name: _____ | Mark

Check (✓) only what is true.

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Name: _____ | Mark

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	The Anishinaabe are a First Nation in Manitoba.

PREVIEW

Name: _____ 44

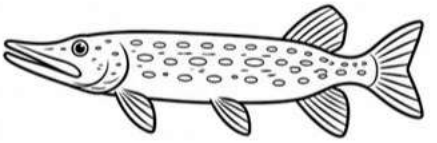
Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

Colour Colour the animals that live in Manitoba today.

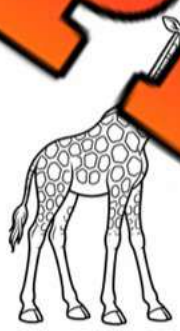




Toucan



Northern pike



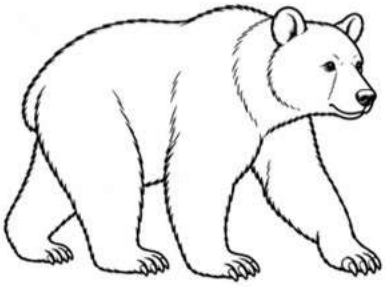
Giraffe



ver



Kangaroo



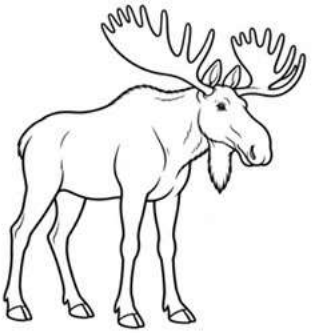
Black bear



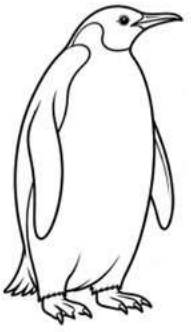
Snowy owl



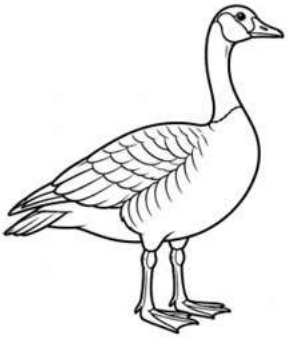
Lion



Moose



Penguin



Canada goose

PREVIEW

Name: _____ 45

Curriculum Connection
SCI.3.B, SCI.3.E.14

Groups of Animals -Vertebrates

Animal Kingdom – Vertebrates vs Invertebrates

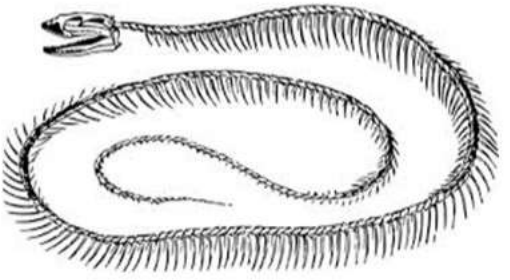
We can split the animal kingdom into two groups: Vertebrates and Invertebrates. **Vertebrate** animals have a backbone, while **invertebrate** animals do not.



Horse

Grouping Animals - Vertebrates

Vertebrate animals include mammals, reptiles, birds, amphibians, and fish. Each of these animals have backbones.



What are Backbones?

A **backbone** is a spine. We are mammals and we have spines. You can feel it all the way from the back of your head, down your neck and back, all the way to your hips. We have around 33 bones in our spines. These are called vertebrae.

Snakes are reptiles and they have backbones as well. A snake has way more bones than we have. Snakes have between 200 and 400 vertebrae. That's a lot of bones!

PREVIEW

Search and Find

Follow the instructions below

1. Circle all of the numbers in the text. How many bones in a human? _____
2. Circle the word backbone. How many times do you see it in the text? _____
3. What two words make up the word backbone? _____ + _____

True or False

Is the statement true or false

1. Humans have more backbones than snakes.	True	False
2. Snakes have between 200 and 400 bones.	True	False
3. Mammals, fish, reptiles, birds, and amphibians all have backbones.	True	False
4. Humans are not vertebrates.	True	False
5. Horses are vertebrates with long spines.	True	False

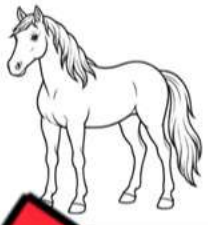
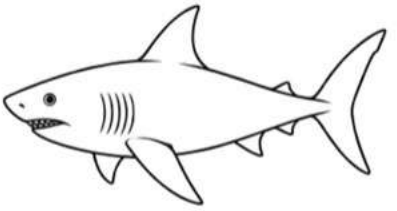
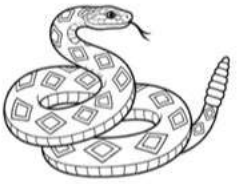
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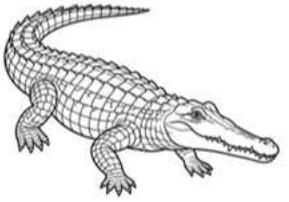
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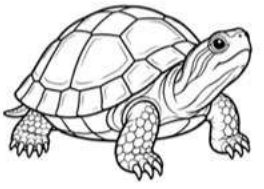
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Vertebrate Animals

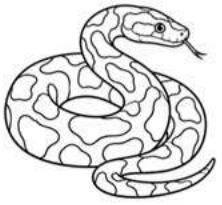
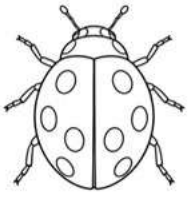
Backbone or Not? Colour the vertebrate animals

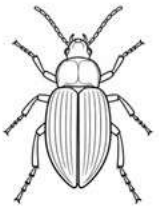
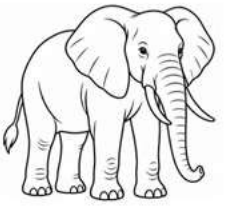
1)   

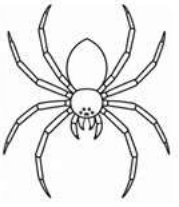
2)  

3)   

4)   

5)  

6)   

7)   

PREVIEW

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Types of Animals - Amphibians

What are Amphibians?

Amphibians are vertebrate animals that are born in the water. As amphibians get older, they will grow lungs that allow them to breathe outside of the water. This means that adult amphibians can live on land or in the water.

Amphibia[illegible]animals that have these things in common:

[illegible]d	Lay eggs	Moist skin	Webbed feet

Amphibians a[illegible]ode

Like fish and rep[illegible]mph[illegible]s[illegible]cold-blooded. Being cold-blooded means their bodies don't autom[illegible]t[illegible]chang[illegible]temperature. They need to use their surroundings to cool off or w[illegible]up[illegible]e warm blooded. This means our bodies change our temperature to k[illegible]at 37 [illegible]s Celsius. When we get too warm, we release water as sweat to cool ou[illegible]



Examples of Amphibians

- Frogs, salamanders, newts, and toads

PREVIEW

Search and Find | Follow the instructions below

1. Underline the word cold in the text. How many times did you find it? _____
2. What are four examples of amphibians?

   1. _____ 2. _____ 3. _____ 4. _____

3. Shade in the boxes with the 4 things amphibians have in common. Write one thing below.

_____

Name: _____ 48

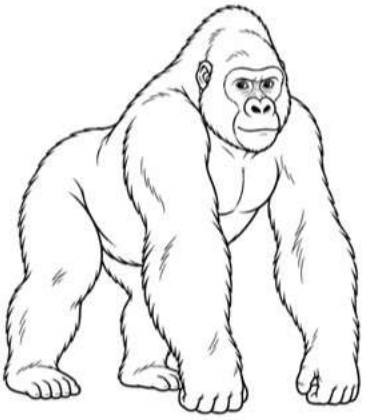
Curriculum Connection
SCI.3.B, SCI.3.E.14

Types of Animals - Mammals

Mammals

A mammal is a type of animal. We know if an animal is a mammal if it can:

- Breathe air
- Has a backbone
- [illegible] hair or fur
- [illegible] live young
- [illegible] their mothers
- Are [illegible]



Mammals are the [illegible]rth. We are mammals. You were born from your mother, not fr[illegible]g. Y[illegible]m-blooded and have a backbone. Almost all humans have hair a[illegible] we[illegible]. Our mothers can make us milk when we were babies.

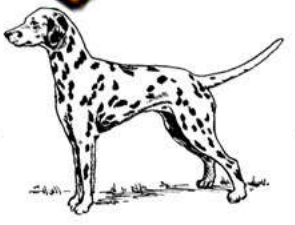
Examples of Mammals

There are over 6,000 different types of mammals. H[illegible]list o[illegible]e mammals: humans, gorillas, rats, mice, dogs, cats, whales, dolphins, [illegible]ons[illegible]o[illegible]ts, horses, and more!

PREVIEW

Fill in the Blanks

Write the missing word on the line



1. There are more than _____ types of mammals.
2. Mammals are the _____ animals on earth.
3. Mammals are born from their mothers, not from an _____.
4. Mammals are warm- _____ animals.

Name: _____ 49

Curriculum Connection
SCI.3.B, SCI.3.E.14

Humans – Growth and Changes

How Humans Change

As we get older, some body parts change and grow and some do not. Check out some of the things about our bodies that change and some that do not.

What Changes	What Doesn't Change
☑ We [illegible] taller.	☒ Our eye colour.
☑ We [illegible] ght	☒ The shape of our head, arms, and legs.
☑ [illegible] grow.	☒ The number of organs we have: 1 heart, 2 lungs, 1 stomach, etc.
☑ We grow [illegible].	

PREVIEW

Yes or No Is [illegible] er yes [illegible]?



1) Do we grow more organ[illegible] as w[illegible]	Yes	No
2) Do our hands and feet grow?	Yes	No
3) Do we grow more teeth as we get old[illegible]	Yes	No
4) Does our eye colour change as we get old[illegible]	[illegible]s	No
5) Does the shape of our head change as we age?	[illegible]s	No

Draw Draw a kid and an adult version keeping in mind what [illegible] above

Kid	**Adult**

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Name: _____ 50

Curriculum Connection
SCI.3.B, SCI.3.E.14

Humans – Growing Rate

Why Do We Grow Differently?

1) Everyone is different - Some people may be taller or shorter than others, and some people may develop muscles at different times in their lives.



2) We have different genes - Our genes tell our bodies how to grow. Everyone has a different set of genes that they get from their parents. If your parents are tall you will likely get their tall genes.

3) Eating healthy foods and exercises may grow faster than someone who doesn't exercise. Eating healthy doesn't mean you will grow tall though.

We are all different. No matter how fast or slow you grow, remember that you are special just the way you are.

PREVIEW



Yes or No — Is the answer yes or no?

1) Can you eat healthy food and expect to grow tall?	Yes	No
2) Can you eat healthy food and expect to grow muscles?	Yes	No
3) Can we change the genes we get from our parents?	Yes	No
4) If your parents are short, will you likely be really tall?	Yes	No
5) Are we all different?		No

Growing Rate — Answer the questions below about your growing rate

1) Are your parents short, tall, or average height?	
2) Do you eat healthy foods – fruits, vegetables, proteins?	
3) Do you exercise for at least 60 minutes a day?	
4) Are your grandparents, aunts, and uncles tall or short?	

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Name: _____ 51

Curriculum Connection
SCI.3.B, SCI.3.E.14

Types of Animals - Reptiles

What are Reptiles?

Reptiles are vertebrate animals that share these things in common:



- Four legs (snakes do not, but use to)
- Most lay eggs but some birth live young
- Are cold-blooded
- Have scales for skin, not fur or hair
- Breathe a[illegible] with their lungs
- Have dry[illegible]

What Do [illegible] Hunt?

Most [illegible]s are hu[illegible]y eat mostly insects. Larger reptiles like lizards and snakes will hunt birds a[illegible]e s[illegible]s kill their prey with venom before they eat them. When some reptil[illegible] dang[illegible]ll hide or camouflage themselves to look like their surroundings. Cha[illegible]nge t[illegible]our of their skin to hide from predators.

Examples of Reptiles



There are about 10,000 types of reptiles [illegible]kamp[illegible]e lizards, turtles, snakes, crocodiles, and e[illegible] dinosa[illegible]

PREVIEW

Search and Find

Follow the instructio[illegible]ow

1. Underline the word reptile in the text. How many times [illegible]fin[illegible]
2. Put a circle around the food that reptiles eat? Write 3 things they[illegible]

1. _____ 2. _____ 3. _____

3. Put a box around the 6 things reptiles have in common. Write one thing[illegible]elow.

_____

Multiple Choice

Circle the best answer

1. Do reptiles have dry skin or moist skin?	Dry	Moist
2. Reptiles are cold-blooded or warm-blooded?	Cold	Warm
3. Reptiles eat mostly...	Mice	Insects
4. How many types of reptiles are there?	2,000	10,000
5. Which animal changes their colour?	Snakes	Chameleons

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Types of Animals - Fish

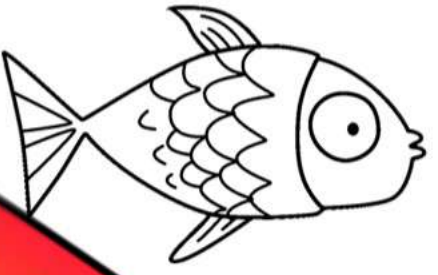
What are Fish?

Fish are animals that live in the water. Fish come in many different shapes and sizes. All fish have these things in common:

Cold-blooded	Vertebrates – have backbones	Have fins
Have s[illegible]ot fur	Breathe underwater using gills	Lay eggs

How [illegible]

All fish have gi[illegible] to breathe water. When we breathe, we use our lungs to breath[illegible]gen. [illegible]eir gills to do the same thing. Fish still [illegible] they get their oxygen from the wate[illegible]



Fun Fish Facts

- The longest fish is the whale shark which [illegible] 40
- The smallest fish is the dwarf goby at only 9mm
- Fish are great pets.
- Whales can't swim backwards.

PREVIEW

Search and Find | Follow the instructions below

1. Underline the word breathe in the text. How many times did you find it? _____
2. What do fish use to breathe? _____
3. Fish are vertebrate animals. What does that mean they have? _____
3. What do fish get from the water to breathe? _____

Name: _____ 53

Curriculum Connection
SCI.3.B, SCI.3.E.14

Types of Animals - Birds

What are Birds?

Birds are very cool animals that are a lot different than other animals. There are over 9,000 different types of birds. Birds have these things in common:

✓ Have feathers	✓ Warm-blooded	✓ Lay eggs
✓ Have wings but not all can fly	✓ Vertebrates – have backbones	

How Do Bi

Almost a … ecause they have wings. Birds flap their wings to change the air press… ove an… eir wings. This gives them lift, just like an airplane.

The peregrine f… of t… test birds. It can fly at speeds of over 160 km per hour! Some birds … guin…



Examples of Birds

Parrots, penguins, hummingb… che… d… eans, swallows, herons, woodpeckers, eagles, owls, and geese.

PREVIEW

Search and Find

Follow the instructi… low

1. Underline the word birds in the text. How many times d… nd…
2. What do all birds have that no other animals have? _____
3. How fast does the peregrine falcon fly? _____ km/hr

Multiple Choice

Circle the best answer

1) Which bird cannot fly?	Toucan	Penguin
2) Which bird is one of the fastest?	Peregrine Falcon	Eagle
3) All birds have	Feathers	Scales
4) All birds have	Fins	Wings
5) Birds can fly because of changing	Air pressure	Weather

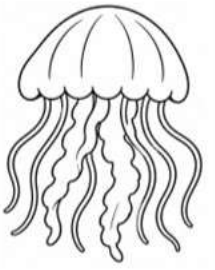
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Curriculum Connection
SCI.3.B, SCI.3.E.14

Groups of Animals - Invertebrates

What are Invertebrates?

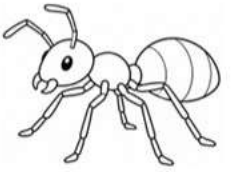


Invertebrates are animals that do not have backbones. This means they have no spine or bony skeleton. Most of the animals in the world are invertebrates that have no spine. In fact, 97 percent of all animals are invertebrates.

Types of Invertebrates

Worms, in[illegible]nd spiders are the most common types of invertebrates. These animals are small[illegible]backbones. Insects make up the largest group of invertebrates in the w[illegible]million different types of insects.

There are a lot of[illegible]animals living in water. Jellyfish, sponges, starfish, and corals are all ex[illegible]f inver[illegible]living in water.



Exoskeletons

Spiders, insects, and scorpio[illegible]exo[illegible]**exoskeleton** is a skeleton on the outside of their bodies.[illegible]protects the animal's insides. It may seem like they have a backbone, b[illegible]t is just[illegible]ton.

PREVIEW

Search and Find

Follow the instructions below.

1. Underline the word invertebrate in the text. How many ti[illegible]did[illegible]_____
2. How many different types of insects are there? _____
3. Circle the types of invertebrate animals living in water. Write one here: _____

Multiple Choice

Circle the best answer.

1. Spiders, insects, and scorpions have...	backbones	exoskeletons
2. Jellyfish are...	vertebrates	invertebrates
3. What percent of animals are invertebrates?	97	87
4. Invertebrates have no...	backbone	skeleton
5. The largest group of invertebrates are...	worms	insects

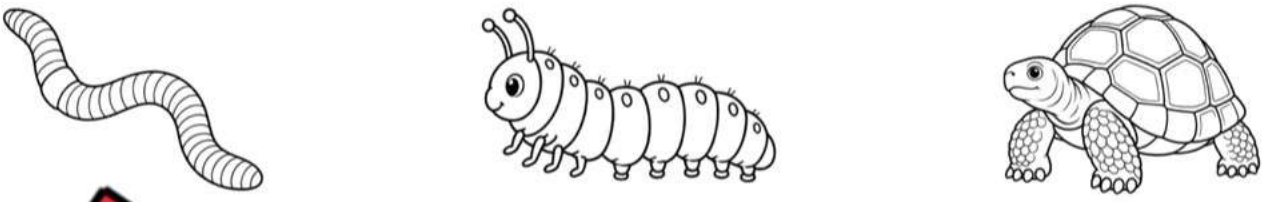
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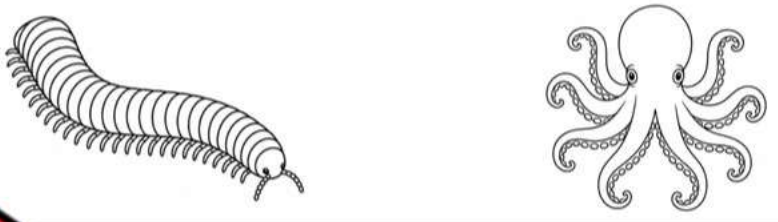
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Curriculum Connection
SCI.3.B, SCI.3.E.14

Invertebrate Animals

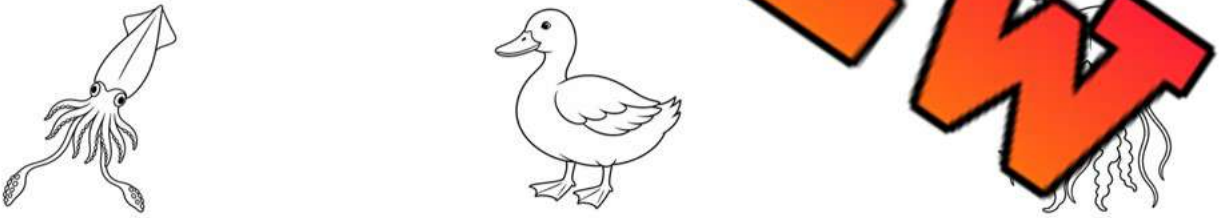
Which animals are invertebrates (have no backbone)? Colour 2 for each row.

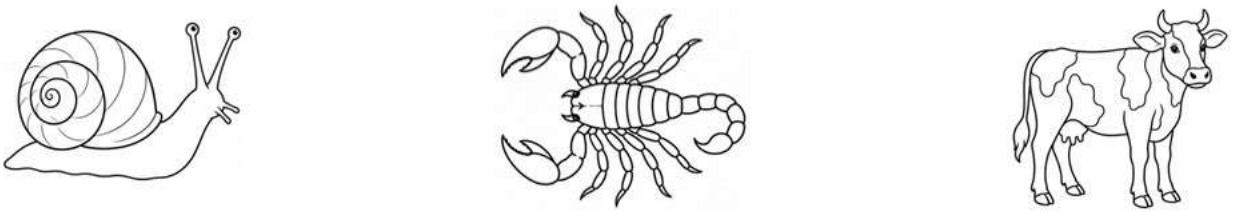
1) 

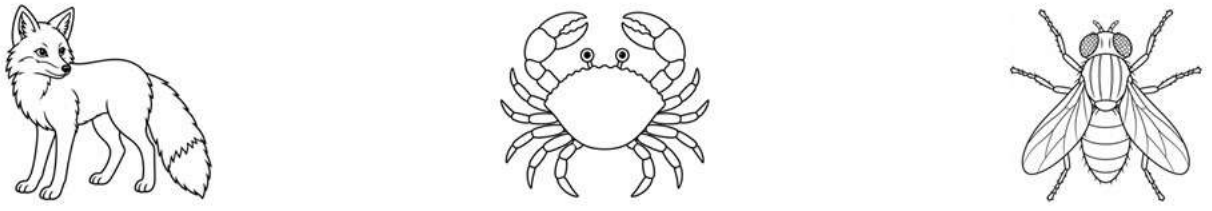
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6) 

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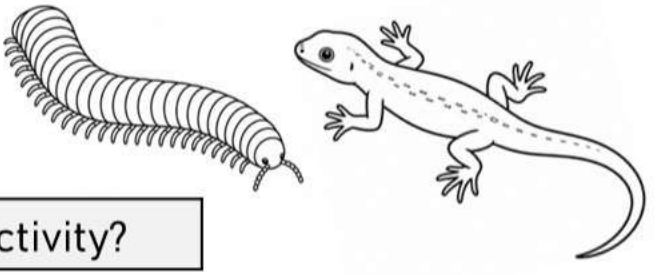
Name: _____ 56

Curriculum Connection
SCI.3.B, SCI.3.D, SCI.3.E.14

Experiment – Vertebrates vs Invertebrates

Research Question — What are we learning more about?

Can invertebrates or vertebrates support more weight?



Materials — What do we need for our activity?

1) [illegible] dough [illegible] h to make two animals
2) One pipe cle[illegible]r
3) Weights – wooden [illegible] wo[illegible]



PREVIEW

Method — How do we complete the e[illegible]rime[illegible]

1) Make an animal like the one in the pictu[illegible]
   i. Make 4 legs
   ii. Make a body
   iii. Attach the legs to the body
   iv. Put a head on the body
2) Make another animal using the same steps as above.



3) Put a pipe cleaner through the body to act as a backbone.
4) Put one block on each animal and observe.
5) Keep adding blocks until one of the animals collapse.

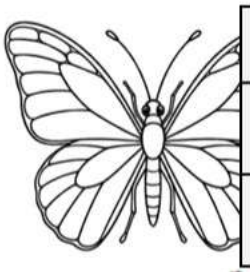
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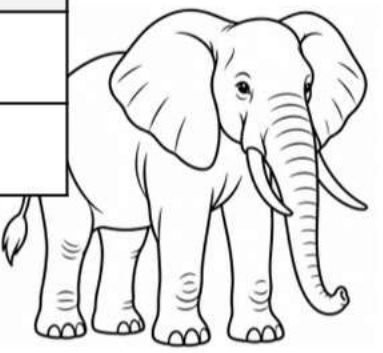
Curriculum Connection
SCI.3.B, SCI.3.D, SCI.3.E.14

Observations

How many blocks did each type of animal hold?



	Number of Blocks
Vertebrates	
Invertebrates	



Result

Answer the questions below

1) Which type of animal can hold more weight?

Vertebrates	Invertebrates

2) Which type of animal you think is usually bigger?

Vertebrates	Invertebrates

3) Why do you think the bigger animals can hold more?

4) If an invertebrate animal gained a lot of weight, what could happen?

PREVIEW

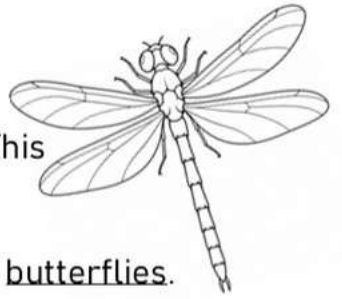
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Curriculum Connection
SCI.3.B, SCI.3.E.14

Types of Animals - Insects

Insects

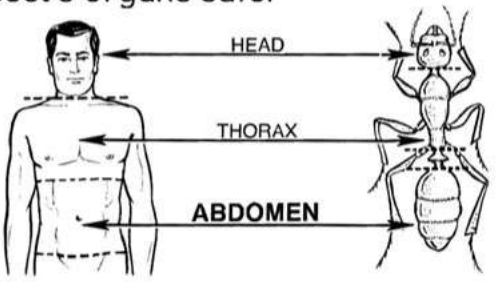


Insects make up the largest group of animals in the world. There are over one million species of insects! Insects have no backbone. This means they are invertebrates. Insects have exoskeletons instead of backbones. Examples of insects are grasshoppers, dragonflies, and butterflies.

Exoskelet

Insects d[illegible]nes like we do. Instead, they have exoskeletons that protect their insid[illegible] hard shell that keeps the insect's organs safe.

Insect Body



An insect has th[illegible] body [illegible]d, thorax, and abdomen. The he[illegible]uth and eyes. Insects do not ha[illegible] bu[illegible] antennae instead. They use their [illegible]tenn[illegible] l the temperature, and find friends. The thorax is the chest of an in[illegible]hat co[illegible]ad to the abdomen. The abdomen is the back part of the insect. All inse[illegible]e 6 l[illegible]st have 4 wings.

PREVIEW

Multiple Choice Circle the best answer.

1. An exoskeleton is...	Har[illegible]	
2. An example of an insect is a...	Liza[illegible]	agonfly
3. The middle of an insect is the...	Abdomen	Thorax
4. How many legs does an insect have?	2	6
5. Insects are the largest or smallest type of animal?	Largest	Smallest

Draw Draw a picture of an insect. Label its head, thorax, abdomen, wings, and legs.

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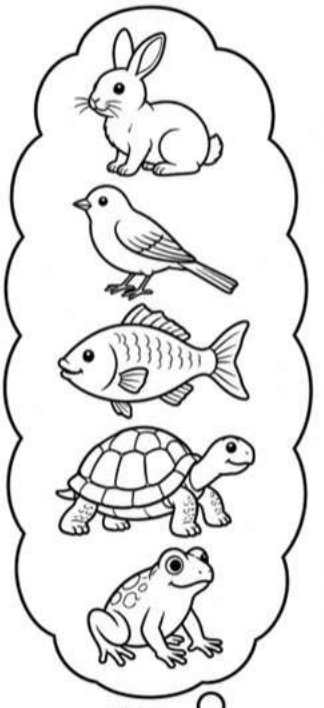
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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Fact or Fiction: Animal Group Questions

Objective What are we learning about?

Students will listen to statements about mammals, birds, fish, reptiles, and amphibians, and decide whether each one is fact or f[iction]. This helps the class test the animal ideas they alre[ady] and fix any misconceptions.



Materi[als] [W]ill you need for the activity?

- Fact or Fiction [statements] (c[ut] and)
- A large sign that say[s Fact]
- A large sign that says Fict[ion]
- Clear floor space for students to [move]
- One quiz page for each student

Instructions How will you complete the acti[vity]

1) Put the two signs on walls at opposite sides of the classro[om].
2) Your teacher will read a statement about an animal group aloud.
3) Think carefully about which group that animal really belongs to.
4) If you believe the statement is true, walk to the Fact side.
5) If you believe it is not true, walk to the Fiction side.
6) Stay on your side and listen while the right answer is given.
7) Return to your seat and get ready for the next statement.

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SCI.3.B, SCI.3.C, SCI.3.E.14

Fact or Fiction

Read the statements to the class.

#	Statement	Answer
1	A whale is a mammal, not a fish.	Fact
2	A bat is a mammal that can fly.	Fact
3	Birds are the only animals with feathers.	Fact
4	Most fish breathe through gills.	Fact
5	Snakes are reptiles with dry, scaly skin.	Fact
6	Frogs are amphibians and begin life in water.	Fact
7	Mammals feed their babies milk.	Fact
8	A penguin is a bird because it has feathers, but it cannot fly.	Fact
9	Reptile eggs have tough, leathery shells.	Fact
10	A turtle must reach the surface to breathe.	Fact
11	A whale is a fish because it lives in the ocean.	Fiction
12	A bat is a bird because it has wings.	Fiction
13	Snakes feel slimy when you touch them.	Fiction
14	Every animal that swims is a fish.	Fiction
15	A penguin is a mammal because it stands up.	Fiction
16	Every animal with wings is a bird.	Fiction
17	Frogs and toads are reptiles.	Fiction
18	Fish breathe with lungs, the way people do.	Fiction
19	All birds can fly.	Fiction
20	Baby mammals hatch out of eggs.	Fiction

PREVIEW

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SCI.3.B, SCI.3.C, SCI.3.E.14

Show and Tell: An Animal With a Backbone

Objective — What are we learning about?

Each student brings in a model, toy, photograph, or drawing of one animal that has a backbone. They tell the class which of the five backbone groups it belongs to and name the traits that prove it.

Materials — What will we need for our activity?

- One animal toy, photograph, or drawing
- Planning page (provided)
- Pencils and crayons for drawing



Instructions — How will we complete our activity?

1) Review the five groups of animals that have backbones.
2) Ask each student to choose one animal with a backbone.
3) Students may bring a toy or model, or a photograph, or a drawing.
4) Hand out the Planning Page and work through it together.
5) Remind students to name the group and the traits that prove it.
6) Give each student a turn to show the animal and tell about it.
7) Ask the class to listen quietly while each person is speaking.
8) Allow one kind comment or one question after every turn.
9) Keep a tally on the board of how many animals landed in each group.

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SCI.3.B, SCI.3.C, SCI.3.E.14

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Names the Group	You state which of the five backbone groups your animal belongs to.
Gives the [illegible]f	You name at least two traits that show the animal is in that group.
Spea[illegible]early	[illegible]ak slowly and loud enough for the back row to hear you.
Good Listening	[illegible] [illegible]hers turns and ask one kind question.

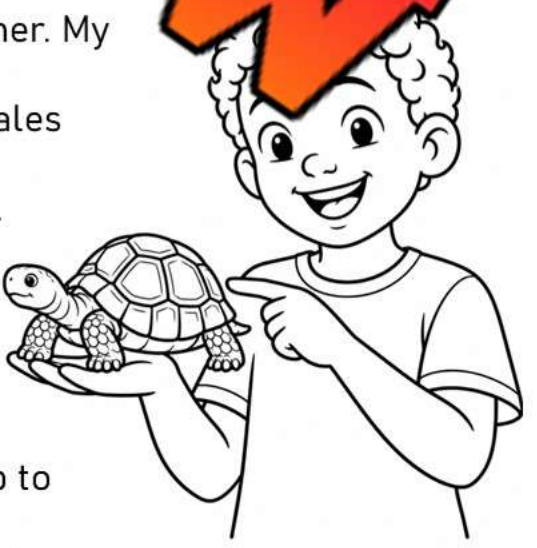
PREVIEW

Example Presentation

Read the ex[illegible] presen[illegible].

My Animal: A Paint[illegible] Tu[illegible]

This is my model of a painted turtle. I found turtles like this at a slough near my grandma's house last summer. My animal is a reptile. I know that because it has dry scales on its legs and a hard shell, and it lays eggs on land. It has a backbone. The shell is joined right onto the spine, so a turtle cannot crawl out of its shell. A painted turtle breathes air with lungs, so it swims up to the surface. That is one way you can tell it is not a fish.



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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Planning Page Answer the questions below.

1) What animal did you bring, and which backbone group is it in?

2) What does your animal look like? Name two traits you can see.

3) Where [illegible] is its backbone, and how do you know it has one?

4) What does your [illegible] feel [illegible] uch it – smooth, rough, or soft?

5) What sound does the real animal make?

6) Where in Manitoba does the real animal live, and what is around

7) Why did you pick this animal, and what should the class learn from it?

PREVIEW

Name: _____ 65

Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Draw and Write Draw your animal, name it, and mark where its backbone runs.



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Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Group Named	No group given	Group is wrong	Correct group	Correct group, said clearly
Traits G	No traits	One trait	Two traits	Two traits, well explained
Speaking	he	Sometimes clear	Clear to hear	Clear and confident
Listening	Often talki	Qu	Listened well	Listened well and asked question

PREVIEW

Teacher Comments

Mark

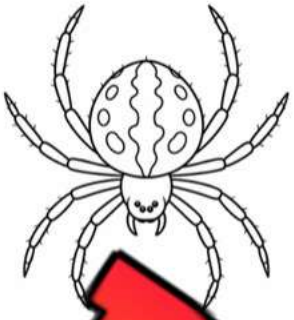
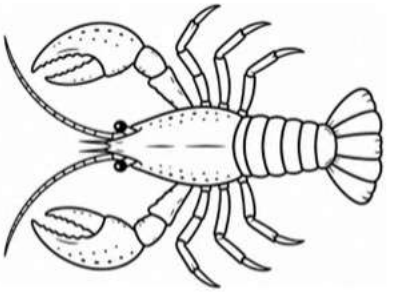
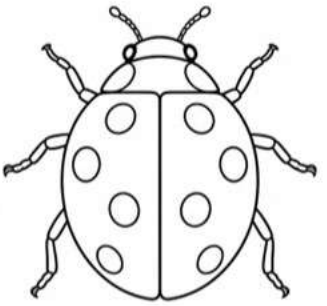
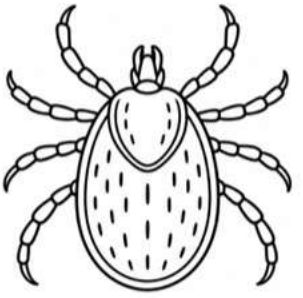
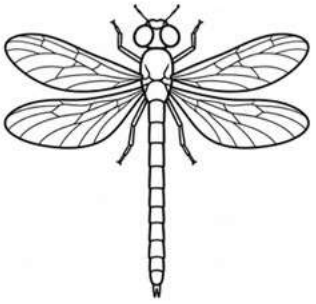
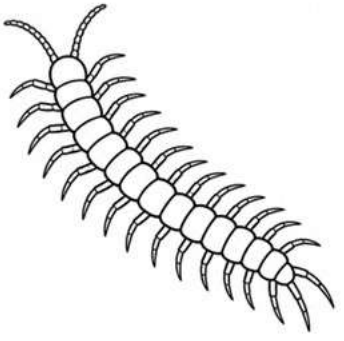
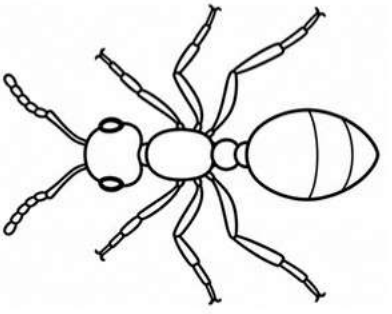
Student Comments – What Could You Do Better?

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Colour Colour the insects. Leave the other small creatures white.

 Gar der	 Crayfish	 Ladybug
 Earthworm	G hoppe	 Wood tick
 Bumblebee	 Monarch butterfly	 Garden slug
 Dragonfly	 Centipede	 Black ant

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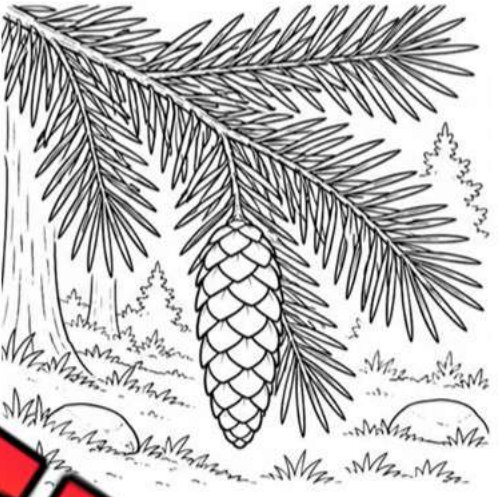
Curriculum Connection
SCI.3.B, SCI.3.E.14

Types of Trees in Manitoba

Two Big Groups of Trees

Manitoba has many kinds of trees, from the tallgrass prairie to the boreal forest. Scientists sort them into two big groups. To tell the groups apart, you only need to look at the leaves. Every tree fits into one group or the other.

PREVIEW



Conifers

A **co** a tree **,** sharp leaves called **needles**, and **w** **seed** ide a cone. A cone is a hard, **w** **case** **k** **e** seeds safe. Most conifers stay **g** **al** **win** White spruce, Manitoba's **pro** **al t** pine grow across the north. The **tam** **is the** odd one out. It is a conifer, but its needles **tu** **d** **and** **very** autumn.



Broadleaf Trees Drop Their Leaves

A **broadleaf** tree has wide, flat leaves. Almost all of them are **deciduous**, which means they lose every leaf each autumn and grow new ones in spring. In winter you can still sort them by their bark and the shape of their branches.

- **Trembling aspen** — round leaves that shake in the lightest wind
- **Bur oak** — thick leaves with rounded lobes, and acorns
- **American elm** — tall arching branches over Winnipeg streets
- **Green ash** — one leaf made of many small leaflets

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SCI.3.B, SCI.3.E.14

True or False

Circle whether the statement is true or false.

1) Most conifers stay green all winter.	True	False
2) A tamarack keeps its needles all year.	True	False
3) Aspen leaves shake in the lightest wind.	True	False
4) White spruce is Manitoba's tree.	True	False
5) Bur oak grow their seeds inside cones.	True	False

Question

Answer the questions below using evidence from the text.

1) Name two conifers and two broadleaf trees that grow in Manitoba.

2) Why is the tamarack unusual for a conifer?

PREVIEW

Fill in the Blank

Choose a correct word from the box to complete each sentence.

needles	tamarack	broadleaf	conifer	deciduous

1) A _____ tree grows its seeds inside a cone.

2) The thin, sharp leaves of a spruce are called _____.

3) A _____ tree has wide, flat leaves instead of needles.

4) A _____ tree loses every one of its leaves each autumn.

5) The _____ is a conifer whose needles turn gold and drop.

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SCI.3.B, SCI.3.E.14

Colouring Sheet Colour the conifers green. Colour the broadleaf trees orange.



PREVIEW

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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Interview: Meet a Museum Scientist

Student: What do you do at the museum?

Dr. Ana Reid: I am a **curator**. I look after the museum's **collection** — the plants and animals we save and store in Winnipeg.



Student: W[illegible]s a specimen?

Dr. Ana [illegible]en is one real plant or anim[illegible]keep. [illegible]ressed flowers, beetles in bo[illegible] ski[illegible]drawers.

Student: Do they [illegible] a la[illegible]

Dr. Ana Reid: Every one[illegible]alls [illegible]where it was found, and when. Without those three facts, a sp[illegible]imen[illegible]e

Student: Why does the date matter s[illegible]ch?

Dr. Ana Reid: It shows what lived here that [illegible]n old[illegible] Lake Winnipeg lets me compare that beetle with ones we catch [illegible]

Student: How do you find one drawer among thousand[illegible]

Dr. Ana Reid: The collection is arranged by group. Beetles sit [illegible]ucks with ducks. Once I know the group, I find the drawer.

Student: What happens when a new specimen arrives?

Dr. Ana Reid: I study its **traits**, the features it was born with. I count legs and check wings. The traits tell me which group it joins.

Student: Is it ever hard to decide?

Dr. Ana Reid: Some days, yes. Then I hold it beside specimens we have named and read what other scientists wrote. I never guess.

Student: Thank you. I want to sort my rocks.

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SCI.3.B, SCI.3.C, SCI.3.E.14

Fill in the Blanks

Circle the missing word.

1)	A _____ looks after specimens.	curator	farmer
2)	One saved animal is a _____.	stone	specimen
3)	Each specimen needs a _____.	label	ribbon
4)	The collection is sorted by _____.	group	price
5)	Traits _____ you can check.	features	feelings

Ques[illegible] questions below using what you read.

1) Name the [illegible] that [illegible] museum label must give.

2) Why can Dr. Reid find one drawer quickly?

PREVIEW

Think

The student asked Dr. Reid how she places a new specimen. If you found a beetle today, which trait would you check first, and why?

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SCI.3.B, SCI.3.C, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Match each word to its meaning.

Curator ☐	☐ A card with the date and place
Specimen ☐	☐ One real plant or animal kept
	☐ Looks after the collection

Name: _____ Mark

Match each word to its meaning.

Curator ☐	☐ A card with the date and place
Specimen ☐	☐ One real plant or animal kept
Label ☐	☐ Looks after the collection

Name: _____ Mark

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Label ☐	☐ Looks after the collection

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Check (✓) only what is true.

	A chart of traits is no help at all.
	Apples can only be sorted by colour.
	Every apple in the world tastes the same.
	A crisp apple snaps when you bite it.
	A tart apple tastes sharp and sour.
	A variety is a group with the same traits.

Name: _____ | Mark

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Name: _____ | Mark

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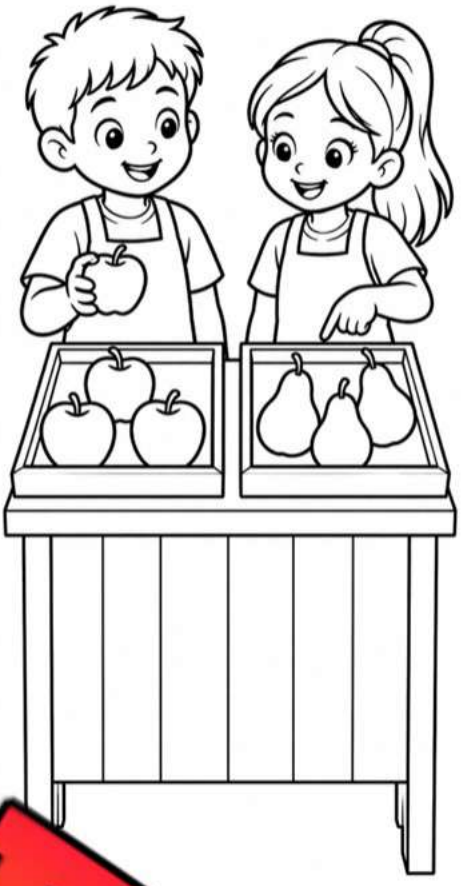
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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Role Play - Sorting by Traits

Objective What are we learning about?

Small groups act out everyday situations where people must sort things by traits. Each card stops before the answer, so the group works out the sorting rule together.



Materials What do we need for our activity?

- ❑ Scenario cards provided
- ❑ A timer or stopwatch
- ❑ Props from the classroom if helpful

Instructions How will we complete our activity?

1) Divide the class into small groups of three or four students.
2) Give each group one scenario card to read together.
3) Every card gives a situation, not a list of characters.
4) Let the group decide who will be which one inside the situation.
5) Give the groups a set time to plan and practise their scene.
6) Remind them to show the sorting rule they choose, not just say it.
7) Have each group act their scenario out for the class.
8) After each scene, ask the class what trait was used to sort.
9) Finish with a talk about which sorting rules worked best and why.

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SCI.3.B, SCI.3.C, SCI.3.E.14

Criteria Use the criteria below to complete the activity.

Criteria	Description
Clear Situation	The class can tell what the problem is within the first few seconds.
Everyone Has a Part	Every person in the group has something to say or do in the scene.
Sorting Show	The group shows the trait they used, not just the final answer.
Voices	ak loudly enough to hear and use your face to show feelings.
Goo Audience	oth roups quietly and clap when each scene ends.

PREVIEW

Scenario Cards Cut

Scenario		Description
1	**Two Apples**	A group of friends is handed pples ot look the same. One is red and shiny; the other meone says they must be two different fruits altog nd rs says they are both still apples, just different kinds. T settle it. What traits should they check first?
2	**Taste Chart**	A class is tasting four kinds of apples and filling in a chart. Someone wants a column for colour. Someone else wants a column for crunchy or soft. A third person says the only columns that matters is sweet or tart. Everyone is talking at once and nothing is written down yet. How should the group decide which traits go on the chart?

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SCI.3.B, SCI.3.C, SCI.3.E.14

Scenario Cards | Cut out the scenarios below.

	Scenario	Description
3	**The Fruit Bowl**	A family empties a bag of fruit onto the table and wants it sorted into three bowls. Someone starts sorting by colour. Someone else has already begun sorting by size. Half the fruit is now in the wrong bowl, and nobody wants to start again. What should the family agree on before they continue sorting?
4	**Market Stall**	[illegible] running a fruit stall at a school market. Shoppers keep asking which [illegible] best for baking, and which is best for eating fresh. The apples are piled together in one big crate. Nothing is marked and the group [illegible] essing. What could the group do to the stall so shoppers can sort the apples themselves?
5	**Sorting Sizes**	A group is asked to sort a basket of apples into small, medium, and large. They soon find that two people mean different things by medium. One holds up an apple and calls it medium, but the person beside them calls the very same apple large. The pile keeps moving back and forth. How can the group make the rule fair for everyone?
6	**One Trait Only**	A teacher gives a group a tray of fruit and one rule: sort it into two groups using a single trait. The group cannot agree. Some want to split it by colour, some by shape, and one person wants to use whether it has a peel. Time is nearly up and the tray is untouched. How should the group pick just one trait?

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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Scenario Cards Cut out the scenarios below.

Scenario		Description
7	**Sweet or T**	A group is tasting apple slices with their eyes closed and writing down sweet or tart. Two people taste the same slice and write different answers. Someone says one of them must be wrong. Someone else thinks people can honestly taste things differently. The chart now has a gap in it. What should the group t that row?
8	**Missing Label**	A up fi wl of apple slices on the counter with no label Th ed to be the tart ones for the taste test. The st just veet ones from the other bowl. Guessing wo d s for the class. What could the group try in o to wor wh kind these are?
9	**Same or Not**	A group is looking at two ap s th very same tree. One is bigger and has a red d th er is small and pale green. Someone says they must be Another person says a tree only grows one kind e. The group is stuck between the two ideas. How could they find out who is right?
10	**Making the Key**	A group wants to build a yes or no chart so a younger class can name four kinds of apples. The first question they wrote is: is it tasty? Every single apple ends up on the yes side and the chart falls apart. The group knows something about that question is wrong. What kind of question should they ask instead?

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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

My Role | Draw your group's scene and label the trait you used to sort.



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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Reflection Create an acrostic poem using the word provided below. Your poem should relate to the word shown.

A	
P	
P	
L	
E	
S	

PREVIEW

Name: _____ 90

Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Situation	Unclear scene	Somewhat clear	Clear problem	Clear from the start
Taking Pa	One person acts	Some take part	Most take part	Everyone has a role
Sort	No own	Trait is hinted	Trait is shown	Trait shown and named
Voice	ot be rd	at times	Easy to hear	Clear and lively
Audience	Often noisy	Qu es	Watched quietly	Quiet and supportive

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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SCI.3.A, SCI.3.B, SCI.3.E.14

Story: Sorting Plants by What They Do

Draw Draw pictures to illustrate the story.

Talia walks slowly along a bush trail near Riding Mountain. Mrs. Verna Bird walks ahead of her with an empty basket. Mrs. Bird is Anishinaabe. She is a knowledge keeper, so she holds knowledge about the plants that grow here.

PREVIEW

At the first bend, Mrs. Bird stops. She says a scientist would **classify** these plants, which means sort them into groups, by looking at leaf, flower, and seed. Anishinaabe people sort the very same plants another way. They group them by what each plant is used for. Both ways need careful eyes, and neither one works if you hurry.

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Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

Farther down the trail, the bushes hang heavy with fruit. Mrs. Bird points to a shrub with round leaves and dark purple berries. These are **saskatoons**, a berry that people pick for food. Beside it, a taller bush holds long strings of small red and black fruit. Those are **chokecherries**. Talia sees that its leaves are pointed, not round. Both plants belong in the food group, yet their traits are not the same.



Past the willows, Mrs. Bird kneels beside a low green plant with square stems. She says it is wild mint, and that people make a tea from plants like this one. She does not tell Talia how. That knowledge is held by knowledge keepers, she says, and it is passed on slowly and carefully. Talia must never pick a plant for medicine, or use one, without a knowledge keeper to guide her. Talia writes "medicine" in her notebook and leaves the plant growing.

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Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

Down by the creek, the sorting changes again. Mrs. Bird names the plants people use for materials. **Birch** bark is taken carefully and folded into baskets. Willow makes bendy frames. Cattail leaves are dried and woven into mats. Talia runs her thumb along the smooth white bark.



On the walk home, Mrs. Bird shows Talia one more plant. Its root, she says, colours cloth a deep orange, so it belongs in a fourth group: dye. Talia thinks about her science class. Her teacher sorts plants by leaf shape and seed. Mrs. Bird sorts the same plants by use, into food, medicine, materials, and dye. Both systems are organised. Both ask you to look closely at traits. That night Talia rules four columns and starts her own chart.

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Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

Ordering

Put these story events in the correct order by numbering them 1 to 8.

	By the creek they name birch, willow, and cattail.
	Mrs. Bird kneels beside the low wild mint plant.
	Talia rules four columns and starts her own chart.
	Talia walks a bush trail near Riding Mountain.
	M Bird shows a root that colours cloth orange.
	explains two ways to sort the same plants.
	dicine" and leaves the plant growing.
	lia se ons and chokecherries on the trail.

What Did You Learn?

Thi hole story, then answer below.

1) Name the four groups M d u plants.

2) Why must Talia never pick a plant for medicine wn?

Making Connections

Think of something you sort at home, like socks or toys. Which traits do you use to make your groups? Write about it.

PREVIEW

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Name: _____ 95

Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

Colouring Sheet | Colour the Manitoba plants below.



PREVIEW

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Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

True (T) or false (F)?

1) Plants are sorted only one way.	T / F
2) Talia picks plants alone.	T / F
3) Saskatoons are a food.	T / F
4) Birch bark makes baskets.	T / F
5) Mrs. Bird is Anishinaabe.	T / F

Name: _____ Mark

True (T) or false (F)?

1) Plants are sorted only one way.	T / F
2) Talia picks plants alone.	T / F
3) Saskatoons are a food.	T / F
4) Birch bark makes baskets.	T / F
5) Mrs. Bird is Anishinaabe.	T / F

Name: _____ Mark

True (T) or false (F)?

1) Plants are sorted only one way.	T / F
2) Talia picks plants alone.	T / F
3) Saskatoons are a food.	T / F
4) Birch bark makes baskets.	T / F
5) Mrs. Bird is Anishinaabe.	T / F

PREVIEW

Name: _____ 97

Curriculum Connection
SCI.3.B, SCI.3.E.14

Types of Dogs

One Species, Many Shapes

A Great Dane and a tiny pug look nothing alike. Every dog on Earth belongs to one **species**, a group of animals that can have young together. For thousands of years, people chose which dogs would become parents together because of traits they wanted in the pups. Those choices explain why one species can look so many different ways.



What a Breed Is

A **breed** is a group of dogs that share certain **traits**, the features an animal is born with. Dogs of one breed look and act alike one another.

- **Border collie** — quick and clever, kept to herd sheep and cattle.
- **Labrador retriever** — a strong swimmer with a water-shedding coat.
- **Siberian husky** — a **sled dog** with a heavy coat for cold work.
- **Beagle** — a short hunting dog with a powerful nose.



Dogs With a Job

A **working dog** is a breed people keep for a task, not just for company. In northern Manitoba, sled dogs pull loads across the snow. Farm dogs near Brandon move cattle from field to field. Sniffer dogs at the Winnipeg airport work with their noses. When you name a breed, you are classifying. You are telling people which set of traits that dog carries.

PREVIEW

Name: _____ 98

Curriculum Connection
SCI.3.B, SCI.3.E.14

Multiple Choice

Circle the best answer.

1) How many species do all the dogs on Earth belong to?			
Four	Ten	Too many to count	One
2) What is a trait?			
A kind of food	A born feature	A dog's name	A type of leash
3) Which breed is kept to move sheep and cattle?			
Borde[illegible]	Beagle	Siberian husky	Pug
4) Which [illegible]g pulls loads across the snow?			
[illegible]	Lap dog	Sled dog	Show dog

PREVIEW

Matching

[illegible]ine to [illegible]each item to what happened in the text.

Breed ◯	◯ Fur length, size, and colour
Species ◯	◯ [illegible]s sheep and cattle
Trait ◯	[illegible]ogs [illegible]hosen traits
Working dog ◯	[illegible] task
Sled dog ◯	◯ Stro[illegible]
Border collie ◯	◯ One kind tha[illegible]
Labrador retriever ◯	◯ Pulls loads over sn[illegible]w
Beagle ◯	◯ Short hunter with big nose

Scenario

Your friend says a husky and a pug cannot be the same species because they look so different. What do you think?

_____

_____

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Circle the best answer.

1) What is a breed? a) O y old dog b) D chosen traits c) A d d) A type o	2) How many dog species are there? a) Two b) Ten c) Hundreds d) One
3) What does a d do? a) Herds the c b) Swims for ducks c) Guards the barn d) Pulls loads on snow	4) What is a trait? a) A born feature b) A dog toy c) snow trail d) how

Name: _____

Mark

Circle the best answer.

1) What is a breed? a) One very old dog b) Dogs with chosen traits c) A kind of dog food d) A type of leash	2) How many dog s a) Two b) Ten c) Hundreds d) One
3) What does a sled dog do? a) Herds the cattle b) Swims for ducks c) Guards the barn d) Pulls loads on snow	4) What is a trait? a) A born feature b) A dog toy c) A snow trail d) A dog show

PREVIEW

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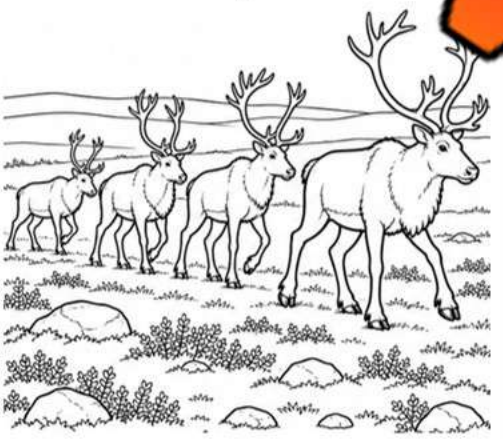
Name: _____ 103

Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

Caribou of Northern Manitoba

Case 1: Barren-Ground Caribou

Far north in Manitoba, past the trees, the land is open **tundra**—cold, treeless ground where only low plants gr… Barren-ground caribou live here… travel in a **herd**, which is a … …t moves together. Herds … …undra each year and pass … …urchill… and Inuit families in … …N… …o these caribou well. They … …here the herd travels and depend on caribou for food and hides.



Case 2: Woodland Caribou

Farther south, the **boreal forest** covers much of Manitoba with spruce and pine. Woodland caribou live there all year. They stay in small, scattered groups instead of huge herds. Some live in Pimachiowin Aki, east of Lake Winnipeg. Anishinaabe, Oji-Cree, and Cree communities know these quiet forest caribou. They browse on lichen …ow… on …



PREVIEW

What This Teaches Us

Both animals are caribou, and they look much alike. Scientists still sort them into two groups. The **traits** they sort by are body size, where the caribou lives, and how it behaves. One kind roams the open tundra in giant herds. The other stays in the forest in small groups. Dene, Inuit, Anishinaabe, Oji-Cree, and Cree knowledge holders in Manitoba told these two caribou apart long before scientists did.

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Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

True or False

Is the statement true or false?

1) Tundra is land covered with tall thick trees.	True	False
2) Barren-ground caribou travel in large herds.	True	False
3) Woodland caribou live in the boreal forest.	True	False
4) Woodland caribou gather in one giant herd.	True	False
5) The two kinds of caribou look much alike.	True	False
6) Dene and families know the far north.	True	False

Sorting

Sort each item into the correct column.

tundra	hu	far north	open land
boreal forest	groups	eats lichen	stays all year

Barren-Ground Caribou	Woodland Caribou

Making Connections

Think of two animals that look alike. Which traits would sort them apart?

PREVIEW

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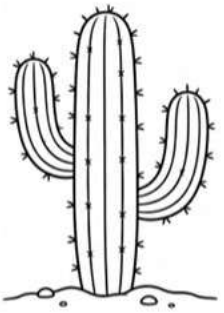
Name: _____ 105

Curriculum Connection
SCI.3.A, SCI.3.B, SCI.3.E.14

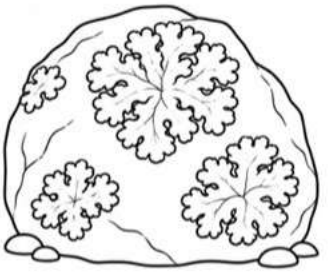
Colour Colour the things a caribou herd would find on the tundra.



A[illegible]x



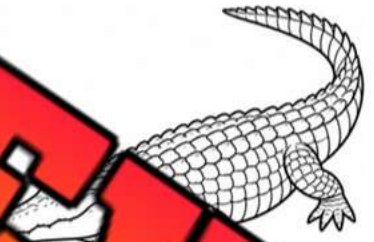
Cactus



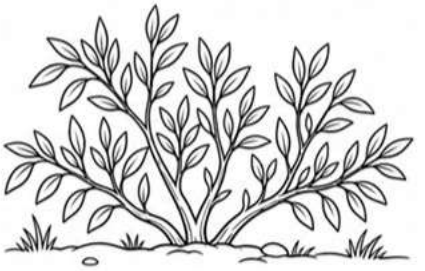
Lichen on a rock



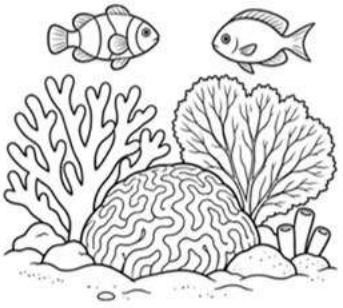
Palm tree



[illegible]odile



Low willow bush



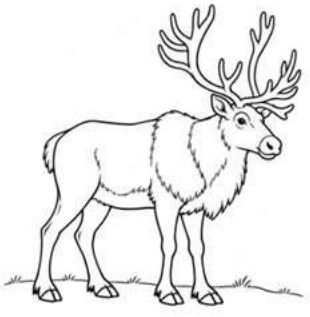
Coral reef



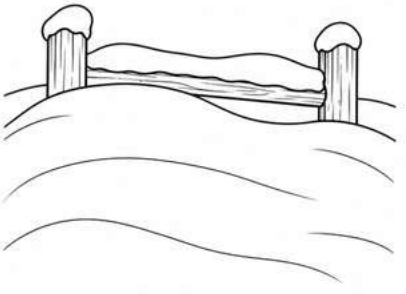
Snowy owl



Field of corn



Caribou



Deep snow drift



City street

PREVIEW

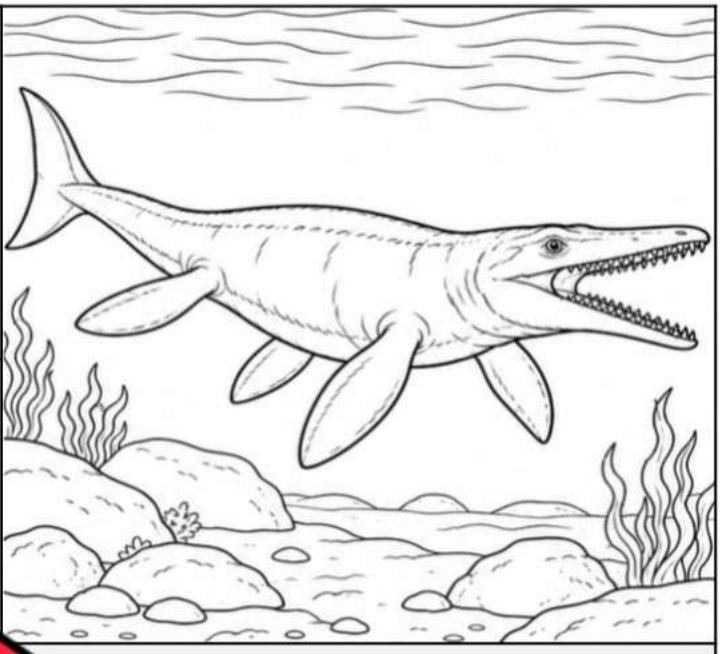
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Name: _____ 106

Curriculum Connection
SCI.3.B, SCI.3.E.14

Podcast Script: Fossils and Extinct Life

Host (Mia): Welcome to Sorting Science! I am Mia. Today we are talking about **fossils** and animals that are gone. Our guest is Dr. Reyes from a fossil museum in Manito



Dr. Rey A fossil is the hard remain of a living thing from lo es, and footprints can al me f s.

Host (Mia): So, what do mea ly?

Dr. Reyes: Extinct means a ki of li e from every place on Earth. We only know them from the fossils left.

Host (Mia): Is it true a sea covered Manitob

Dr. Reyes: Yes! Long ago a warm sea covered thi ge sea les hunted in it. The Canadian Fossil Discovery Centre in Morden on e.

Host (Mia): Who is Bruce? Tell us about him.

Dr. Reyes: Bruce is a **mosasaur**, a giant sea reptile with paddle limb d long jaws of sharp teeth. He is the largest mosasaur on display anywhere.

Host (Mia): How do you sort an extinct animal?

Dr. Reyes: We use the same **traits** we use for living animals. Bruce had a backbone, scales, and lungs, so we group him with reptiles, not fish.

Host (Mia): What can fossils teach kids today?

Dr. Reyes: Fossils show that life on Earth keeps changing. Sorting extinct animals into groups helps us understand them. Come and meet Bruce someday!

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Name: _____ 107

Curriculum Connection
SCI.3.B, SCI.3.E.14

Fill in the Blanks

Circle the missing word.

1)	A _____ is the hardened print of life.	cloud	fossil
2)	_____ means gone from all of Earth.	Extinct	Alive
3)	Bruce is a _____ from Morden.	dinosaur	mosasaur
4)	Long ago a _____ covered Manitoba.	sea	desert
5)	Bruc[illegible]uped with the _____.	fish	reptiles

PREVIEW

Ques[illegible]

[illegible]An[illegible] questions below using what you read.

1) What is a fo[illegible]? [illegible]the w[illegible] Reyes says in the podcast.

2) Why does Dr. Reyes group Bruce with rep[illegible]nd no[illegible]fish?

Think

Mia asked Dr. Reyes about Bruce. What would you ask Dr. Reyes next?

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Read each clue. Write the answer.

1) I am the hardened print or remains of life from long ago.	
2) I mean a kind of living thing is gone from all of Earth.	
3) I am the giant sea reptile named Bruce.	
4) I am the Manitoba town where you can visit Bruce.	

Name: _____ Mark

Read each clue. Write the answer.

1) I am the hardened print or remains of life from long ago.	
2) I mean a kind of living thing is gone from all of Earth.	
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4) I am the Manitoba town where you can visit Bruce.	

Name: _____ Mark

Read each clue. Write the answer.

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4) I am the Manitoba town where you can visit Bruce.	

Name: _____ Mark

Read each clue. Write the answer.

1) I am the hardened print or remains of life from long ago.	
2) I mean a kind of living thing is gone from all of Earth.	
3) I am the giant sea reptile named Bruce.	
4) I am the Manitoba town where you can visit Bruce.	

PREVIEW

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Name: _____ 112

Curriculum Connection
SCI.3.B, SCI.3.E.14

Letter: Make Your Own Sorting Key



Dear Grade 3 Scientists,

I work at a nature centre near Winnipeg. People bring me leaves, feathers, and beetles and ask, "What is this?" I answer with a **key** — a set of questions that leads you to a name, one step at a time.

A key works because each **question** has only two answers, so you never have to guess. You just look at your hand and answer honestly.

Here is how to build one. Put your items on the table. Find one trait that splits them into two piles. Write a question, such as "Is the leaf flat and wide?"

Each answer sends you down a **branch**, which is a path of the key that leads to a smaller pile. Ask a new question at the end of each branch. Keep going until each pile holds one leaf.



Here is my best advice. Pick traits you can see, not traits you feel. "Is it pretty?" is a weak question, because two people may not agree. "Does it have needles?" works every time.

Try it this week. Then share it with a friend and see if it leads them to the same answer.

Your friend,

Naturalist Dana Wiebe

PREVIEW

Name: _____ 113

Curriculum Connection
SCI.3.B, SCI.3.E.14

Two Choices

Circle the best answer.

1) A key question has _____ answers.	six	two
2) Each answer sends you down a _____.	branch	root
3) Good key questions use traits you _____.	feel	see
4) Keep asking until each pile has _____ thing.	five	one
5) "Is it pretty?" is a _____ question.	weak	strong

Question

e questions below using evidence from the text.

1) What is a sor se Dana Wiebe's letter to explain it.

2) Why is "Is it pretty?" a poor questi put in

Finish the Sentence

Complete each sentence below.

1) A key uses yes-or-no questions so that...

2) I would put two leaves in different piles when...

PREVIEW

Name: _____ 114

Curriculum Connection
SCI.3.B, SCI.3.E.14

Colouring Sheet Colour the six animals. Then sort them into two groups.



PREVIEW

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Curriculum Connection
SCI.3.B, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Underline the correct answer.

1) A key question has ten answers / two answers.

2) Each answer leads to a new branch / colour.

3) Key questions use traits you can imagine / see.

4) You stop when each pile holds six things / one thing.

Name: _____ | Mark

Underline the correct answer.

1) A key question has ten answers / two answers.

2) Each answer leads to a new branch / colour.

3) Key questions use traits you can imagine / see.

4) You stop when each pile holds six things / one thing.

Name: _____ | Mark

Underline the correct answer.

1) A key question has ten answers / two answers.

2) Each answer leads to a new branch / colour.

3) Key questions use traits you can imagine / see.

4) You stop when each pile holds six things / one thing.

Name: _____ | Mark

Underline the correct answer.

1) A key question has ten answers / two answers.

2) Each answer leads to a new branch / colour.

3) Key questions use traits you can imagine / see.

4) You stop when each pile holds six things / one thing.

PREVIEW

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Name: _____ 116

Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Newspaper Article: Photographing Birds

Photographer Names Every Bird She Meets

Publish Date: May 24, 2025

Before su[illegible] Saturday, photo[illegible]d [illegible]wal walked the board[illegible]at Oa[illegible]k Marsh, north of Win[illegible] [illegible]camer[illegible] ready. In four hou[illegible]e ph[illegible] twenty-two kinds of bir[illegible]

Kowal carries a **field guide**, which is a book of bird pictures and facts. When she is unsure, she checks **traits** — the small details that make one kind of bird different from another.

- **Beak shape** — a thin beak picks insects; a flat beak strains water
- **Size** — is the bird smaller or larger than a robin?
- **Markings** — stripes, patches, and wing bars
- **Habitat** — the kind of place where the bird lives
- **Call** — the sound the bird makes

Once she has the traits, Kowal places the bird in its group. “A duck and a heron stand in the same water,” she said. “But the legs, the beak, and the call tell me they belong in different groups. The photo is only half the work. Naming the bird is the other half.”

Kowal will show her marsh photos at a free talk in Winnipeg in June. She [illegible] young birders to start with one pond [illegible] its birds well. A good field guide, [illegible]ys costs less than a camera.



PREVIEW

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Name: _____ 117

Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

True or False

Is the statement true or false?

1) Kowal took photos at Oak Hammock Marsh.	True	False
2) Kowal names a bird by its colour alone.	True	False
3) A field guide is a book of bird facts.	True	False
4) A bird's call can help you name it.	True	False
5) Beak s is no help when sorting birds.	True	False

Questi

e questions below using what you read.

1) List three t ch efore she names a bird.

2) Why does Kowal say the photo is y half o wo

PREVIEW

Opinion

Write a comment for the paper. Would you like Kowal's j Say why.

Username: _____ Date: _____

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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Two are true. Cross out the lie.

	Kowal names a bird by its colour alone.
	A field guide helps Kowal check bird traits.
	Beak shape and call help name a bird.

Name: _____ Mark

Two are true. Cross out the lie.

	Kowal names a bird by its colour alone.
	A field guide helps Kowal check bird traits.
	Beak shape and call help name a bird.

Name: _____ Mark

Two are true. Cross out the lie.

	Kowal names a bird by its colour alone.
	A field guide helps Kowal check bird traits.
	Beak shape and call help name a bird.

Name: _____ Mark

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	Kowal names a bird by its colour alone.
	A field guide helps Kowal check bird traits.
	Beak shape and call help name a bird.

Name: _____ Mark

Two are true. Cross out the lie.

	Kowal names a bird by its colour alone.
	A field guide helps Kowal check bird traits.
	Beak shape and call help name a bird.

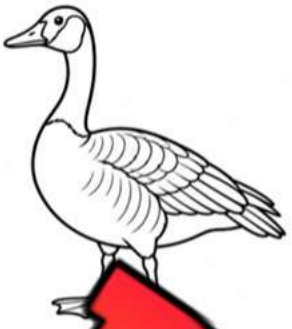
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Curriculum Connection
SCI.3.B, SCI.3.C, SCI.3.E.14

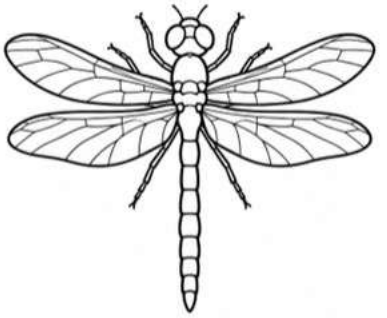
Colour Colour the birds. Leave the animals that are not birds white.



Ca[illegible]ose



Woodpecker



Dragonfly



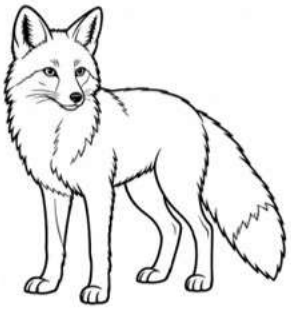
Blue jay



[illegible]rog



Great grey owl



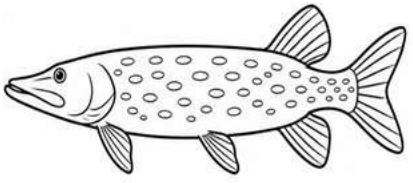
Red fox



White-tailed deer



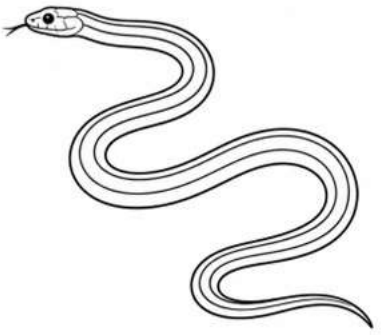
Sandhill crane



Northern pike



Bald eagle



Garter snake

PREVIEW

Name: _____ 123

Mark /

Unit Test

Sorting the Living World

Part 1 Choose the correct answer.

1) Classifying means:

A) Counting things up

B) Drawing a picture

C) S... into groups

D) M...

2) An animal with a backbone is a:

A) Vertebrate

B) Invertebrate

C) Conifer

D) Fossil

3) H... insect have?

A) Eight

B) Six

C) Four

D) Ten

4) A spider belongs with the:

A) Insects

B) Reptiles

C) Amphibians

D) Arachnids

5) Which tree keeps its needles?

A) Bur oak

B) Aspen

C) Spruce

D) Elm

... Ext... means that life is:

A) ...ery

B) Gon...

C) ...ound

D) Ast...

7) Bruce the mosasaur is in:

A) Brandon

B) Churchill

C) Morden

D) Thompson

8) A doodem is an ...

A) Song

B) Canoe

C) Berry

D) Clan

9) Which is a once-living thing?

A) A leather boot

B) A glass jar

C) A drop of rain

D) A steel nail

10) Dog breeds all belong to one:

A) Kingdom

B) Species

C) Habitat

D) Fossil

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Part 2 Draw a line to match each term to what it means. Mark /

Trait ◯	◯ the rocky remains or print of ancient life
Species ◯	◯ one kind of living thing that breeds together
Fos[illegible] ◯	◯ a feature you can see, count, or measure
	◯ an Anishinaabe family group named for an animal
Caribou ◯	◯ a northern deer where both sexes grow antlers
Doodem ◯	◯ a tree with cones that stays green all winter

Part 3 Answer each question in full sen[illegible]e. Mark /

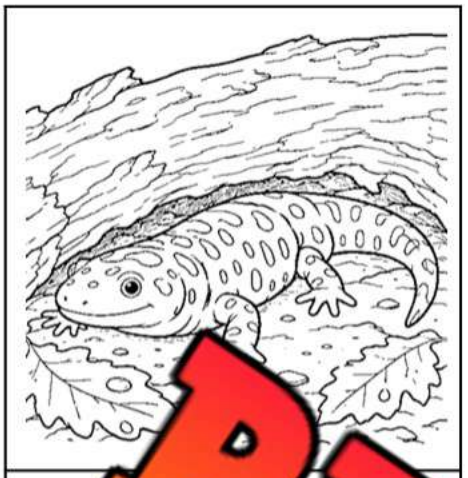
1) What are the similarities and differences bet[illegible] [illegible]nider?

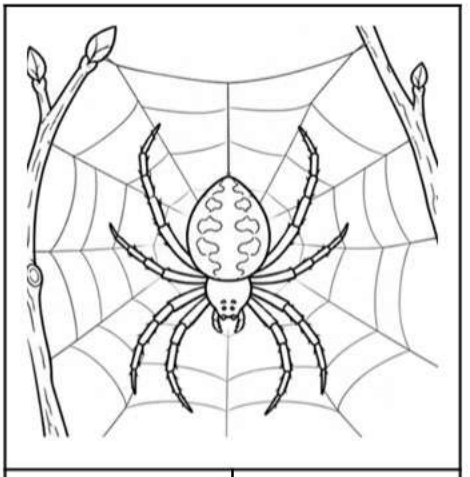
2) What are the similarities and differences between the two kinds of caribou?

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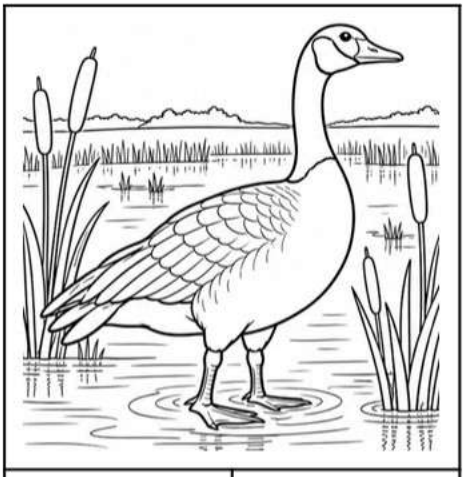
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Part 4	Is this animal a vertebrate? Circle Yes or No.	Mark	/

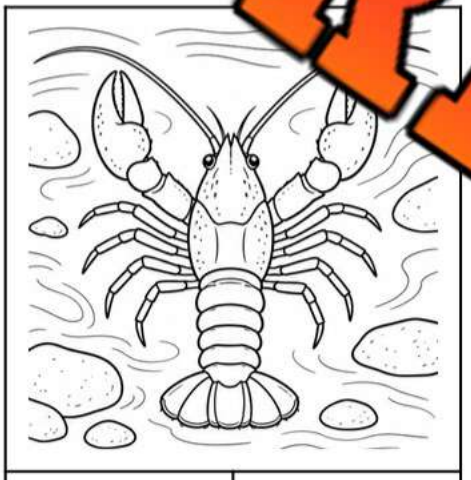




Yes	No



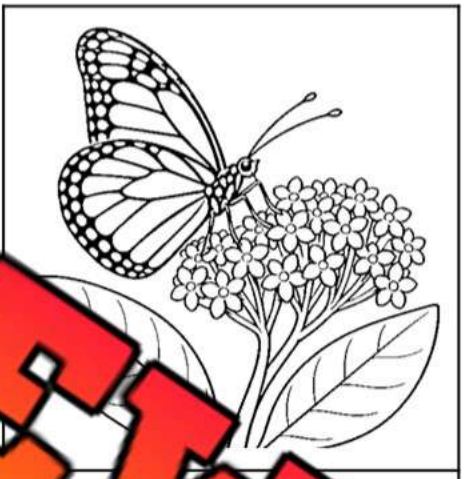
Yes	No



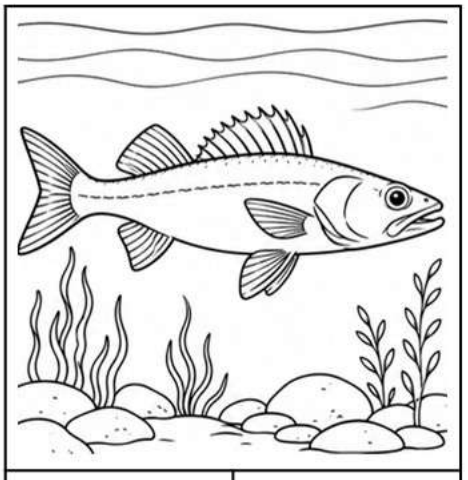
Yes	No



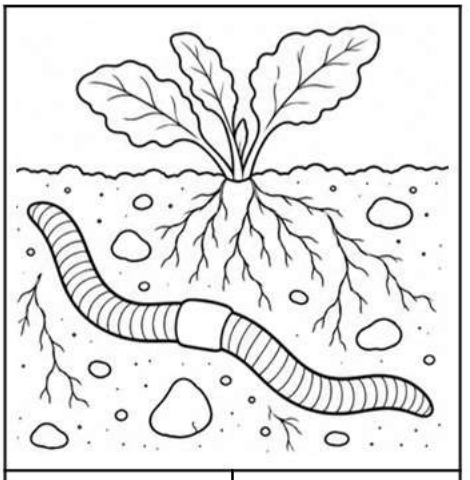
Yes	No



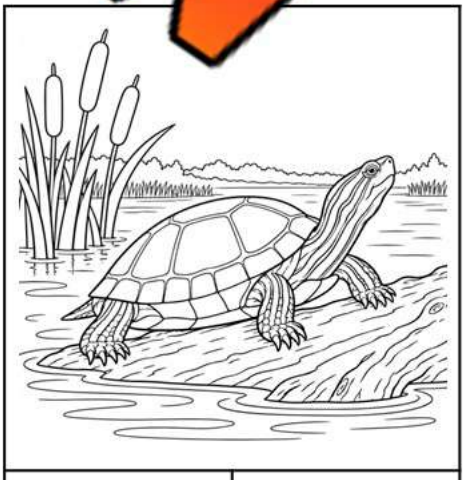
Y	



Yes	No



Yes	No



Yes	No

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