

## **3<sup>rd</sup> Grade Physical Science Learning Targets**

### **3.P.1.1 Students are able to describe physical properties of matter using the senses (touch, smell, etc.).**

- I can list the five senses. (3.P.1.1)
- I can define matter. (3.P.1.1)
- I can define mass. (3.P.1.1)
- I can tell if matter is solid, liquid or gas. (3.P.1.1)
  - I can tell how water changes form.
- I can define what a physical property is (color, size, shape, hardness, flexibility, texture, smell, temperature, weight). (3.P.1.1)
- I can describe the physical property of an object (color, size, shape, hardness, flexibility, texture, smell, temperature, weight). (3.P.1.1)

### **3.P.1.2 Students are able to use tools to relate composition to physical properties.**

- I can use a magnifying glass and/or microscope to describe what an object is made up of. (3.P.1.2)

### **3.P.1.3 Students are able to demonstrate how a different substance can be made by combining two or more substances.**

- I can define mixture. (3.P.1.3)
- I can define solution. (3.P.1.3)
- I can explain how combining two substances make a new substance. (3.P.1.3)

### **3.P.3.1 Students are able to define energy and differentiate between sources of renewable and non-renewable energy.**

- I can define energy. (3.P.3.1)
- I can define renewable energy. (3.P.3.1)
- I can define non-renewable energy. (3.P.3.1)
- I can give examples of renewable energy. (3.P.3.1)
- I can give examples of non-renewable energy. (3.P.3.1)

### **3.P.3.2 Students are able to demonstrate how sound consists of vibrations and pitch.**

- I can define sound. (3.P.3.2)
- I can define vibration. (3.P.3.2)

- I can define pitch. (3.P.3.2)
- I can show vibrations (using a tuning fork). (3.P.3.2)
- I can show pitch (water in a glass). (3.P.3.2)

**3.P.3.3 Students are able to identify how sound is used as a means of communication.**

- I can give examples of how sounds communicate information (phone ringing / sirens / voice). (3.P.3.3)