

3.7 The Rule of Three

Story Extension for This Lesson:

Some plants are not directly useful to humans or other plants. These species can cause harm to the environment they are in or to the humans who encounter them.

Grade: 3

Strand: Growth and Changes in Plants

Big Ideas:

- Plants have distinct characteristics.
(Overall expectations 2 and 3)

Overall Expectations:

1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats
3. demonstrate an understanding that plants grow and change and have distinct characteristics

Specific Expectations:

2.2 observe and compare the parts of a variety of plants

Inquiry Skills:

Gathering Data, Evaluating, Reporting

Instructions:

Choose one of these two activities from the list below:

- Design a Wanted Poster for one of the top ten invasive species, and explain why it is hurting the environment.
- What is the importance of plants with three leaves? Referring to the Public Service Brochure explain to people why we say "Leaves of three, let it be."

Materials List:

- reference book
- pencils or pens
- paper
- computer
- Learning Process Sheet

Subject Area:

Environmental, Science

Connects to:

Grade 3, Grade 6, Grade 7

Assessment Strategy:

The Learning Process

Use The Learning Process to guide students to learn how to research, define and assess the right solutions to the challenge.

Begin the investigation by asking the students to consider what they believe is the main idea of the assignment. This creates an opportunity for the students to take charge of their learning. The students will create their own main topic sentence. This can be done using The Learning Process Sheet. The student can write down the "Big Idea" and then conference with the teacher about whether or not this is accurate. On The Learning Process sheet there is room for the student to write down any new information or suggestions that come up during the conference. Once the student has the correct concept, they are ready to move forward.

From the teacher's perspective, you could level (grade) the depth of their understanding of the big idea from the content of their conversation. This process is repeated at each of the four stages of The Learning Process: Introduction; Searching; Outline; and Ta Da. In this way, the teacher has observed the thinking of the students throughout the process of creation and can identify the actual learning of the student. Each stage can receive a level (grade), which the student can see and improve upon, or move forward (if the work is only defined as Level 2 work quality, does the child accept that or want to do better?).

Handouts:

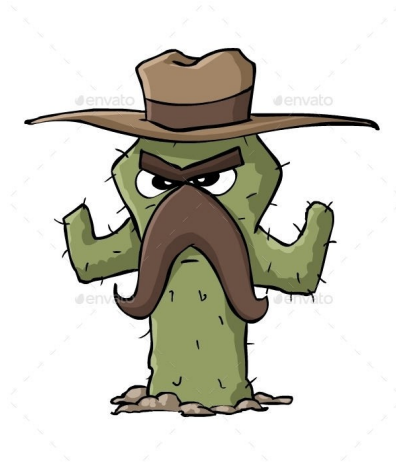
- Watch out! Some plants are not so nice.
- Leaves of Three – Let Them Be
- Wanted Poster
- Learning Process

Watch out! Some plants are not so nice.

Choose one (1) of these two (2) activities from the list below. To accomplishment

“Wanted!”

Design a Wanted Poster for one of the Top ten invasive species and why it is hurting the environment.



The Rule of three (3).

What is the importance of plants with three (3) leaves? Create a Public Service Brochure. Explain to people why we say. “Leaves of three, let them be.”



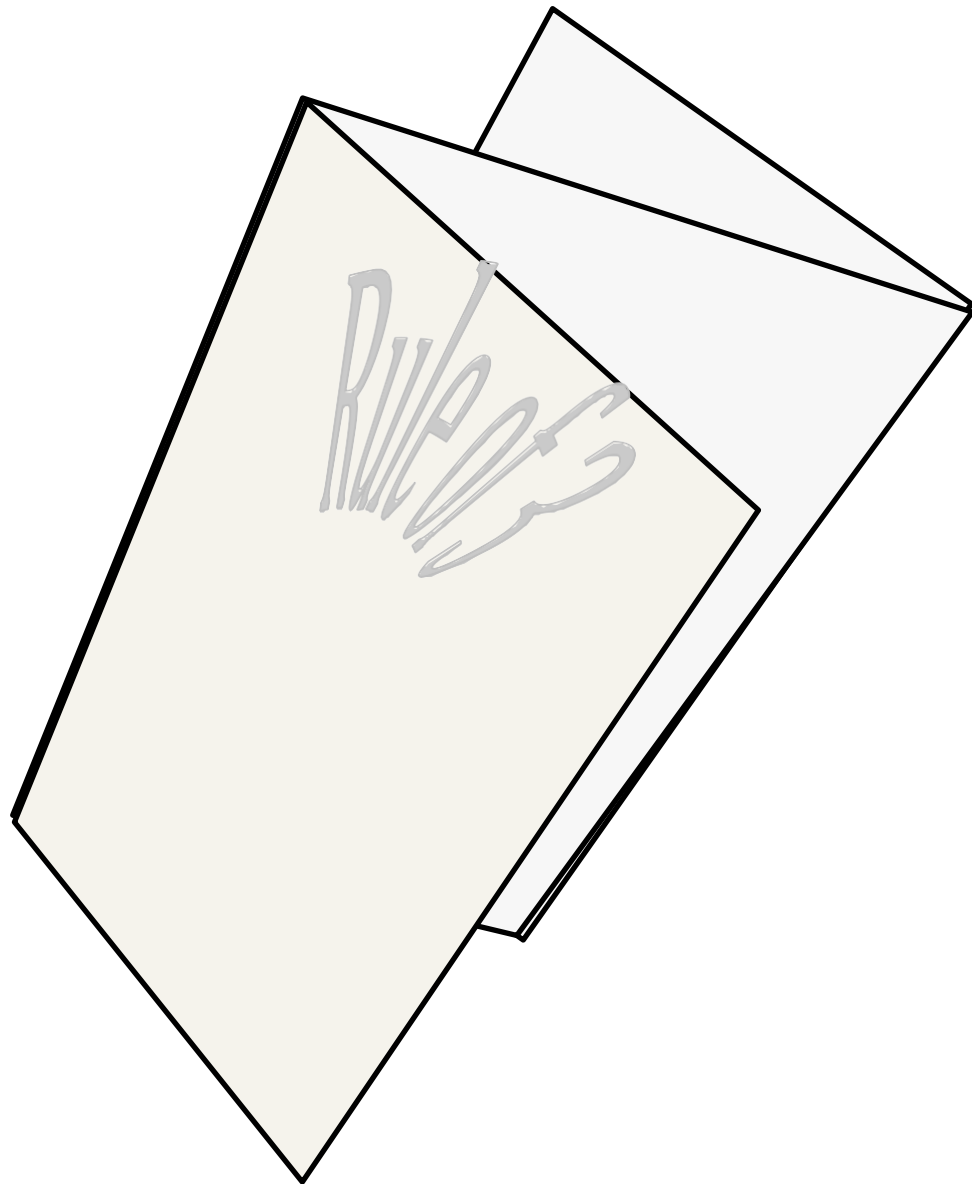
WANTED

Leaves of Three, Let Them Be!

Remember that in you need to know whom your brochure should target.

A brochure can explain your purpose and answer frequently asked questions about your goals. It can offer more specific instructional how-to or health information. If there is a specific, step-by-step process that you want to teach people about, a brochure is a very useful way to convey that information. (for example safety and first aid when someone comes in contact with one of these plants. A brochure tells the reader how he or she can find out more about the topic. It also will educate people about a specific topic and can include information on the history.

Start by gathering ideas and examples for you brochure. Make sure you arranged your topics in a logical sequence, fitting it to the general layout of your brochure. Have others review your work and get feedback from them.



The Learning Process

Inquiry Process: Introduce – *What is the BIG idea?*

Traits

- Where should I look?
- Draw and write ideas down
- Works with groups to create a plan
- Main (“Big”) Ideas
- Completed a meeting about Main (“Big”) Ideas

Step 1: The BIG Question

Step 3: Meeting Notes

Level:

Excellence = 4, Better = 3, Okay = 2, Needs work = 1

Inquiry Process: Search – *Developing Questions, Searching for Information and Answers*

Traits

- Listens, talks, views, and reads
- Uses the Q-chart
- Works with teams
- Completed a meeting to improve questions

Guiding Questions (One (1) guiding questions from each column and each row.)

	Is/Is not	Do\Did(not)	Can (not)	Would/Should	Will	Might/Could
Who						
What						
Where						
When						
How						
Why						

Write out the completed questions in full. (You may change these or add to them during the process.)

Who	
What	
Where	
When	
How	
Why	

Step 3: Meeting Notes

Level:

Excellence = 4, Better = 3, Okay = 2, Needs work = 1

Inquiry Process: Outline – *Intensify research, Synthesize Information, Connect Knowledge*

Traits

- Engages in deeper reading and researching: Books, articles, and websites.

- Checks sources, are they truthful
- **Joins information**
- Cooperates
- Use appropriate technology
- Completed a meeting with teacher about notes

Step 3: Conference Notes

Excellence = 4, Better = 3, Okay = 2, Needs work = 1

Inquiry Process: **“Ta Da!”** – *Sharing Learning*

Traits

- Completed a meeting
- Demonstrates their thinking
- **Teaching others**
- Reflects upon **the learning process**
- Works well and sharing with teams to complete project

Step 3: Conference Notes

Excellence = 4, Better = 3, Okay = 2, Needs work = 1