



Preview – Information



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Google Slides Lessons Preview





Ontario Science Curriculum

Soils in the Environment- Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

ALL ABOUT SOIL

Learning Goal

We are learning to **explore what soil is made of** so we can **explain why living things need it.**

LABEL THE PICTURES

Drag the correct label under each picture.

Labels: Fungi, Microbe, Earthworm, Leaf, Sand, Water, Rock, Clay

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION: TRUE OR FALSE

Statement	True or False?
1) Soil contains many living things.	
2) Nothing can grow in sand.	
3) Worms make soil worse.	
4) Darker soil has more nutrients.	

True False



Ontario Science Curriculum

Soils in the Environment- Grade 3

RIGHT OR WRONG? SORT THE PICTURES

Look at the pictures. Drag each picture into the correct box.

Worm Eats This

Worm Skips This

SCRAMBLE

Use the words to make the complete sentence in the empty space.

rocks snow slowly and Rain break apart

Weathered turn rocks tiny into soil grains

near the Most surface soil life lives

MOVE

Move the letter A or B into the box to show your answer.

- What does soil do to rain water?
A) Dirties it B) Cleans it
- What lives inside soil?
A) Worms and fungi B) Only rocks
- What is decomposition?
A) Growing new leaves B) Breaking down waste
- What gas can soil store?
A) Helium B) Carbon dioxide
- How many living things in soil?
A) Millions B) Just a few
- Why is clean water important?
A) All life needs it B) It tastes better



Ontario Science Curriculum

Soils in the Environment- Grade 3

CAUSE AND EFFECT CHAIN

Read the cause. Put the effects in order.

Rain washes silt into a river.

Heavy sand drops out first.
Light silt settles out slowly.
Silt floats along the current.

Layers of silt press into rock.
The river slows at a bend.
The water picks up silt.

PICTURE SORT

Sort the pictures. Drag each one into Holds Water or Drains Fast.

Holds Water	Drains Fast
   	   

Choose the effect it would have.

	Effect
A	The soil aerates and roots get air.
B	Water drains through the loam.
C	A farmer picks clay loam soil for it.
D	Air reaches the plant's roots.
E	The loam holds some water for roots.



Google Slides Lessons Preview





Ontario Science Curriculum

Growth & Changes in Plants– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

BASIC NEEDS OF PLANTS

Learning Goal

We are learning to **name** what plants **need** to survive so we can **explain** how each need helps a plant grow.

PICTURE SORT

Sort the pictures. Drag each one into Plant Needs or Not Needed.

		Plant Needs	Not Needed

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION: QUICK DRAW

Draw a picture showing one basic need of plants. Explain how it helps the plant grow.



Ontario Science Curriculum

Growth & Changes in Plants– Grade 3

SENTENCE SCRAMBLE

Rearrange the words to make the complete sentence in the empty space.

objects down ground. to Gravity pulls the

moon The than gravity Earth. weaker has

back always falls ball down. A thrown

WHAT WOULD YOU DO?

Move A or B to show what you would do.

	A	B
At the gas station You are about to pump fuel into a truck. A) Just start pumping right away B) Let a trained adult handle the fuel		
In a thunderstorm You hear thunder and see lightning outside. A) Stay under a tall tree B) Go inside a building		
Doing laundry Clothes are clinging together from the dryer. A) Add a dryer sheet B) Rub them together more		
Near a live wire You see a wire on the ground after a storm. A) Walk over and touch it B) Stay far away from it		
Building a computer You are about to touch computer parts. A) Touch the parts B) Use a tool to touch the parts		

PICTURE SORT

Sort the pictures. Drag each one into electric force or not electric.

Electric force	Not electric
   	   



Ontario Science Curriculum

Growth & Changes in Plants– Grade 3

TWO TRUTHS AND A LIE

Move the boxes to show which ones are true and which one is a lie!

A) Earth has a magnetic field around it.	
B) A compass needle points to magnetic north.	
C) Earth's magnetic field is visible to us.	
A) The magnetic field blocks solar wind.	
B) Earth's two poles are in the exact same spot.	
C) Northern lights come from the magnetic field.	

Lie

Truth

AGREE OR DISAGREE

Move the box to "Agree" or "Disagree" for each sentence.

1) The best use for magnets is holding notes.	
2) Plastic is more useful than magnetic metal.	
3) Magnets are more fun than glue for crafts.	
4) ... south	
5)	

Agree

Disagree

SORT THE PICTURES

Look at each picture. Drag the correct label under each one.

Magnetic

Not Magnetic



Google Slides Lessons Preview





Ontario Science Curriculum Forces and Motion – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

WHAT IS A FORCE?

Learning Goal

We are learning to **tell push forces** from **pull forces** so we can **explain** how objects start to move.

LABEL THE PICTURES

Drag the correct label under each picture.

Push
Pull

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION: FINISH THE SENTENCE

Drag a word into each blank.

1) A force is a push or a	
2) Kicking a ball is a pushing	
3) Pulling brings an object	
4) Pushing moves an object	

closer
pull
force
faster
away



Ontario Science Curriculum Forces and Motion – Grade 3

SENTENCE SCRAMBLE

Rearrange the words to make the complete sentence in the empty space.

objects	down	ground.	to	Gravity	pulls	the
moon	The	than	gravity	Earth.	weaker	has
back	always	falls	ball	down.	A	thrown

WHAT WOULD YOU DO?

Move A or B to show what you would do.

At the gas station You are about to pump fuel into a truck. A) Just start pumping right away B) Let a trained adult handle the fuel	In a thunderstorm You hear thunder and see lightning outside. A) Stay under a tall tree B) Go inside a building	Doing laundry Clothes are clinging together from the dryer. A) Add a dryer sheet B) Rub them together more
Near a live wire You see a wire on the ground after a storm. A) Walk over and touch it B) Stay far away from it	Building a computer You are about to touch computer parts. A) Touch the parts B) Ask an adult for help	Room You are about to enter a room. A) Turn on the lights B) Turn off the lights

PICTURE SORT

Sort the pictures. Drag each one into electric force or not electric.

Electric force	Not electric
   	   



Ontario Science Curriculum Forces and Motion – Grade 3



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4) ...	
5) ...	

Agree

Disagree



SORT THE PICTURES

Look at each picture. Drag the correct label under each one.

Magnetic

Not Magnetic



Google Slides Lessons Preview





Ontario Science Curriculum

Strong & Stable Structures– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

WHAT MAKES UP OUR WORLD?

Learning Goal

We are learning to **spot strength, stability and structure** so we can tell natural things from human-built ones.

DIAMOND 9

RANK BY IMPORTANCE

Which needs the most strength and stability?

A paper hat	A backyard swing set	A house in a windy town
A tall building in a city	A sandcastle on the beach	A treehouse in a big tree
A bridge carrying heavy trucks	A dam holding back a river	A tent for camping

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION: QUICK DRAW

Draw a natural or human-built structure. Tell a partner what makes it strong and stable.



Ontario Science Curriculum

Strong & Stable Structures– Grade 3

AGREE OR DISAGREE?

Move the box to "Agree" or "Disagree" for each sentence.

- 1) Comfy shoes matter more than cool ones.
- 2) Every structure needs a brand new shape.
- 3) Taller structures are always better.
- 4) Shape matters more than colour for shoes.
- 5) A structure must look nice to work well.

Agree
Disagree

CAUSE AND EFFECT CHAIN

Read the cause. Put the effects in order.

The city needs radio signals.

Workers build the CN Tower.

PICTURE SORT

Sort the pictures. Drag each one into Dead Load or Live Load.

Dead Load	Live Load

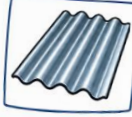
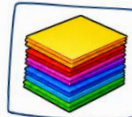


Ontario Science Curriculum

Strong & Stable Structures– Grade 3

Label the Pictures

Drag the correct label under each picture.

- Crane
- Bridge
- Roof
- Boat
- Metal
- Airplane
- Layers
- Fan

WHAT WOULD YOU DO?

Read each one. Move A or B to show what you would do.

Building blocks You are stacking blocks into a tower. A) Make the base wide. B) Make the base narrow.	Parking a bike You park your bike at the school. A) Lean it on one wheel. B) Use the kickstand.	Camping in wind You set up a tent in windy weather. A) Keep the tent legs close together. B) Spread the tent legs out wide.
Sandcastle time You are building a tower of sand. A) Build a wide bottom layer first. B) Build straight up with no base.	Picking a chair You need a chair that will not tip. A) Pick one with one thin leg. B) Pick one with four wide legs.	Building on sand You are building on loose sandy ground. A) Dig deep and pack down the soil. B) Push the pole into loose sand.

THE BLANKS

Drag and drop the correct word from the word bank into each blank.

- 1) A structure's _____ is the job it does.
- 2) The _____ of a structure is its shape.
- 3) A chair holds a person's _____.
- 4) A sphere is the _____ of a baseball.
- 5) You need strong _____ to build a bridge.
- 6) A _____ must carry cars and people safely.

form	shape	function
load	bridge	materials