

Science

Nature Walks & Scouting
General Science
Natural History
Nature Notebook

SAMPLE





About the Course

In level 3, learners are developing familiarity and friendship with Creation through a broader scope of Things, more challenging text, and more abstract concepts.

This course includes the following topic(s): General Science: Grade 3, Natural History: Grade 3, Nature Notebook: Grade 3, Nature Walks & Scouting: Grades 1-8

About Nature Walks & Scouting: Grades 1-8

Students spend time once each week on a longer excursion. Prompts can be found in Outdoor Work, if desired. This digital resource is provided with all science lessons.

About General Science: Grade 3

Students explore more complex ideas, such as ecosystems, weather and seasonal changes, water, food chains, life cycles, adaptation, and migration. Coordinating afternoon activities are provided in Outdoor Work.

About Natural History: Grade 3

Students learn methodically about the variety of creatures around them, including insects, birds, and reptiles. Coordinating afternoon activities are provided in Outdoor Work.

About Nature Notebook: Grade 3

Students spend time at least once each week recording their observations. Prompts that coordinate with curricular content can be found in Outdoor Work, if desired. This digital resource is provided with all science lessons.

Science: Grade 3

The Big Picture:

To accomplish the goal of supporting a relationship with the Things of the Universe, a Mason science program consists of nature lore, natural history, and general science. Nature immersion, inquiry, community connection, and supportive literature are woven into each of these three parts. Form 1 learners in grades 1-3 are at the beginning of this relationship: developing familiarity and friendship with Creation. Their sense of community is primarily focused on their immediate environment at this stage, but they are curious about others. The familiarity with foundational knowledge grown and nurtured in Form 1 prepares them for greater curiosity and personal interest in Form 2.

Nature lore is timeless knowledge that is passed through a community, much like a grandmother passes on how to make that special bread when the dough just "feels right." Like Mason, we strive to pass on this knowledge primarily through outdoor work. Group nature walks, seasonal readings, and topics in scouting are provided as an Outdoor Work resource in the Quick Links. If desired, literature suggestions to support lore can be found in the Community Read Alouds resource (in Literature Grades 1-3).



Placement & Combining Tips

Science: Grade 3

This level 3 course is for third-grade students or possibly hungry second-graders or fourth-graders taking their time. If combining grades is desirable, it is recommended that the combined grades begin at the appropriate level and move forward together.

Nature Walks & Scouting: Grades 1-8

Learners may be combined and share prompts or follow the plan of their local scouting troop or natural history club. Support accessibility and sensory development as appropriate.

Nature Notebook: Grade 3

Learners may be combined and share prompts or follow their own interest. Support through varied media, scribing observations, or notebooking in tandem.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1-8	Nature Walks & Scouting: Grades 1-8 1 time/week 30 min+	
3	General Science: Grade 3 1 time/week 15 min	Buzztail and Leaper Next Time You See a Cloud Going Home
3	Natural History: Grade 3 1 time/week 10 min	Christian Liberty Nature Reader Book 4
3	Nature Notebook: Grade 3 1+ time/week 10 min+	

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Science: Grade 3				
General Science: Grade 3 Nature Walks & Scouting: Grades 1-8	Nature Notebook: Grade 3	Natural History: Grade 3		



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Science: Grade 3

- Obtain any supplies indicated on the science or grade-level supply lists.
- Download any apps and shortcut any desired links.

Nature Lore:

- Bookmark your Outdoor Work Quick Link, so that you have it available on your weekly outing. Outdoor Work is generally flexible for your location and season and can be moved around in the schedule to incorporate or substitute Natural History Club outings.
- Print or bookmark grade-specific nature notebook suggestions to support natural history and general science. Notebooking can be done on a walk, during occupations, or as a field trip, as appropriate.

Special Topics & Field Trips

Science: Grade 3

- Learn a few of your local species on these special topics using the internet, field guides, or your local nature preserve, conservancy, or state/national park.
- Note whether there are particular locations nearby for the student to easily notice the special topics on walks or during afternoon occupations.

General Science: Grade 3

- Term 1: fruits, trips in evenings, and a pet store with snakes, a herp (reptile/amphibian) conservancy, or a natural history museum; Week 11 suggests looking for snake habitat. If you are anxious about snakes, consider a program at a local nature preserve or state/national park instead.
- Term 2: clouds, trips in evenings, an owl/raptor conservancy/wildlife rehabilitator or natural

history museum, and an aquarium/pet store/fish market at a grocery store, or a natural history museum

- Term 3: fish, birds, tree buds, trips to a pond, and a natural history museum

Natural History: Grade 3

- Term 1: insects and birds
- Term 2: birds and trees
- Term 3: turtles, fish, birds, tree buds, includes special excursions to a pond and a natural history museum

Term Prep & Teacher Tips

Science: Grade 3

Object lesson prompts are woven into the lessons, as appropriate, but teachers are encouraged to read corresponding Handbook of Nature Study (HoNS) selections each term:

General Science: Grade 3

- Term 1: snakes p.193-203, ladybugs p.364-366
- Term 2: clouds/water forms p.808-814, screech owls p.100-103
- Term 3: migrating birds p.35-38, bird beaks p.39-40, and/or choose 1-2 local birds from p.50-143

- Gather household items, typically easy for students to scavenge or teachers to obtain locally:
 - means to make a small collection (small box or selection of boxes, photo album, etc)

Natural History: Grade 3

- Term 1: moths p.310-328
- Term 2: crows p.124-127
- Term 3: turtles p.204-210

Reminders

General Science: Grade 3

- Students will raise ladybugs at the start of Term 1, so make a note in your calendar to order them at the appropriate time and be flexible with the schedule to accommodate their development and release according to the instructions that come with them.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

- [∞ View Book List Details](#)

Science: Grade 3

General Science: Grade 3



Buzztail and Leaper



Next Time You See a Cloud



Going Home

Natural History: Grade 3



Christian Liberty Nature Reader Book 4

Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.



- ∞ [View Basic Supplies](#)
- ∞ [View Supply List Details](#)

Nature Walks & Scouting: Grades 1-8



Wild Bird Seed



Bird Feeder



Hand Lens



Small Collection Containers



Small Basin



Dip Net



Student Microscope

General Science: Grade 3



Household Items - General Science: Grade 3



Ladybug Land with Voucher to Obtain Larva



Large Owl Pellet Kit



Small Collection Containers



Quick Links

Science: Grade 3

- ∞ [Extra Helpings](#)
- ∞ [Foundations \(See Section 13: Science\)](#)
- ∞ [Outdoor Work](#)
- ∞ [Seek app from iNaturalist](#)
- ∞ [SkyView Lite for Android](#)
- ∞ [SkyView Lite for iOS](#)

Click THIS text
or scan the QR
code for links.



Science: Grade 3

How To Teach



Introduce

- Begin each lesson with learners' existing knowledge. If the book or activity is new or unfamiliar, then look at the title, a picture, or guidance in the lesson plan to help discuss what students think, drawing on previous experience. If continuing or revisiting a topic or activity, then recap. The lesson plans often help with this.
- Some learners may benefit from using pictures or looking back briefly.
- Allow them time to share any concerns and come alongside, as needed.



Complete

- Read, or do, as instructed in the lessons, noting any Teacher Tips provided. Learners should always have their nature journal or some other notebook/paper available in case they need to draw or diagram during the lesson.
- When reading to pre-readers, point to the words as you read, even if it seems like they aren't paying attention.
- If learners do not understand a word or concept, do not worry. Try to show them with a picture or connect the idea to something they have seen in real life. They are learning much by the way and will likely build understanding over the term, the year, or beyond.



Narrate

- Process the ideas of the lesson by retelling the events in sequence, describing a scene or setting, explaining a concept, etc.
- Learners may use words, pictures, Legos, dolls, etc., to process and convey ideas in the manner most natural to them.
- Teachers may take turns to model.



Discuss

- Consider together any thoughts, confusion, or concerns about the passage.
- Questions/topics for further discussion are often provided in the lesson plans to help. There are no right or wrong answers to these. If teachers want to keep ideas active in the mind, these can also be used at other times to keep the ideas in the working memory.



Connect

- Follow any extra links, examine any sidebars in the text, look at pictures, etc., depending on learner interest.
- These can also be viewed as alternative ways to engage.



Term 1

WEEK 1 ☐ 15m General Science: Grade 3 - Lesson 1

Noticing Clouds

☐ Materials: Next Time You See a Cloud

PREP: Read Teacher Tip

→ INTRO

Look at the picture on the cover. Have you watched clouds before? What do you think it would feel like to touch a cloud?

→ READ, NARRATE, & DISCUSS

p.7-18 "Next time you" - "about to change."

- We call the living Things the biome. The living and non-living parts of the environment together are called the ecosystem. Water is one of those non-living parts of the ecosystem. Can you think of some ways that water affects the living Things?

★ TEACHER TIP

Let students enjoy the photographs in this picture book and take time to talk about them.

★ TEACHER NOTE

If you haven't ordered your larvae yet - don't forget!

• NATURE NOTEBOOK

Prompt for General Science in Outdoor Work Quick Link.

WEEK 1 ☐ 10m Natural History: Grade 3 - Lesson 1

The Bumblebee

☐ Materials: Christian Liberty Nature Reader 4

PREP: Read Teacher Tip

→ INTRO

Look at the picture on p.87. What do you notice, or what do you already know about the bumblebee? In our reading today, the author states that bumblebees are the only bee native to North America, but that's not quite true. They are the only social bee, but there are some 3600 other native North American bees! Let's read and try to learn something new about this one today.

→ READ, NARRATE, & DISCUSS

p.86-90 "Sometimes" - "worker or queen."

- You may have read about or noticed before that some creatures depend on each other, like a butterfly and their host plants. Based on what you read, what other plants or animals could you say the bumblebee depends on? What plants or animals depend on the bumblebee?

→ SUPPLEMENTAL

∞ Video Link: Bumblebee in Slow Motion (1:40)

★ TEACHER NOTE

This author states that bumblebees are the only native bee in North America, but this is false. Teachers can strike the third sentence (if reading aloud) or advise students as noted in the introduction.

★ TEACHER TIP

Supplemental links for optional support are provided at the END of the lesson. They can be used at any point to help generate interest during the introduction, to enliven the lesson itself, or to add to discussion later. They are NOT required and should NOT take away from the narration and discussion. Experiment and see what works best for your student(s).

• OUTDOOR WORK

Weekly walks and daily outdoor time are vital! Resources in Quick Links.

WEEK 2 ☐ 15m General Science: Grade 3 - Lesson 2

Observing Ladybug Larvae Activity

☐ Materials: Nature Journal, Ladybug larvae

PREP: Read Teacher Tip

→ INTRO

Spend about 10 minutes observing your ladybug larvae in their habitat today and plan to check on them every day to watch them change. What parts are you able to notice? Are there visible body segments? Are there legs? If so, how many? Are there eyes? Antennae? What are the larvae doing?

→ OBSERVE

★ TEACHER TIP

If students seem anxious or unsure about their nature journal, teachers can encourage them by modeling, showing them many different examples, journaling in tandem, or by serving as a scribe.

★ TEACHER TIP

Raising ladybugs provides many opportunities for object lessons on several stages of the insect's life over the next two weeks or so. Questions are embedded in the lesson to help, as needed. If preferred, teachers can instead



Term 1

→ NARRATE & DISCUSS

Use a nature journal to record what the student noticed.

- A habitat must provide the food, water, and shelter that a living Thing needs, but it is very different from a real ecosystem. How does your habitat provide what the ladybug larvae need? How is it different from the ladybug's natural ecosystem?

refer to the Handbook of Nature Study or allow questions to flow naturally between student and teacher.

WEEK 2 10m Natural History: Grade 3 - Lesson 2

The Ladybug

Materials: Christian Liberty Nature Reader 4

→ INTRO

Recall what we read about the bumblebee. Look at the picture on p.91. What do you notice? What insect family do you think the ladybug belongs to?

→ READ, NARRATE, & DISCUSS

p.91-94 "Although there" - "outdoors again."

- Who in this chapter would you say is dependent on whom?

→ SUPPLEMENTAL

∞ Video Link: Ladybugs in Slow Motion (2:11)

• OUTDOOR WORK

Weekly walks and daily outdoor time are vital! Resources in Quick Links.

WEEK 3 15m General Science: Grade 3 - Lesson 3

Observing Larvae or Pupae Activity

Materials: Nature Journal, Ladybug larvae

PREP: Read Teacher Tip

→ INTRO

Spend about 10 minutes observing your larvae or pupae today and plan to check on them every day to watch them change. What do you notice today?

→ OBSERVE

→ NARRATE & DISCUSS

Use a nature journal to record what the student noticed.

★ TEACHER TIP

The time that it takes for the ladybugs to emerge will vary slightly, so enjoy them while you have them and release them based on the instructions that came with them.

WEEK 3 10m Natural History: Grade 3 - Lesson 3

Aphids

Materials: Christian Liberty Nature Reader 4

PREP: Read Teacher Tip

→ INTRO

Tell me about the ladybug and why everyone likes them so much. Today we read about those aphids.

→ READ, NARRATE, & DISCUSS

p.95-98 "Aphids are" - "by eating aphids."

- The author describes the problem of aphids harming plants, but everything has a purpose in Creation. Can you think of some reason to appreciate the aphid?

★ TEACHER TIP

It can sometimes be unnerving for students to not get an immediate answer to a question, so encourage them to sit with big questions, like the one in today's suggested discussion, while they continue to make observations.

• OUTDOOR WORK

Weekly walks and daily outdoor time are vital! Resources in Quick Links.

Science: Grade 3

[Click THIS text or scan the QR code for links.](#)



Term 1

→ **SUPPLEMENTAL**
∞ Video Link: Aphids Close Up (0:44)

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