

# Growth and Changes in Plants

Grade 3 Understanding Life Systems  
Meets Ontario Curriculum Outcomes



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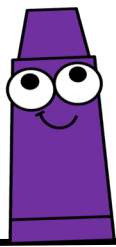
# GROWTH AND CHANGES IN PLANTS

## GRADE 3: UNDERSTANDING LIFE SYSTEMS

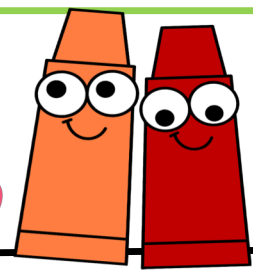
### ONTARIO CURRICULUM



1.1	Assess ways in which plants are important to humans and other living things, taking different point of view into considerations (e.g., the point of view of home builders, gardeners, nursery owners, vegetarians) and suggest ways in which humans can protect plants
1.2	Assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effect
2.1	Follow established safety procedures during science and technology investigations (e.g., avoid touching eyes when handling plants; never taste any part of a plant unless instructed to do so by the teacher)
2.2	Observe and compare the parts of a variety of plants (e.g., roots of grass, carrot, dandelion, stem of cactus, carnation, tree, leaves of geranium, spider plants, pine tree)
2.3	Germinate seeds and record similarities and differences as seedlings develop (e.g., plant quick-growing seeds – nasturtium, morning glory, sunflower, tomato, beet, or radish seeds – in peat pellets to observe growth)
2.4	Investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods (e.g., read a variety of nonfiction texts; interview plant experts/ view DVDs or CD-ROM)
2.5	Use scientific inquiry/experimentation skills, and knowledge acquired from previous investigations, to investigate a variety of ways in which plants meet their basic needs
2.6	Use appropriate science and technology vocabulary, including stem, leaf, root, pistil, stamen, flower, adaptation, and germination, in oral and written communication
2.7	Use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g. make illustrated entries in a personal science journal to describe plant characteristics and adaptations to harsh environments)
3.1	Describe the basic needs of plants, including air, water, light, warmth, and space
3.2	Identify the major parts of plants including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant's survival within the plant's environment (e.g. the roots soak up food and water for the plant; they stem carries water and food to the rest of the plant; the leaves make food for the plant with help from the sun; the flowers grow fruit and seeds for new plants)
3.3	Describe the changes that different plants undergo in their life cycles (e.g., some plants grow from bulbs to flowers, and when the flowers die off the bulb produces little bulbs that will bloom the next year; some plants grow from germination of a seed to the production of a fruit containing seeds that are then scattered by humans, animals, or the wind so that new plants can grow)
3.4	Describe how the most plants get energy to live directly from the sun (e.g., plants turn the energy from the sun into food for themselves) and how plants help other living things to get energy from the sun (e.g., other living things, which cannot "eat" sunshine, eat the plants to get the energy. They also get energy when they eat the animals that eat the plants.)
3.5	Describe ways in which humans from various cultures, including Aboriginal people, use plants for good, shelter, medicine, and clothing (e.g., food – from rice plants; houses for shelter – from the wood of trees; medicines – from herbs; clothing – from cotton plants)
3.6	Describe ways in which plants and animals depend on each other (e.g., plants provide food for energy; animals help disperse pollen and seeds, and provide manure that fertilizes the soil in which plants grow.; plants need the carbon dioxide that animals breathe out, and animals need the oxygen that plants release into the air)
3.7	Describe the different ways in which plants are grown for food (e.g., on farms, in orchards, greenhouses, home gardens), and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits
3.8	Identify examples of environmental conditions that may threaten plant and animal survival (e.g., extreme heat and a cold; floods and/or droughts; changes in habitat because of human activities such as construction, use of gas-powered personal watercraft on lakes)



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