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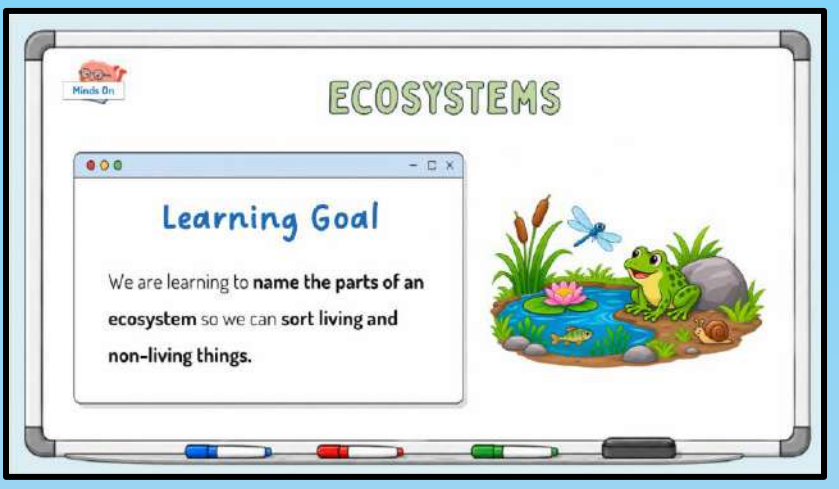
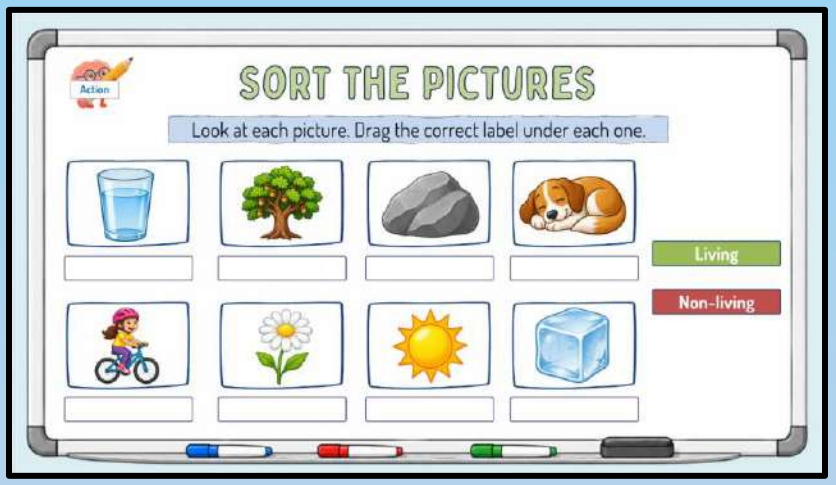
BC Science Curriculum
Biodiversity– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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



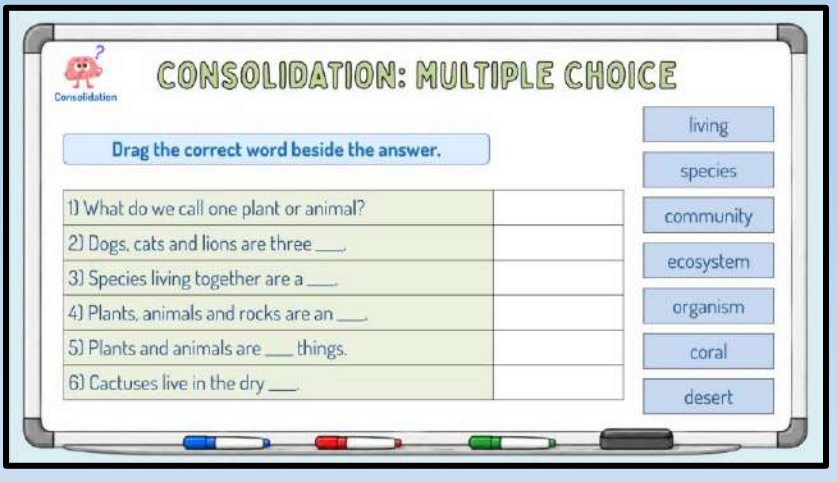


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



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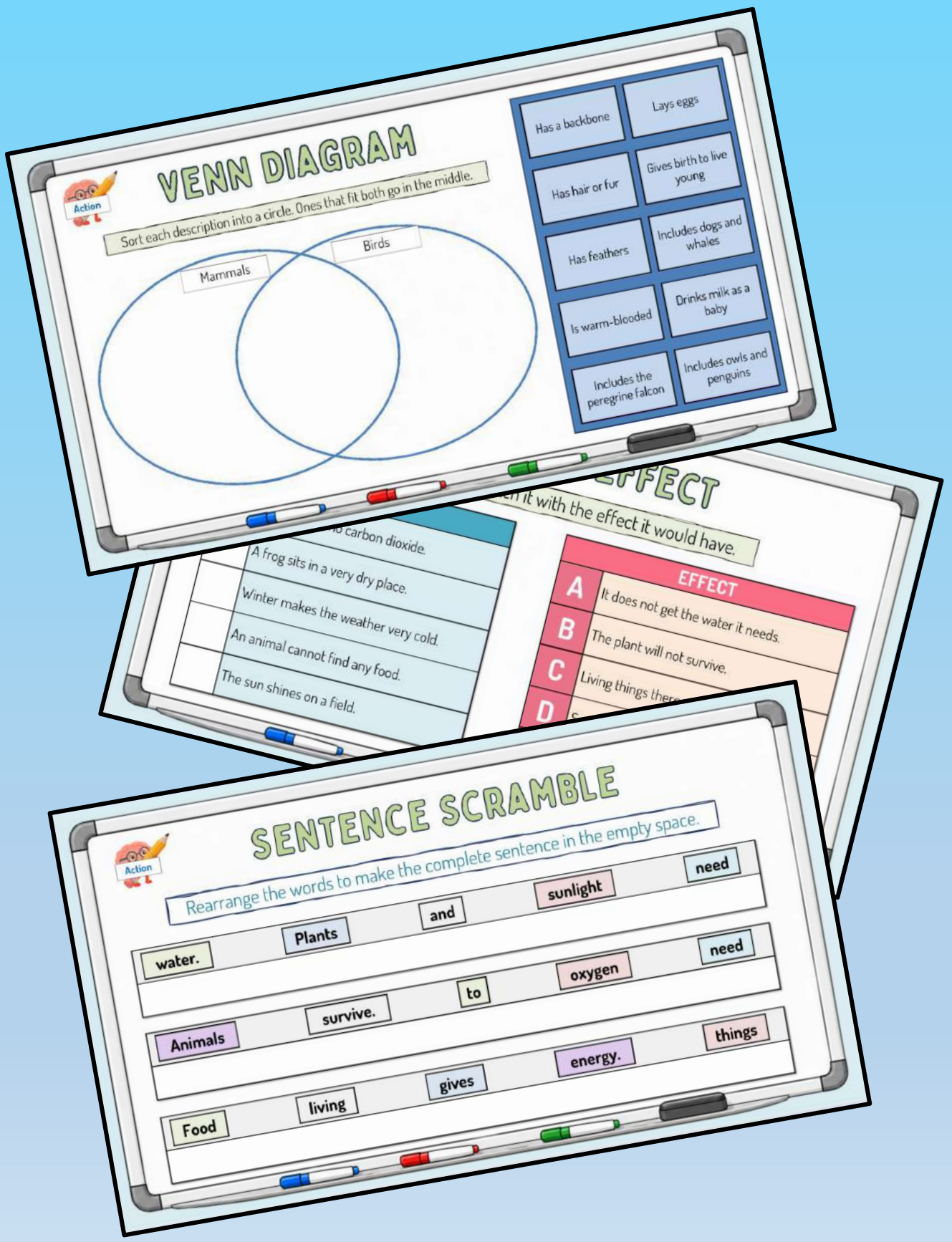
Biodiversity– Grade 3



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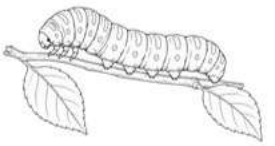
Grade 3 – Science Unit



BIODIVERSITY



Big Idea: Living things are diverse, can be grouped, and interact in their ecosystems.

Sample Questions

1) What is biodiversity?

2) Why is biodiversity important in an ecosystem?

3) Interconnectedness means that all things are related to and interact with each other in the environment. How does local First Peoples kn

Preview of 80 pages from this product that contains 191 pages total.

		ages
A.1		-20, 1-98, 6-115
A.2	Biodiversity in the local environment • Characteristics of local plants, animals and fungi	21-42, 61-80
A.3	The knowledge of local First Peoples of ecosystems • The interconnection between living and non-living things in the local environment; our shared responsibility to care for the local environment (i.e., stewardship); information shared from the local First Peoples community and Elders	99-105
A.4	Energy is needed for life • producers (plants), consumers (animals), and decomposers (bacteria and fungi) respond to their environment in energy pyramids (flow of energy in the community from the sun) • food chains: the flow of food energy from one organism to another (e.g., grass to rabbit to lynx) • food webs: interconnecting food chains (e.g., a rabbit may be eaten by a lynx or a wolf)	43-60

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BIODIVERSITY



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Curriculum Connection
A.1

Ecosystem - Living and Non-Living Things

An **ecosystem** is an area where living and non-living things are together. The living things, like plants and animals need the non-living things to survive in the ecosystem.





Livin in the Environment

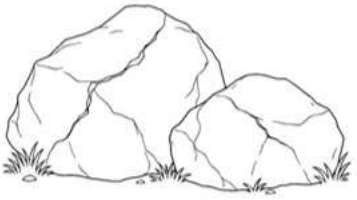




Non-Living Things in the Environment

Livin hat grows (plants, animals, humans, bacteria)
Non-L Thing ng that does not grow (rocks, wind, air, sunlight, water)

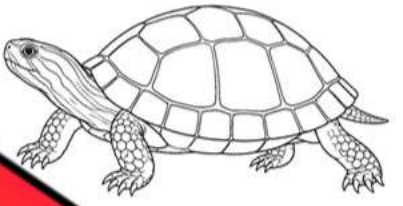
Directions whet ng is living or non-living.



Living	Non-Living



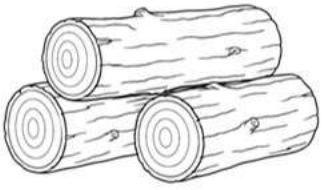
Living	Non-Living



Living	Non-Living



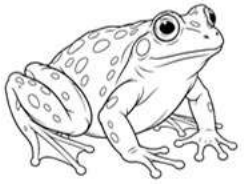
Living	Non-Living



Living	Non-Living



Living	Non-Living



Living	Non-Living



Living	Non-Living



Living	Non-Living

PREVIEW

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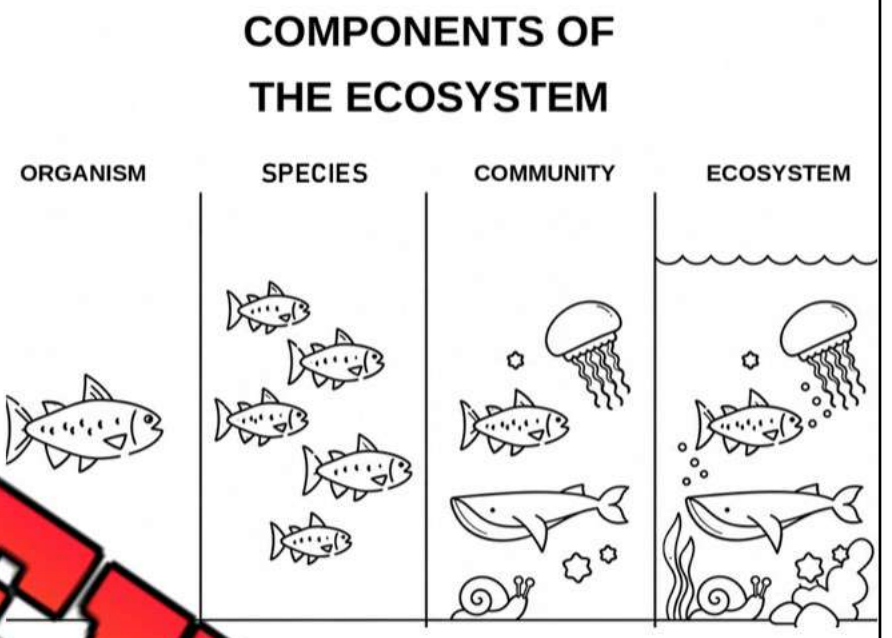
Ecosystem - Organism, Species, Community

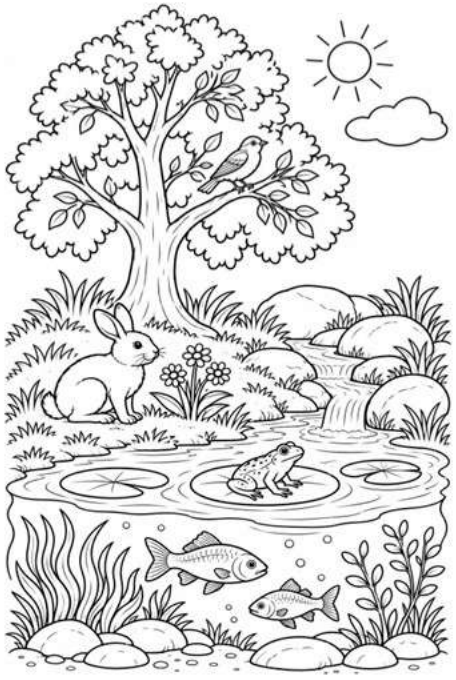
Ecosystems

An **organism** is a single plant or animal. Therefore, you are an organism.



A s[illegible] a group of orga[illegible] nu[illegible]e a species, and v[illegible] single organism[illegible] exam[illegible] of species include dog[illegible], lions, and eagles. Birds are [illegible] pec[illegible] a type of animal.

A **community** is a group of diffe[illegible] specie[illegible] li[illegible] the same area. This means that you live in a community with oth[illegible]ans [illegible]al species like dogs and squirrels, as well as different plant spec[illegible]



An **ecosystem** is the commun[illegible] animals living in an area and the non-li[illegible]ings there too. Ecosystems have the basic needs for the organisms that live there. The non-living things in ecosystems include water, air, and rocks.

For example, humans live in areas where food can grow and where water can be found. No humans live in Antarctica because the habitat in Antarctica does not give the basic needs humans need to survive.

PREVIEW

Name: _____ 8

Curriculum Connection
A.1

Definitions

What do each of the terms below mean?

Organism	
Species	
Community	
Ecosystem	

PREVIEW

Questions

Answer the questions below.

1) What animal species live in the ecosystem around you?		
2) What kinds of non-living things can you find in your ecosystem?		

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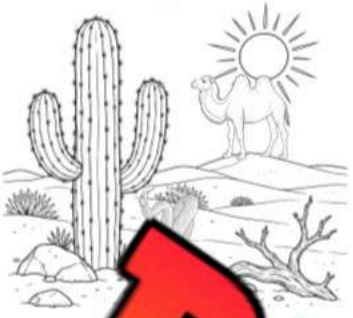
Curriculum Connection
A.1

Label Is the picture an example of an organism, species, community or ecosystem

1)



2)



3)



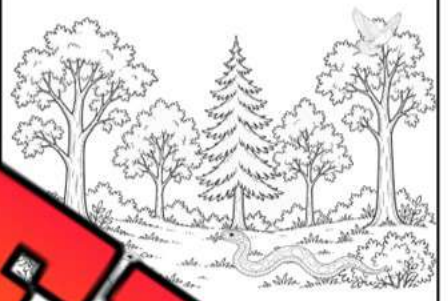
4)



5)



6)



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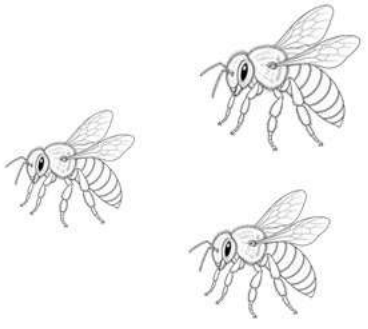
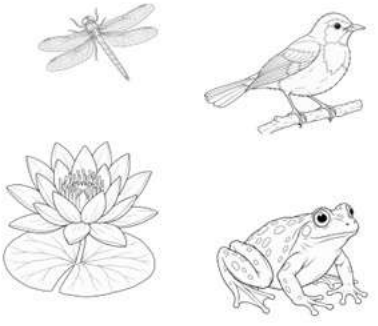


8)



9)



PREVIEW

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Curriculum Connection
A.1

Ecosystems

What is an Ecosystem?

An **ecosystem** is a community of living things and non-living things in an area. The living things in an ecosystem need each other, as no one plant or animal could survive by itself.



The living things also need the non-living things in their ecosystem like the sun, soil, water, rocks and air. Besides food, the living things in an ecosystem use non-living things for shelter. Animals will live under rocks, in logs, or in caves. These non-living things often contain a great ecosystem as you may have noticed if you have flipped a rock!

PREVIEW

Interesting Facts about Ecosystems

- Coral reefs are busy underwater ecosystems. Coral looks like rocks but are actually animals. They have skeletons and live in the ocean where a lot of other organisms live, like crabs, starfish, clams, sponges, and fish.
- Half of the world's species live in tropical rainforests. These ecosystems are home to plants, animals, fungi, and many microscopic organisms.
- The desert is a dry ecosystem where there is very little rain. To live in the desert, you must be able to save water. Cactuses store water and can live without rain for months. The Kangaroo Mouse rarely drinks water and gets its water from food.
- Freshwater ecosystems are home to rare species. Ponds, lakes, streams, and rivers are freshwater ecosystems home to species that can't live in the salty ocean water. These ecosystems are all over the world.

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Curriculum Connection
A.1

Questions

Use information from the text to support your answer.

1) How do living things use non-living things?

2) Choose [illegible]cosystem from the reading and describe it.

PREVIEW

Visualizing

Wha[illegible]your head while you were reading?

Describe your picture

True or False

Circle whether the statement is true or false.

1) An ecosystem is a community of living things interacting with non-living things.	True	False
2) Half of the world's species live in tropical rainforests.	True	False
3) Only plants and animals that can hold water can survive in the desert.	True	False
4) The ocean is a freshwater ecosystem.	True	False
5) Corals are not alive.	True	False

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Curriculum Connection
A.1

Survival Needs

What do organisms need to survive?

In order for any organism to survive, it needs certain things. Think about what you need to survive? All living organisms (plants and animals) need 5 basic things: **sunlight, water, air, food (nutrients),** and a habitat with the ideal **temperature**.

Water

Water is [illegible] nts and animals, however, the amount of water an organism needs [illegible] to organism. For example, a frog needs much more water than a [illegible]

Air

Air is made from several [illegible] th[illegible] most important are oxygen and carb[illegible]. Without oxygen, animals will die and [illegible]out carbon dioxide, plants will not survive.



Food & Nutrients

All living organisms need energy to function. Energy allows organisms to grow, reproduce, move, and to work.

Temperature

The temperature must be just right for each organism to survive. Certain plants will not survive in colder or warmer temperatures. Some animals migrate from colder temperatures during the winter to warmer temperatures just to survive.

Sunlight

All living organisms need sunlight because it provides us with the source of all energy. It also provides heat for plants and animals.

PREVIEW

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Curriculum Connection
A.1

True or False

Circle whether the statement is true or false.

1) Sunlight is only needed by plant species.	True	False
2) Plants need carbon dioxide to survive.	True	False
3) The amount of a need is different depending on the species.	True	False
4) All living organisms need a habitat with an ideal temperature.	True	False
5) Sunlight is only necessary so that organisms can stay warm.	True	False

Questions

Answer the questions below using evidence from the text.

1) What are the 5 basic survival needs? Why are they important?

2) Do all living things need the exact same amount of each need? Explain.

PREVIEW

Making Connections

What does this reading remind you of in your life?

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Curriculum Connection
A.1

Experiment - Designing a Zoo Enclosure

Research Question What do animals need to survive?

You work at a zoo and need to choose an animal to buy to bring to the zoo. You'll need to understand what that animal needs in their enclosure to survive.

Materials What do we need for our activity?



1) C
2) A b – shoe er small box
3) Pipe clea
4) Toothpicks or w en
5) Straws
6) Construction paper

PREVIEW

Method How do we complete the expe t?

1) Decide which animal you want to buy for your z
2) Research what the animal needs to survive.
3) Write down things on the backside of the page that you want to i ude in your enclosure.
4) Draw a plan of your zoo enclosure.
5) Complete the checklist to make sure the animal has everything it needs.
6) Begin making the model of your zoo enclosure.
7) Complete the extension activity – math connection.

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Curriculum Connection
A.1

Planning Answer the questions below.

1) What does your animal need to survive?

2) What will you p[illegible] your [illegible]o that your animal can survive?

3) What could you put in the enclosure so that the animal has fun?

PREVIEW

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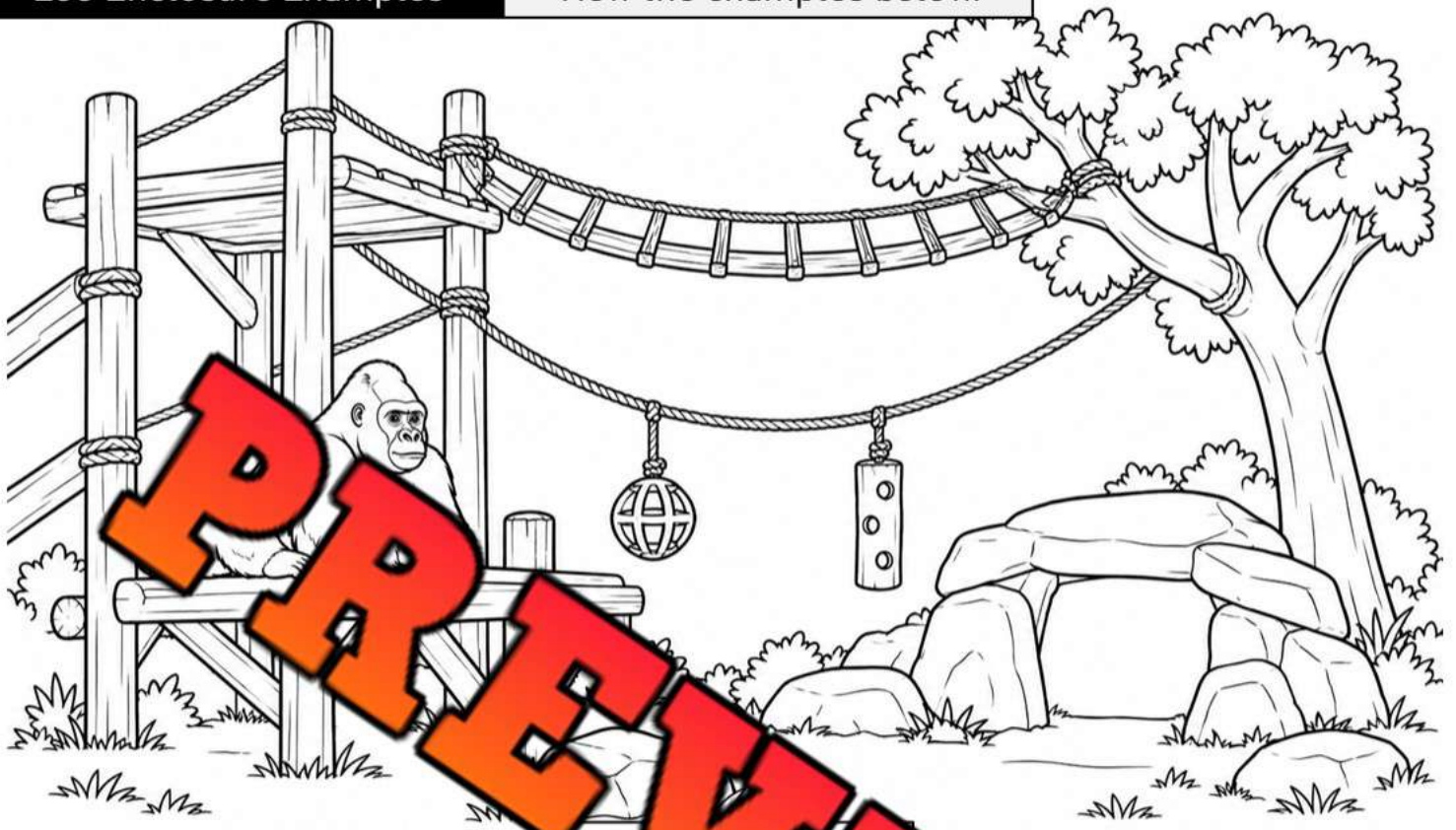
Name: _____ 17

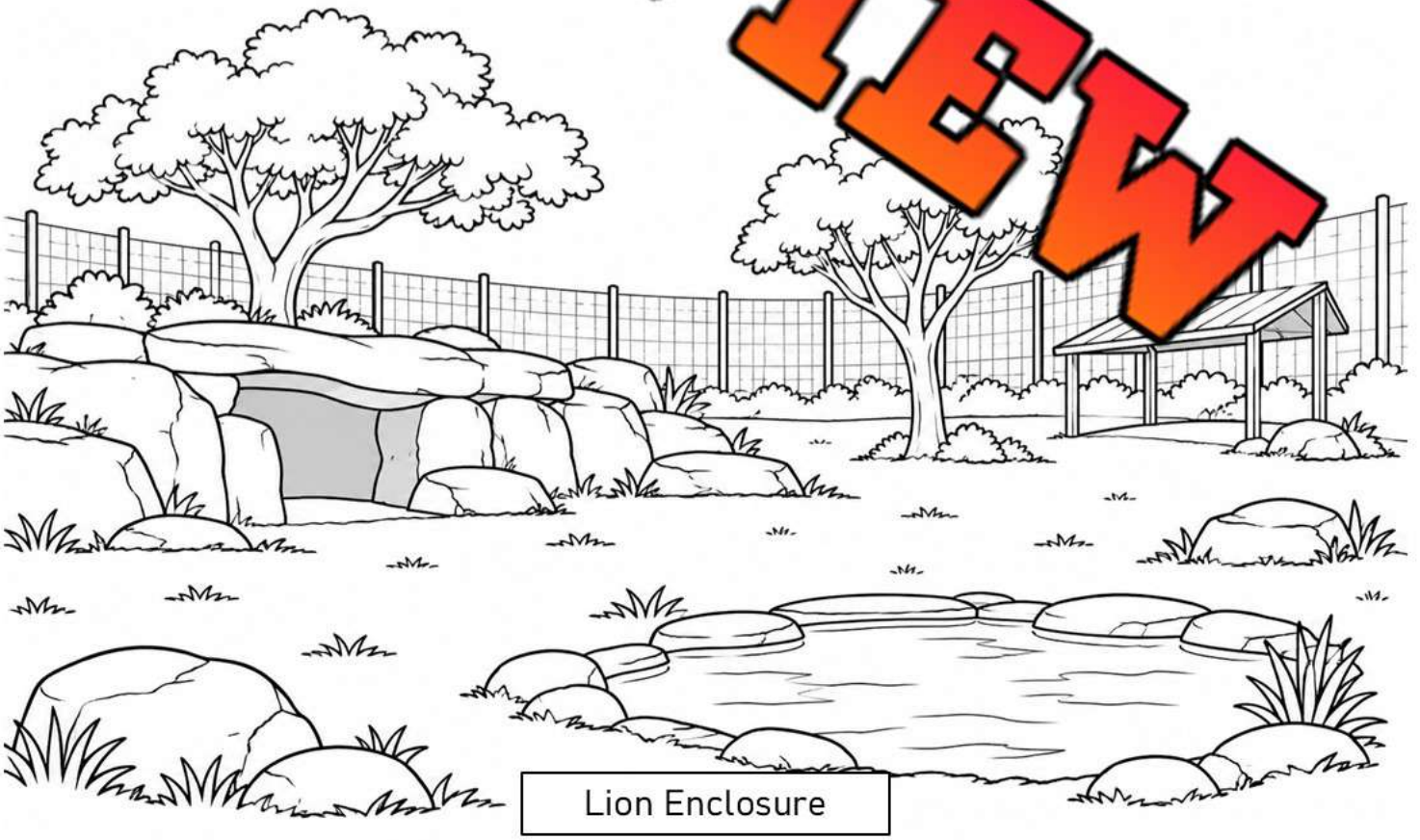
Curriculum Connection
A.1

Zoo Enclosure Examples

View the examples below.



Gor[illegible]tosur[illegible]



Lion Enclosure

PREVIEW

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Curriculum Connection
A.1

Draw Draw a plan of your enclosure from a bird's eye view.



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Curriculum Connection
A.1

Material Cost | Answer the questions below.

Materials are not free! How many materials did you use? Find out how much your enclosure cost to make.



Material	Cost
Pipe Cleaners	$2 each
Cardboard Boxes	$5 each
Clay	$3 for one piece
[illegible]cks	$1 each
[illegible]en Do[illegible]	$2 each
[illegible]t	$2 each
Pieces of P[illegible]	$2 each

How many of each material did you use? Writ[illegible] num[illegible]low.

Material	Number Used	[illegible]ost
Pipe Cleaners		
Cardboard Boxes		
Clay		
Toothpicks		
Wooden Dowels		
Straws		
Pieces of Paper		
Total Cost		

PREVIEW

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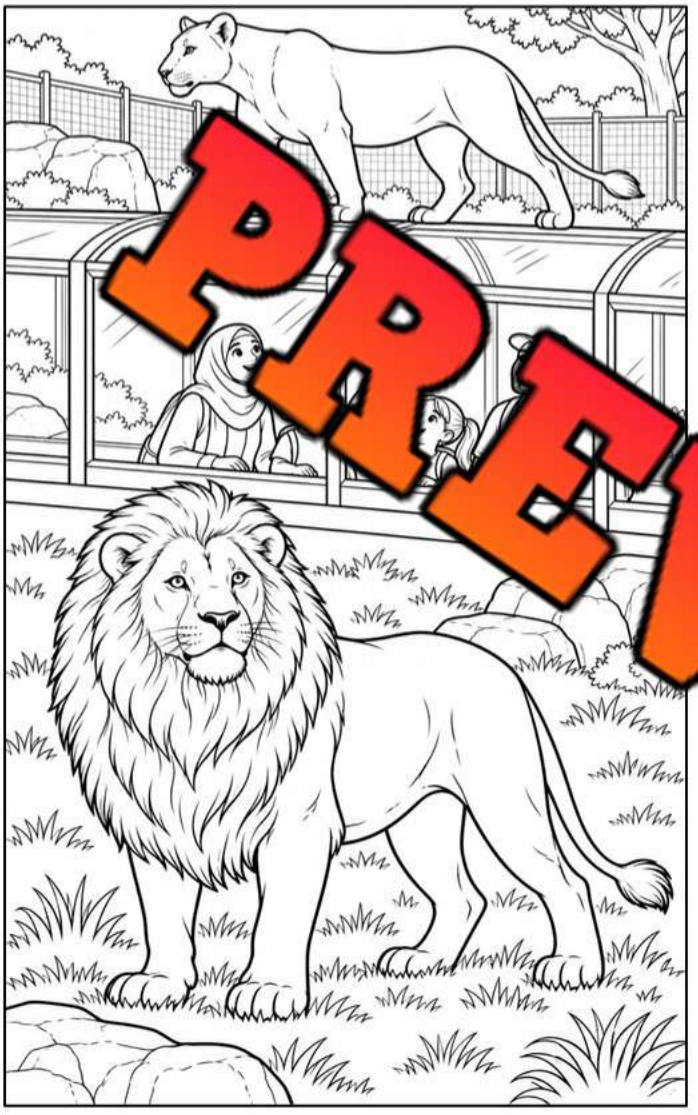
Curriculum Connection
A.1

Think Look at the picture and answer the questions.

Zoo Enclosures - Real World Problem
Lions are carnivores. They only eat meat. Also, lions are predators. They hunt and stalk their prey.



1) Is it fair to lions to have humans behind glass in their enclosure? Explain.

2) Why are glass enclosures used?

3) How do you think the lions feel in this picture?

PREVIEW

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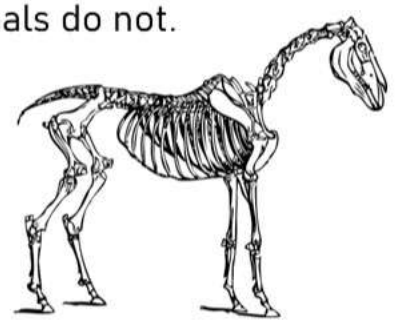
Curriculum Connection
A.2

Groups of Animals - Vertebrates

Animal Kingdom – Vertebrates vs Invertebrates

We can split the animal kingdom into two groups: Vertebrates and Invertebrates.

Vertebrate animals have a backbone, while **invertebrate** animals do not.

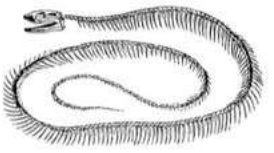


Grouping Animals - Vertebrates

Vertebrate animals include mammals, reptiles, birds, amphibians, fish. Each of these animals have backbones.

What a backbone

A **backbone** is [illegible] are animals and we have spines. You can feel it attach to the back of your head, down your back and back, and into your hip. Humans have around 33 bones in our spine. These bones are called vertebrae.



Snakes are reptiles and they have backbones as well. Their backbone has many more bones than we have. Snakes have between 200 and 400 vertebrae. That's a lot of bones!

PREVIEW

Search and Find

Follow the instructions below.

1) Circle the numbers. How many bones are in a human spine? _____

2) Circle the word backbone. How many times is it in the text? _____

3) What two words make up the word backbone? _____ + _____

True or False

Is the statement true or false?

1) Humans have more backbones than snakes.	True	False
2) Snakes have between 200-400 bones.	True	False
3) Humans are not vertebrates.	True	False
4) Horses are vertebrates with long spines.	True	False

Name: _____ 22

Curriculum Connection
A.2

Types of Animals - Mammals

Mammals

A mammal is a type of animal. We know if an animal is a mammal if it can:

- Breathe air
- Has a backbone
- Gr[illegible] hair or fur
- G[illegible] to live young
- [illegible]ilk[illegible] their mothers
- A[illegible]e war[illegible]



Mammals [illegible] smart[illegible]als on earth. We are ma[illegible] from your mother, not from an egg. You are warm-blooded and ha[illegible]kbo[illegible] all humans have hair and we all breathe air. Our mothers could make [illegible] whe[illegible] were babies.

Examples of Mammals

There are over 6,000 different types of mamma[illegible] H[illegible] is[illegible] of some mammals: humans, gorillas, rats, mice, dogs, [illegible] whales, dolphins, lions, tigers, cows, bats, horses, and more!



PREVIEW

Fill in the Blanks	Write the missing word on the line.

1) There are more than _____ types of mammals.

2) Mammals are the _____ animals on earth.

3) Mammals are born from their mothers, not from an _____.

4) Mammals are warm- _____ animals.

5) Baby mammals drink _____ from their mothers.

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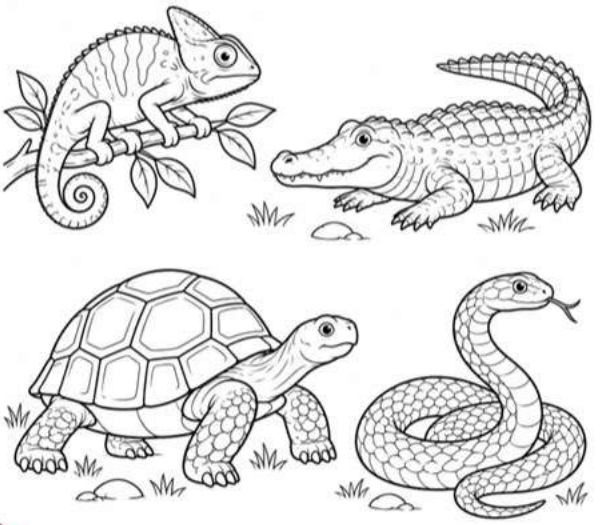
Curriculum Connection
A.2

Types of Animals - Reptiles

What are Reptiles?

Reptiles are vertebrate animals that share these things in common:

- Four legs (snakes do not, but used to)
- Most lay eggs but some have live young
- Are [illegible]-blooded
- Ha[illegible] for skin, not fur or hair
- [illegible]ir lungs
- Have dry



What Do Reptile[illegible]nd Hu

Most reptiles are hunter[illegible]at mo[illegible] insects. Larger reptiles like [illegible] an[illegible] hunt birds and mice. Some snakes kill their prey with venom bef[illegible]y eat

When some reptiles are in danger, they w[illegible]de o[illegible]uflage themselves to look like their surroundings. Chameleons cha[illegible]he [illegible] skin to hide from predators.



Examples of Reptiles

There are about 10,000 types of reptiles. Some examples are lizards, turtles, snakes, crocodiles and even dinosaurs!

PREVIEW

Multiple Choice Circle the best answer.

1) Do reptiles have dry or moist skin?	Dry	Moist
2) Reptiles are cold or warm blooded?	Cold	Warm
3) Reptiles eat mostly...	Mice	Insects
4) There are how many types of reptiles?	2,000	10,000
5) Which animal changes their colour?	Snakes	Chameleons

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Name: _____ 24

Curriculum Connection
A.2

Types of Animals - Amphibians

What are Amphibians?

Amphibians are vertebrate animals that are born in the water. As amphibians get older, they will grow lungs that allow them to breathe outside of the water. This means that adult amphibians can live on land or in the water.



Amphibians are animals that have these things in common:

Cold-blooded	Lay eggs	Moist skin	Webbed feet

Amphibians are Cold-blooded

Like fish and reptiles, amphibians are cold-blooded. Being cold-blooded means their bodies don't automatically change their temperature. They need to use their surroundings to cool off or warm up. Humans are warm blooded. This means our bodies change our temperature to keep it around 37 degrees Celsius. When we get too warm, we release water and salt to cool our skin.



Examples of Amphibians – Frogs, salamanders, newts, and toads

PREVIEW

Search and Find

Follow the instructions below

1) Underline the word cold in the text. How many times did you find it? _____

2) What are four types of amphibians?

   1) _____ 2. _____ 3. _____ 4. _____

3) Shade in the boxes with the 4 things amphibians have in common. Write one thing here _____

Questioning

What questions do you have after reading the information?

1)	
2)	

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Name: _____ 25

Curriculum Connection
A.2

Types of Animals - Fish

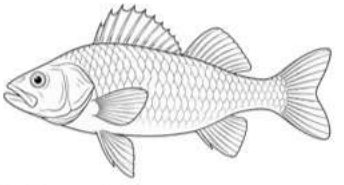
What are Fish?

Fish are animals that live in the water. Fish come in many different shapes and sizes. All fish have these things in common:

Cold-blooded	Vertebrates – have backbones	Have fins
Have s[illegible] not fur	Breathe underwater using gills	Lay eggs

How Fish Breathe

All fi[illegible]ve gills t[illegible]w them to breathe water. When we breathe, we use our lungs to breat[illegible]. Fi[illegible]se their gills to do the same thing. Fish still need oxygen to live, bu[illegible]get t[illegible]n from the water.



Fun Fish Facts

- The longest fish is the whal[illegible]whic[illegible]ver 40 feet long
- The smallest fish is the dwa[illegible]goby at [illegible]9m[illegible]g
- Sharks can't swim backwards

PREVIEW

Search and Find

Follow the instructions below

1) Underline the word <u>breathe</u> in the text. How many times did you f[illegible] _____

2) What do fish use to breathe? _____

3) Fish are vertebrate animals. What does that mean they have? _____

4) What do fish need from the water to breathe? _____

5) Circle the name of the longest fish. How long is it? _____

6) What is the name of the smallest fish? _____

7) Fish have scales, not _____.

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Curriculum Connection
A.2

Types of Animals - Birds

What are Birds?

Birds are very cool animals. Birds have these things in common:

Have feathers	Warm-blooded	Lay eggs
Have wings but not all birds fly	Vertebrates – have backbones	

How Do B fly?

Almost a ar fly because they have wings. Birds flap their wings to chan s air pre ove and below their wings. This gives them lift.



The pere is of the fastest birds. It can fly at speeds of over 160km p ! Son e penguins, can't fly.

Examples of Birds - P guins ingbirds, ducks, eagles, and owls.

PREVIEW

Search and Find

Follow the in s b

1) What do all birds have that no other anim ve? _____

2) How fast does the peregrine falcon fly? _____ mph

3) Put a box around the 5 things birds have in common. Write w

_____

Multiple Choice

Circle the best answer.

1) Which bird cannot fly?	Toucan	Penguin
2) Which bird is one of the fastest?	Peregrine Falcon	Eagle
3) All birds have	Feathers	Scales
4) All birds have	Fins	Wings
5) Birds can fly because of changing	Air pressure	Weather

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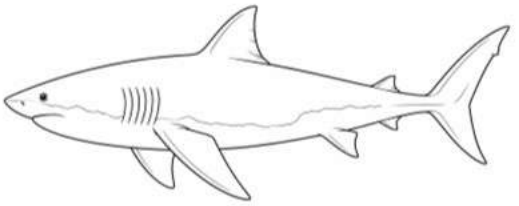
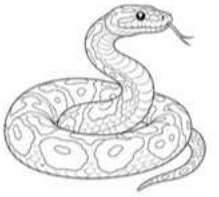
Name: _____ 27

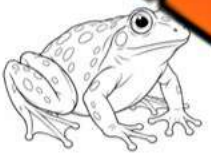
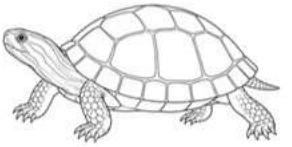
Curriculum Connection
A.2

Vertebrate Animals

Backbone or Not? Circle the vertebrate animals.

1)   

2)  

3)  

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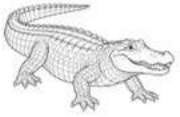
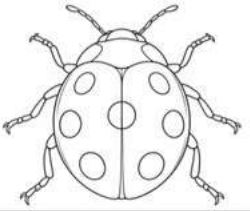
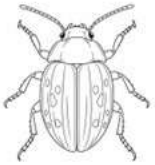
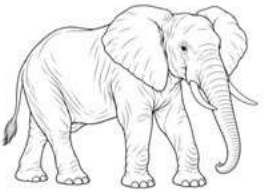
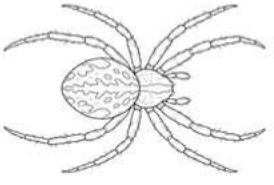
5)  

6)   

7)   

PREVIEW

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Curriculum Connection
A.2

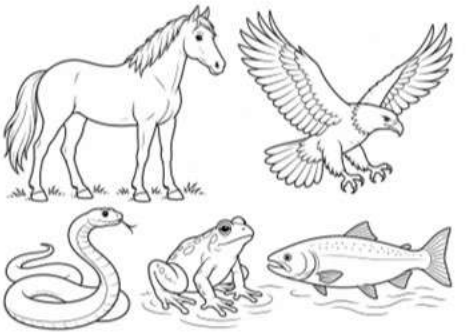
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Draw a line from each animal to its vertebrate group.

Horse ☐	☐ Amphibian
Snake ☐	☐ Fish
Eagle ☐	☐ Mammal
Frog ☐	☐ Bird
Salmon ☐	☐ Reptile



Name: _____ Mark

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Horse ☐	☐ Amphibian
Snake ☐	☐ Fish
Eagle ☐	☐ Mammal
Frog ☐	☐ Bird
Salmon ☐	☐ Reptile



Name: _____ Mark

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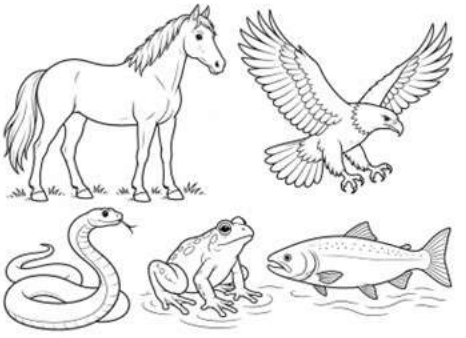
Frog ☐	☐ Bird
Salmon ☐	☐ Reptile



PREVIEW

Name: _____ 33

Curriculum Connection
A.2

Groups of Animals - Invertebrates

What are Invertebrates?

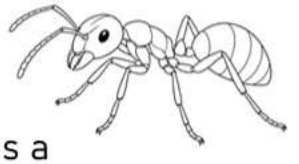
Invertebrates are animals that do not have backbones. This means they have no spine or bony skeleton. Most of the animals in the world are invertebrates that have no spine. In fact, 97 percent of all animals are invertebrates.



Types of Invertebrates

Worms, insects and spiders are the most common types of invertebrates. These animals are small and have no backbones. Insects make up the largest group of invertebrates. There are over 1 million different types of insects.

There are also invertebrate animals living in water. Jellyfish, sponges, starfish, and corals are examples of invertebrates living in water.



Exoskeletons

Spiders, insects and scorpions have exoskeletons. An **exoskeleton** is a skeleton on the outside of their bodies. It is their shell that protects the animal's insides. It may seem like they have a backbone, but because their exoskeleton.

PREVIEW

Multiple Choice Circle the best answer.

1) Spiders, insects, and scorpions have...	backbones	exoskeletons
2) Jellyfish are...	vertebrates	invertebrates
3) What percent of animals are invertebrates?	97	87
4) Invertebrates have no...	backbone	skeleton
5) The largest group of invertebrates are...	worms	insects
6) An exoskeleton is on the...	inside	outside
7) How many types of insects are there?	over 1 million	about 100
8) Which invertebrate lives in water?	spider	starfish

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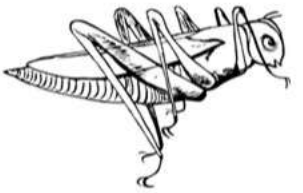
Curriculum Connection
A.2

Types of Animals - Insects

Insects

Insects make up the largest group of animals in the world. There are over 1 million species of insects! Insects have no backbone. This means they are invertebrates. Insects have exoskeletons instead of backbones. Examples of insects ar[illegible]sshoppers, dragonflies, and butterflies.

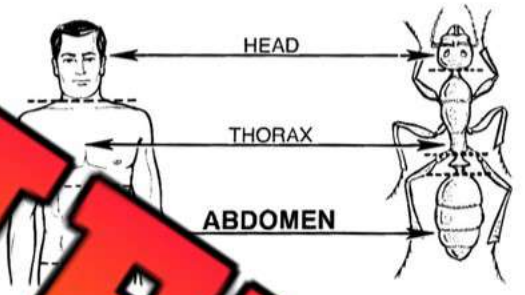


Exoskel[illegible]

Insect[illegible] not hav[illegible]ike we do. Instead, they have exoskeletons that protect their insides. **[illegible]on** [illegible]rd shell that keeps the insect's organs safe.

Insect Body

An insect has three main b[illegible]s: h[illegible] and abdomen. The head of an insect [illegible]outh and eyes. Insects do not have a nose, [illegible] an antennae instead. They use their antennas t[illegible] food, tell the temperature, and find friends. The th[illegible]e ches[illegible] insect that connects the head to the abdomen. The abdomen is the [illegible]par[illegible] All insects have 6 legs and most have 4 wings.



PREVIEW

Multiple Choice Circle the best answer.

1) An exoskeleton is...	Hard	Soft
2) An example of an insect is a...	Lizard	Dragonfly
3) The middle of an insect is the...	Abdomen	Thorax
4) How many legs does an insect have?	2	6
5) Insects are the largest or smallest type of animal?	Largest	Smallest
6) Instead of a nose, an insect has...	Antennae	Whiskers

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Curriculum Connection
A.2

Types of Animals - Spiders

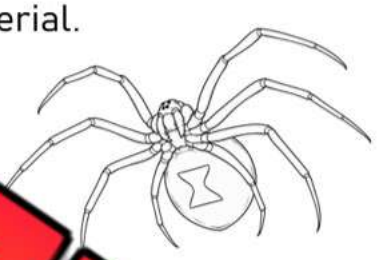
What are Spiders?

Spiders are small animals that are like insects because they both have exoskeletons. Spiders move differently than insects and have a different body. Read this list of things all spiders have in common:

8 Le	Cold-blooded	Lay eggs	Invertebrates – no backbone, just an exoskeleton

Spider ... iders Hunt

A spid... eb is a ... that spiders make to trap their prey. Spiders mainly eat insects. When ... or cr... to the silk web, they get stuck and the spider eats them. Spiders ... silk ... webs. The strength of spider silk is stronger than steel whe... ...ing th... amount of material.



Examples of Spiders

There are over 40,000 types of spiders, such as ... spid... tarantulas, brown recluse spiders, and black ... w spi...

PREVIEW

True or False — Is the statement true or false?

1) Spiders have no backbone, just an exoskeleton	Tr...	...alse
2) All spiders have 6 legs	True	False
3) Spiders are warm-blooded	True	False
4) A spider's silk is stronger than steel	True	False
5) Spiders have the same bodies as insects	True	False

Questioning — Write two questions you have after reading the text.

1)	
2)	

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Curriculum Connection
A.2

Types of Animals - Worms

What are Worms?

A **worm** is a long, creeping animal that has a soft body. There are over 2,700 types of worms. All worms have these things in common:



No arms, legs, or eyes	Cold-blooded	Lay eggs
Have hairs on their skin that allow them to move	Have no lungs, but breathe through their skin	

Importan rms

We c no ms. Worms break down organic matter to make our soil better. Organic m ad eaves, grass, old food and even animal poo. We need worms to turn ngs in soil. Without good soil, we can't grow food! That's why we need w



Interesting Facts about Worm

- Worms can eat their body weight i each
- If a worm's skin dries out, it will die so they get t sun.

PREVIEW

Yes/No Write Yes if it is organic matter a worm ca own. No if it is not.

1) Dead Leaves	
2) A Plastic Bag	
3) An Old Banana Peel	
4) Grass Clippings	
5) A Glass Bottle	

6) animal poo	
7) a metal can	
8) an apple core	
9) a plastic toy	
10) aluminum foil	

Making Connections What does the reading remind you of in your life?

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Curriculum Connection
A.2

Experiment - Vertebrates vs Invertebrates

Research Question What are we learning more about?

Can invertebrates or vertebrates support more weight?

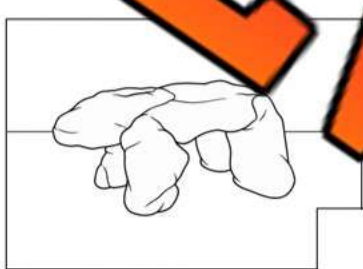


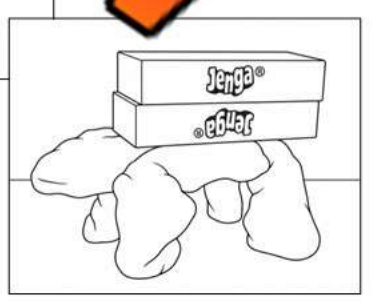
Materials What do we need for our activity?

1) P[illegible] to make two ani[illegible]s
2) One pipe clea[illegible]
3) Weights – wooden block[illegible] wo[illegible]

Method How do we complete th[illegible] experim[illegible]

1) Make an animal like the one in the picture.
   i. Make 4 legs
   ii. Make a body
   iii. Attach the legs to the body
   iv. Put a head on the body





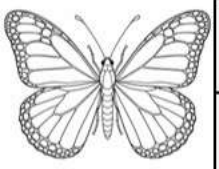
2) Make another animal using the same steps as above.
3) Put a pipe cleaner through the body to act as a backbone.
4) Put one block on each animal and observe.
5) Keep adding blocks until one of the animals collapses.

PREVIEW

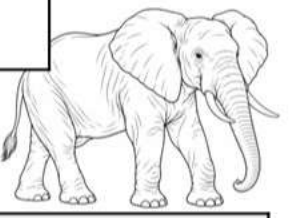
Name: _____ 38

Curriculum Connection
A.2

Observations How many blocks did each type of animal hold?



	Number of Blocks
Vertebrates	
Invertebrates	



Results Answer the questions below.

1) Which animal can hold more weight?

Vertebrates | Invertebrates

2) Which type of animals do you think are usually bigger?

Vertebrates | Invertebrates

3) Why do you think the big animals are invertebrates?

4) If an invertebrate animal gained a lot of weight, what could happen?

5) Why did we make both animals the same way, except for the pipe cleaner?

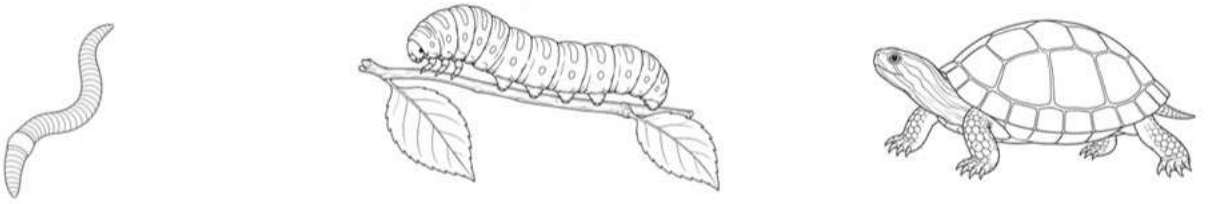
PREVIEW

Name: _____ 39

Curriculum Connection
A.2

Backbone or Not?

Which animals are invertebrates (have no backbone)? Circle 2 for each question.

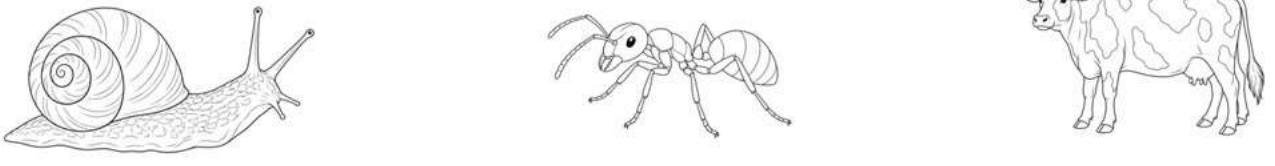
1) 

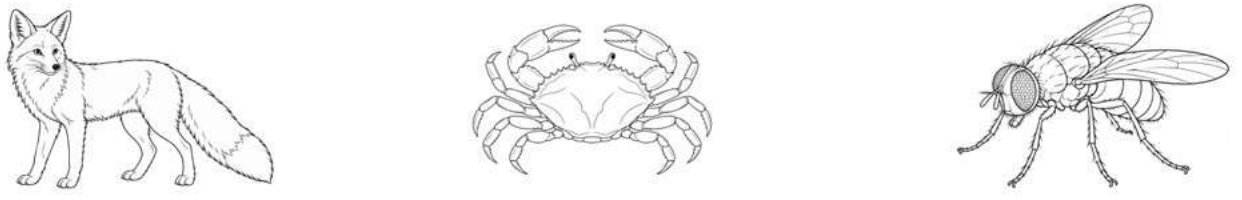
2) 

3) 

4) 

5) 

6) 

7) 

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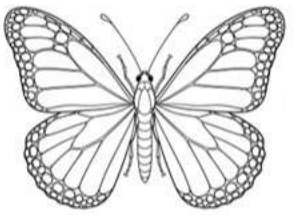
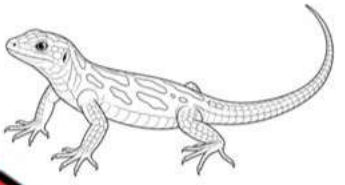
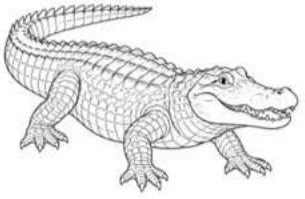
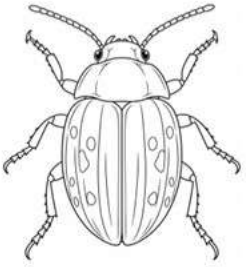
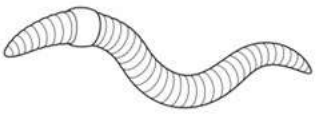
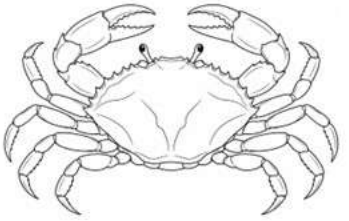
Name: _____ 40

Curriculum Connection
A.2

Vertebrate or Invertebrate?

Backbone or Not? Circle whether the animal is a vertebrate or invertebrate

	Vertebrate Or Invertebrate		Vertebrate Or Invertebrate
	Vertebrate Or Invertebrate		Vertebrate Or Invertebrate
	Vertebrate Or Invertebrate		Vertebrate Or Invertebrate
	Vertebrate Or Invertebrate		Vertebrate Or Invertebrate
	Vertebrate Or Invertebrate		Vertebrate Or Invertebrate

PREVIEW

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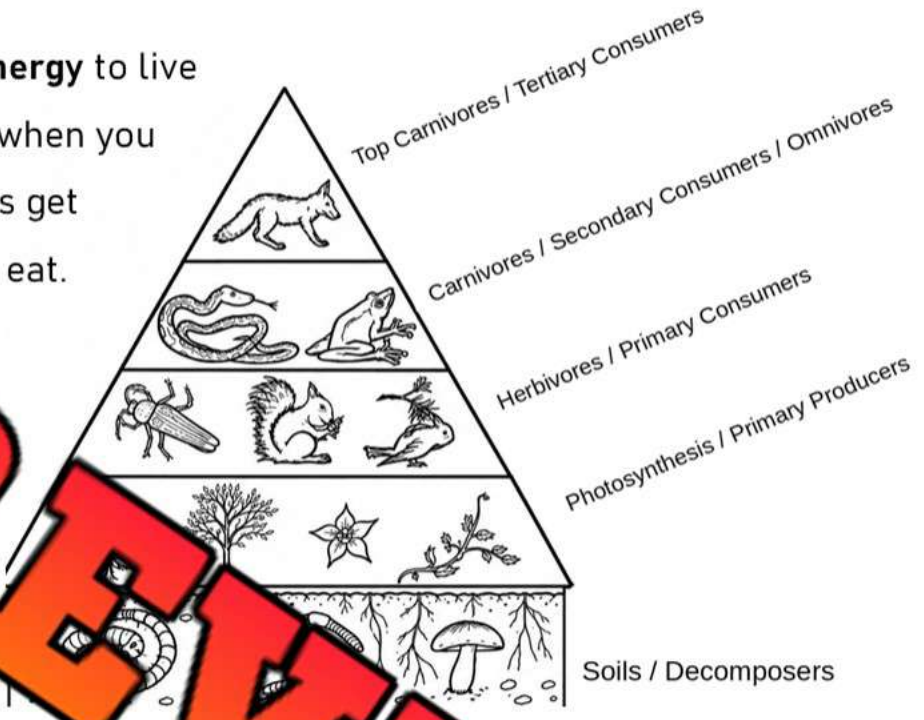
Curriculum Connection
A.4

Food Chain - Producers and Consumers

Food Chain

Every living thing needs **energy** to live and grow. You use energy when you run, jump or swim. Animals get energy fr[illegible]he food they eat. A **food ch[illegible]** s how ener[illegible] from one living t[illegible] the next.



Producers

Plants are **producers** because they make their own food. T[illegible]se light[illegible]th sun, a gas from the air called carbon dioxide, and water from the so[illegible] is ca[illegible]**tosynthesis**. It makes a kind of sugar called glucose, which th[illegible]

Consumers

Animals are **consumers** because they cannot make their own f[illegible] consume, or eat, plants or other animals. People are consumers, too.

- **Herbivores** eat only plants.
- **Carnivores** eat only other animals.
- **Omnivores** eat both plants and animals.

Decomposers

Decomposers are tiny living things like bacteria and fungi. They eat dead plants and animals and break them down. This puts nutrients back into the soil. The rich soil helps new plants grow, and the chain starts again.

PREVIEW

Name: _____ 44

Curriculum Connection
A.4

Questions

Use information from the text to support your answer.

1) What is the difference between a producer and a consumer?

2) What [illegible]r? Why do you think they are important?

3) What is the difference be[illegible] ca[illegible]bivore, and an omnivore?

PREVIEW

True or False

Circle whether the statement is true or false.

1) Most humans are carnivores.	T	F
2) Examples of producers are humans and dogs.	T	F
3) Producers are plants who can make their own food.	T	F
4) Consumers are animals who cannot produce their own food.	T	F
5) Herbivores eat only other animals.	T	F
6) Decomposers provide nutrients for soil.	T	F
7) Plants produce their own food via a process called photosynthesis.	T	F

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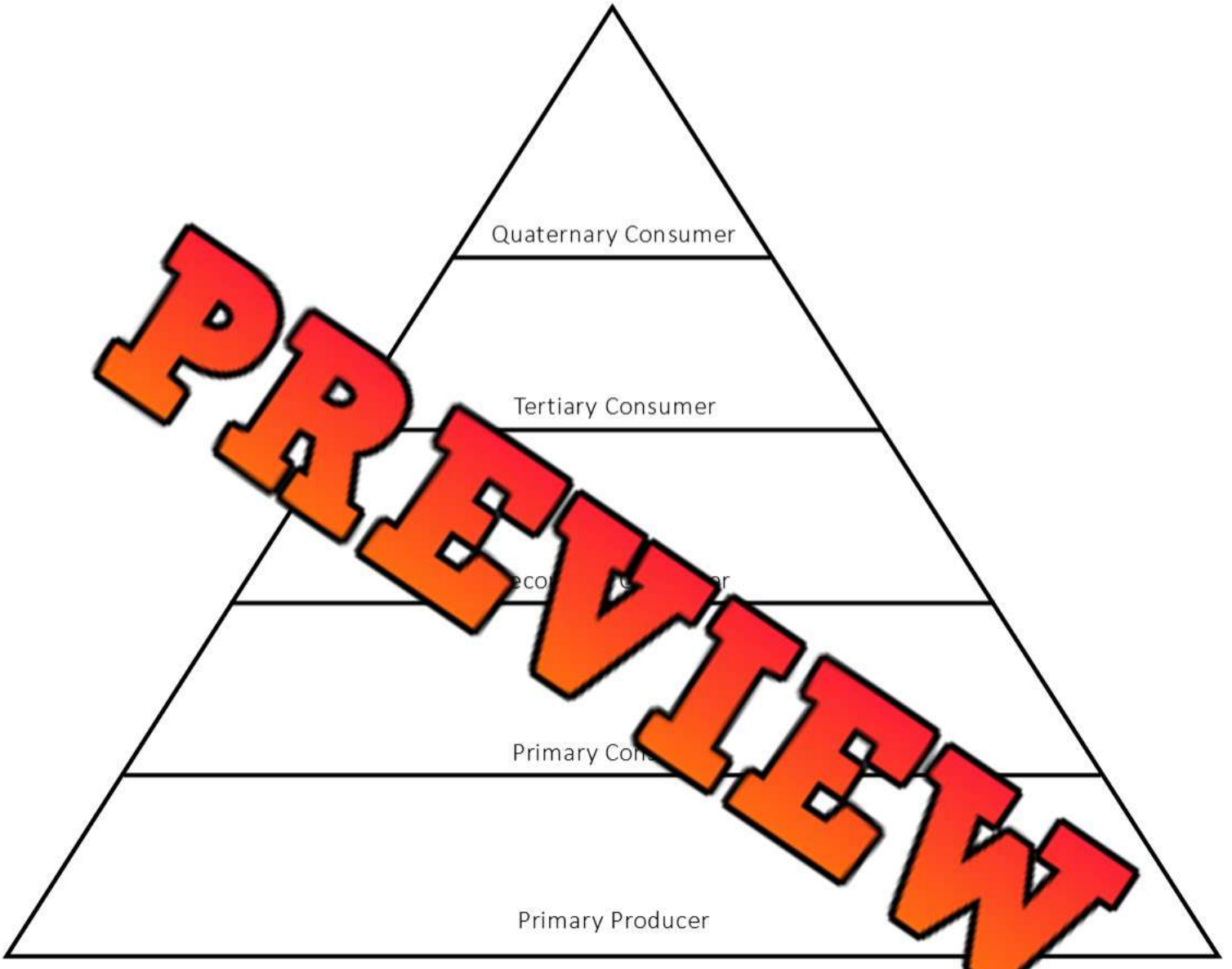
Name: _____ 45

Curriculum Connection
A.4

Research Create your own food chain by writing or drawing plants and animals in their appropriate step on the food chain.



PREVIEW

Question What is a quaternary consumer? Who did you choose in your food chain and why?

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Curriculum Connection
A.4

Herbivores, Carnivores, Omnivores

Herbivores

Consumers that are **herbivores** eat only plants. Examples of herbivores are cows, deer, goats, gorillas, butterflies, camels, horses, rabbits, rhinos, and sheep.



Carnivore

Consum **carnivores** eat only other animals for ener s, lions, sharks, walrus, platypus, penguins, wolv gat and foxes.



Omnivores

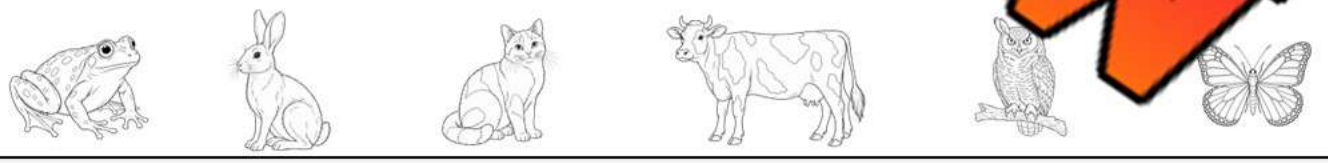
Consumers that are **om** at bot and animals. They eat whatever they can xam ores include dogs, pigs, chickens, squirrel bears raccoons, coyotes, skunks, ants, and most hum



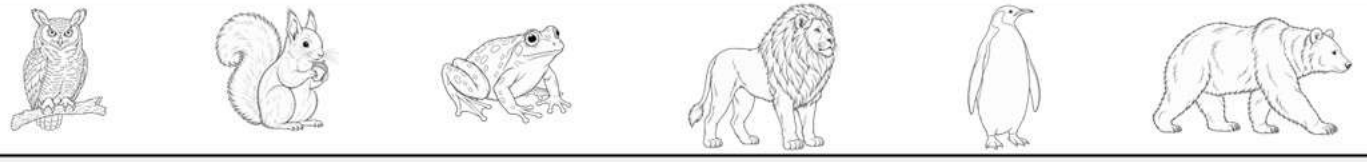
PREVIEW

Questions Answer the questions below

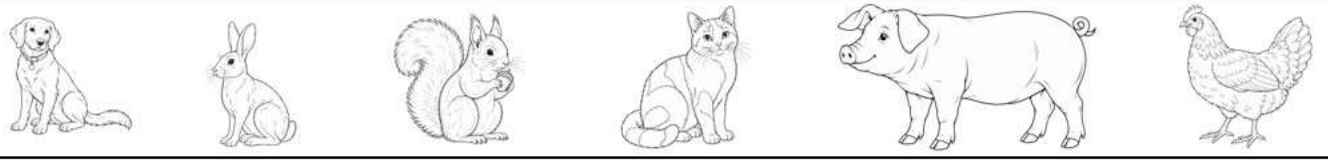
1) Circle the animals that are herbivores.



2) Circle the animals that are carnivores.



3) Circle the animals that are omnivores

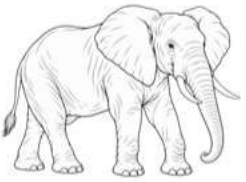


Name: _____ 47

Curriculum Connection
A.4

Directions Is the organism a carnivore, herbivore or omnivore?

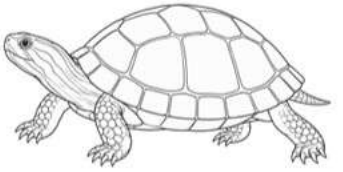
Elephant



Eagle



Turtle

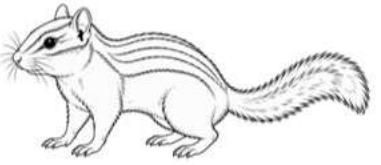




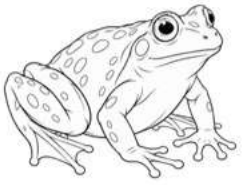
Skunk

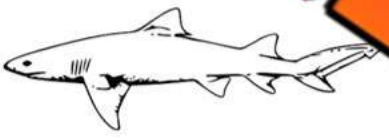


Chipmunk



Frog

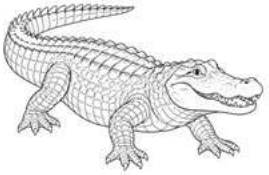




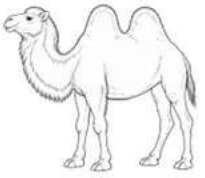
Spider



Alligator



Camel



Beaver



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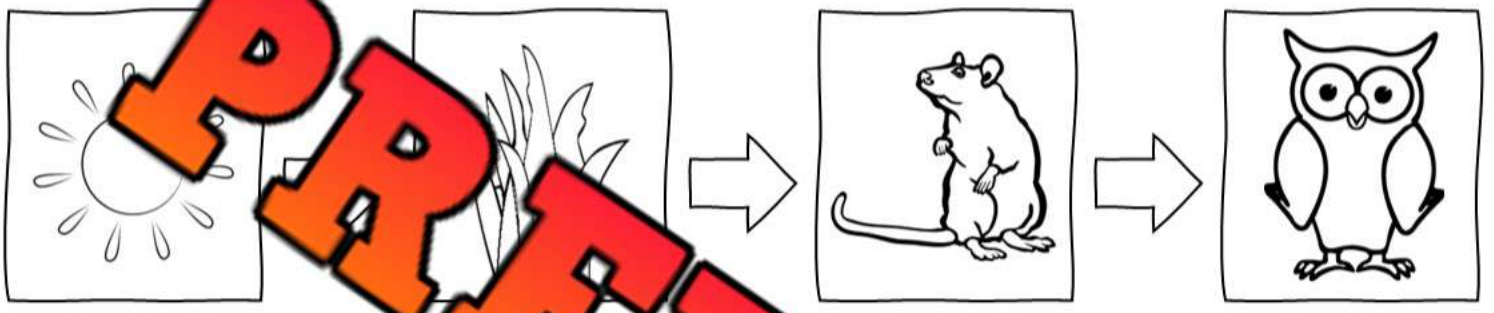
Curriculum Connection
A.4

Food Chain

Colour the food chains and label each link as a producer or consumer.

A food chain starts with the sun. The sun gives energy to producers so they can grow. The consumers herbivores and omnivores eat the plants. This gives these animals energy from the sun. Carnivores and omnivores eat other animals, which gives them energy from the sun as well. Some food chains are long, and some are short.

4-Link Food Chain



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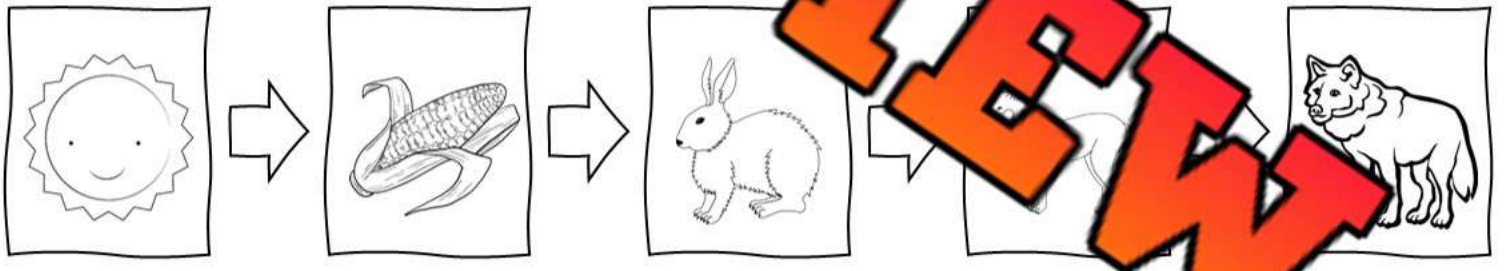
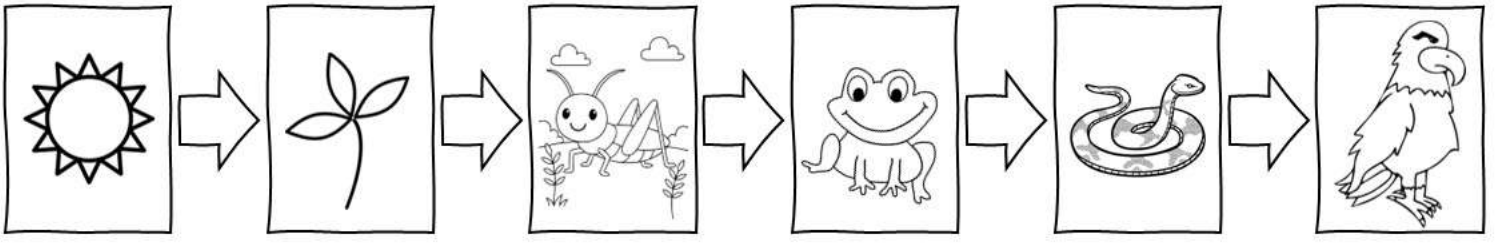
5-Link Food Chain



_____ _____ _____ _____

6-Link Food Chain



_____ _____ _____ _____ _____

PREVIEW

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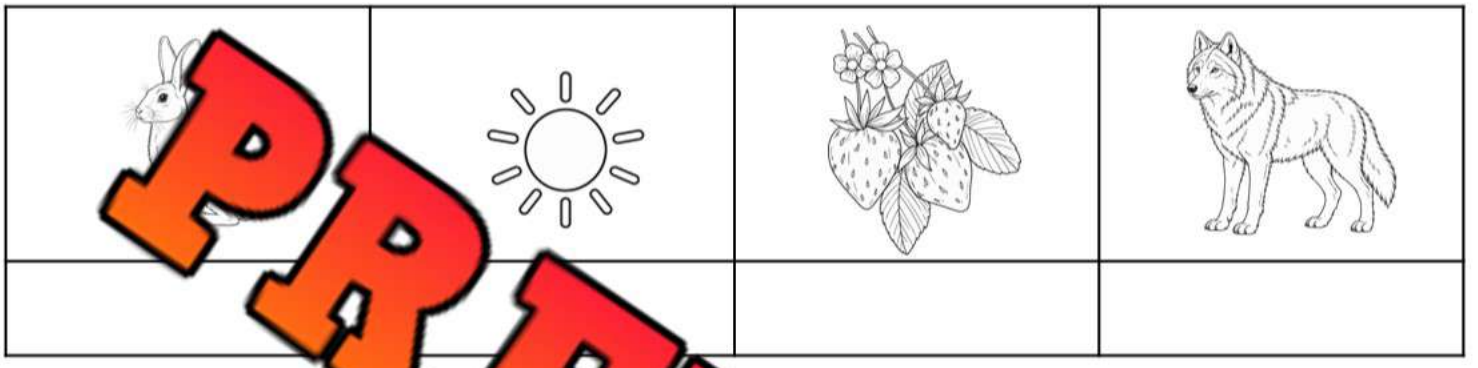
Curriculum Connection
A.4

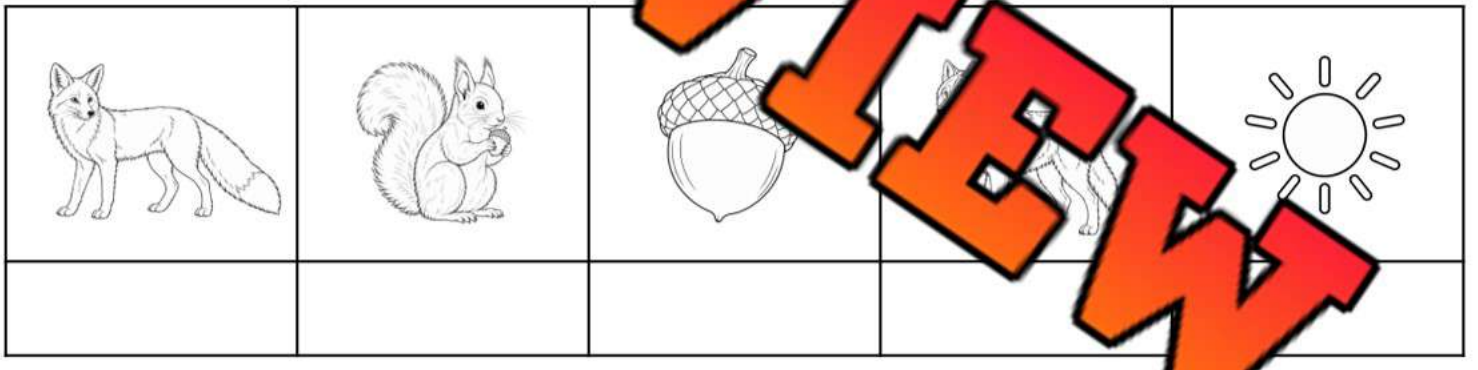
Ordering Food Chains

Energy Chain | Order the plants and animals by numbering them.

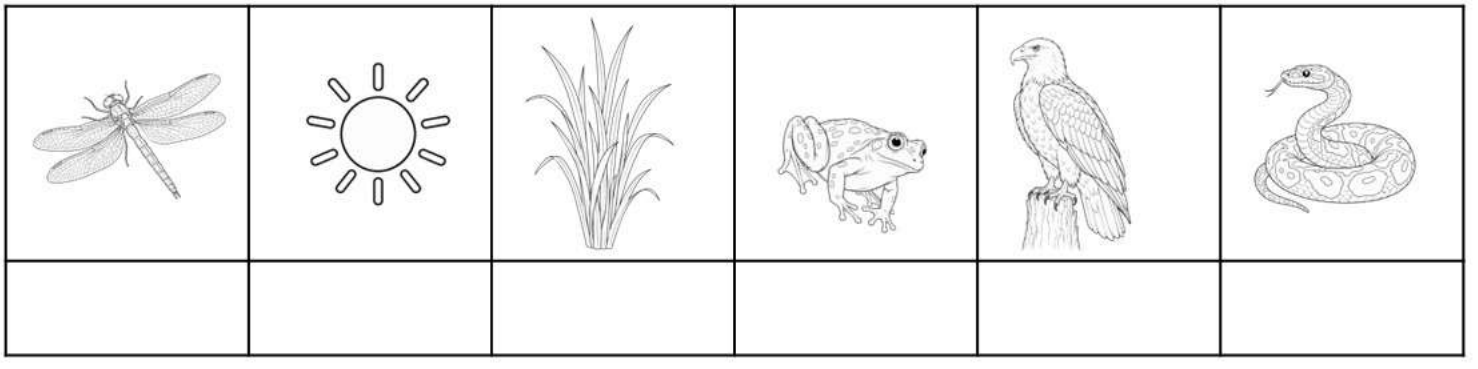
4-Link Food Chain
Number the plants/animals 1-4



5-Link Food Chain
Number the plants/animals 1-5



6-Link Food Chain
Number the plants/animals 1-6



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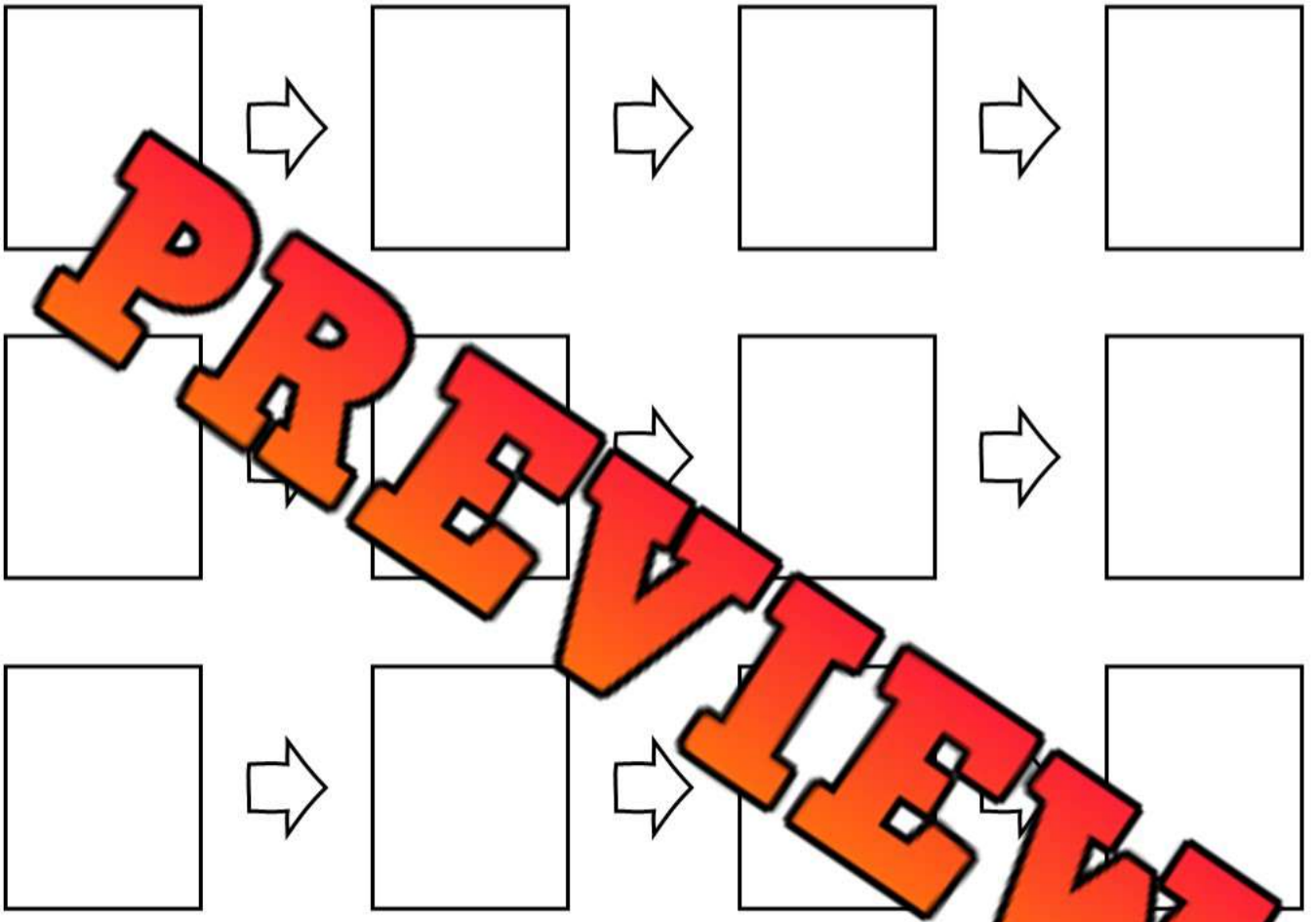
Curriculum Connection
A.4

Ordering Food Chains

Food Chains Cut and paste the plants and animals into the food chains



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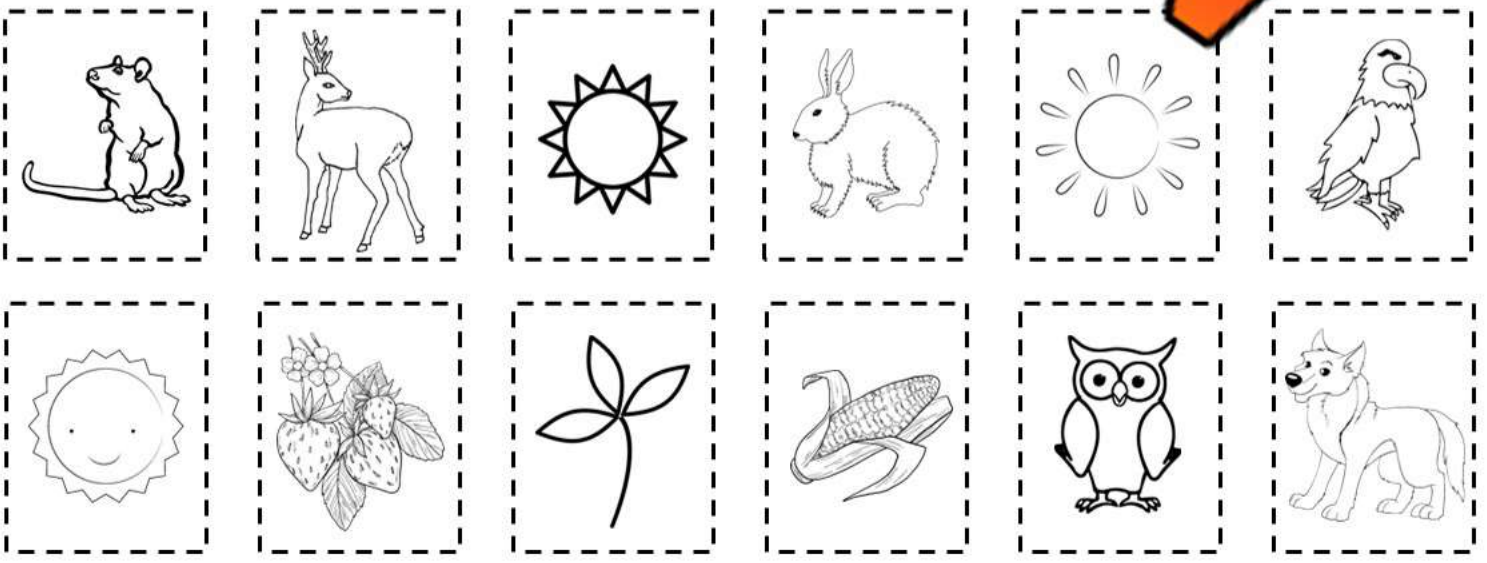

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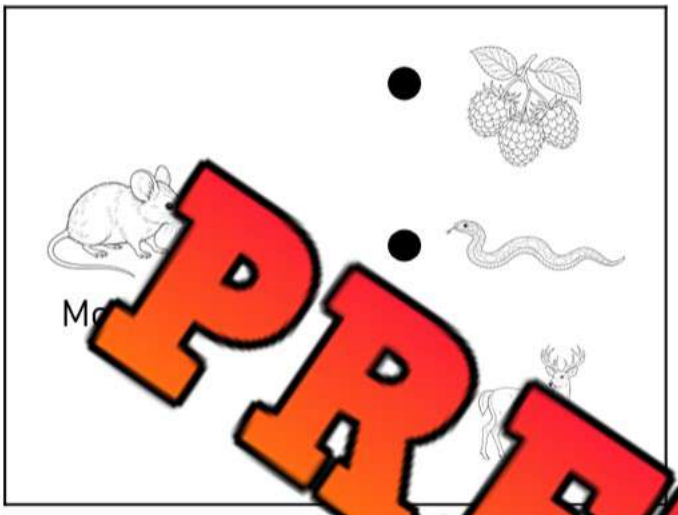
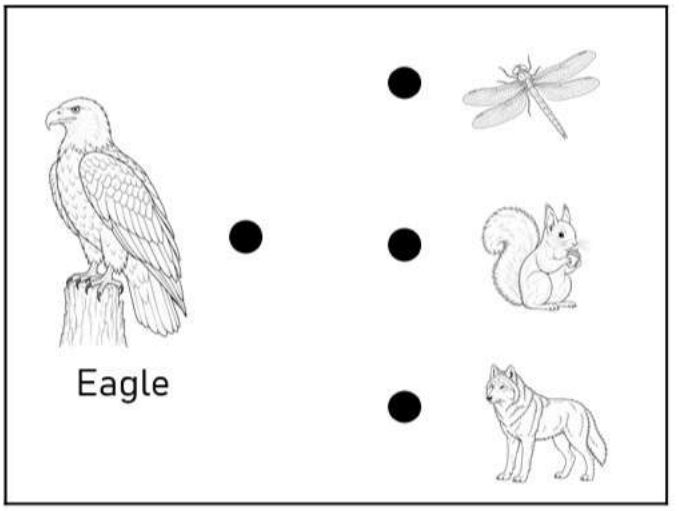
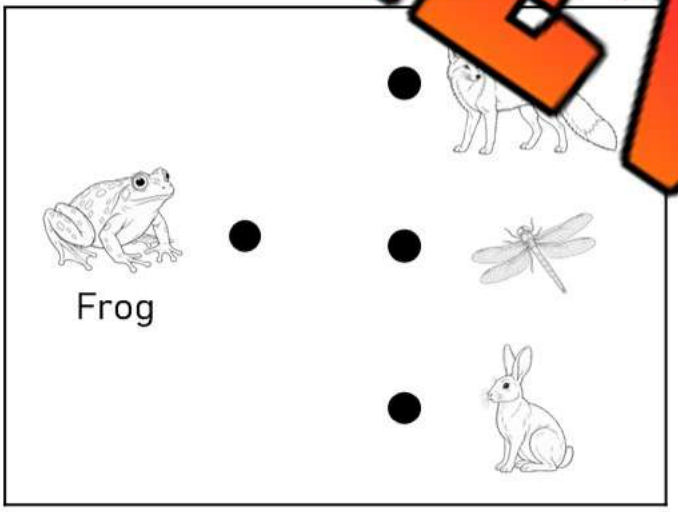
Curriculum Connection
A.4

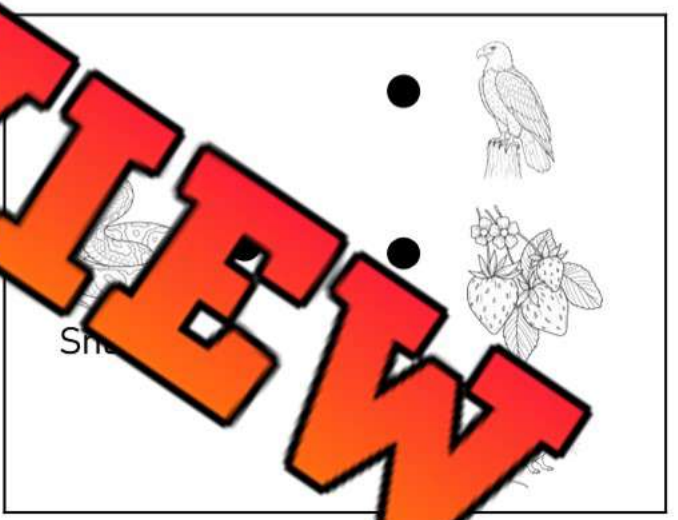
Food Chain - Animal's Food

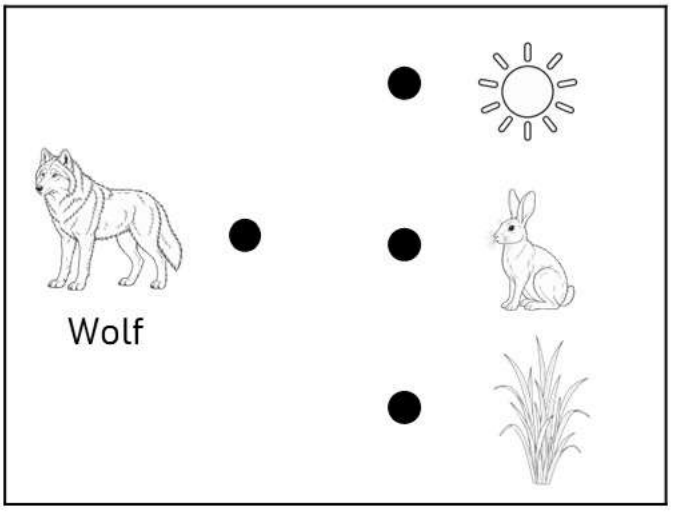
Matching Draw a line from the animal to what it eats for energy.

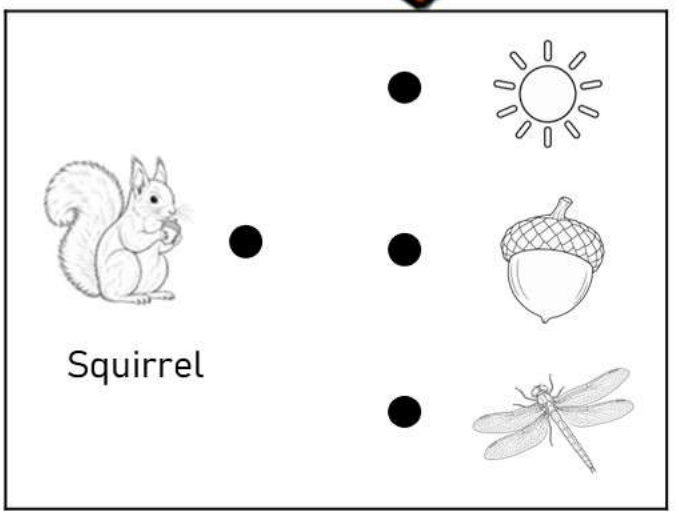












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Curriculum Connection
A.4

Experiment - Animal Scat

Research Question How are carnivores, omnivores, and herbivores different?

Animal **scat** is the poop that animals produce as waste from the food they eat. Depending on your diet, animals will have differently sized, coloured, and shaped scat.

PREVIEW

Materia do we need?

- ✓ Brow play ay
- ✓ Plastic toy inse nd imals
- ✓ Grass clippings and/or le
- ✓ Raisins or other dried fruits



Method How do we complete the experimen

1) Mold the brown playdough into scat. You can think of an animal and research their size of scat or model something like the one in the picture.
2) If it is an herbivore, add plants to the scat.
3) If it is an omnivore, add plants and animals to the scat.
4) If it is a carnivore, add just the animals to the scat.



Herbivore Scat

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Curriculum Connection
A.4

Observations | What happened?

1) What size of scat did you make? What animal might have scat that looks like this?

2) Describe the scat for each of the consumers below.

Herbivore	
Carnivore	
Omnivore	

PREVIEW

Research | Answer the questions below.

1) Can hunters track animals based on their scat? Explain

2) Draw the animal's scat below.

Rabbit - Herbivore	Fox – Carnivore	Raccoon - Omnivore

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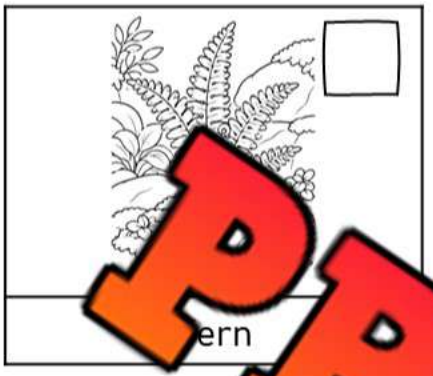
Curriculum Connection
A.2

Scavenger Hunt - Finding Common Plants

Directions Find these plants in your school yard. Put a check if you find the plant. Do not touch the plants. They can cause sores and allergic reactions.



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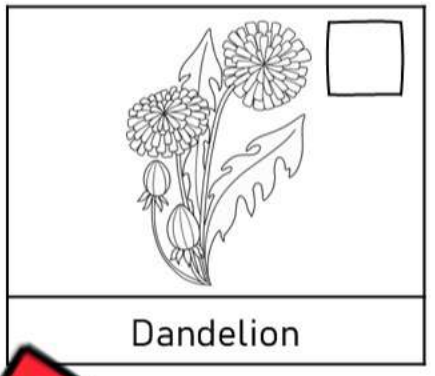
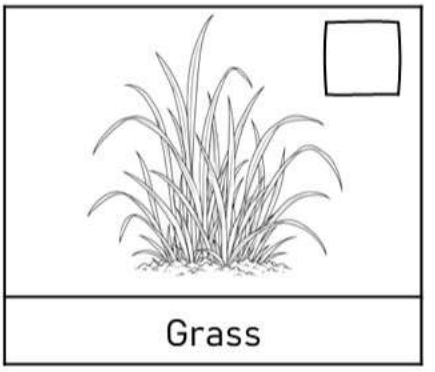
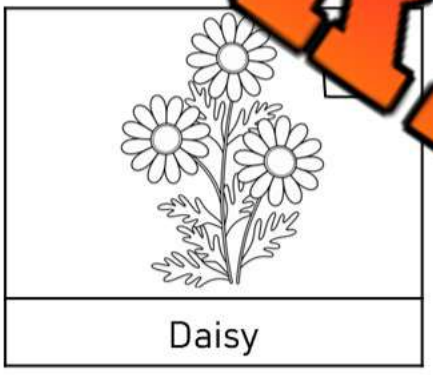


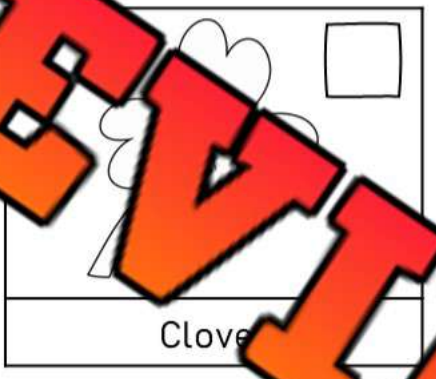
Dandelion



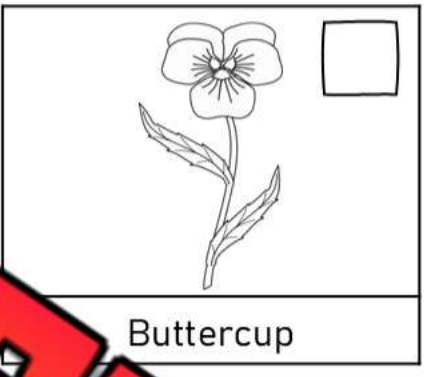
Grass



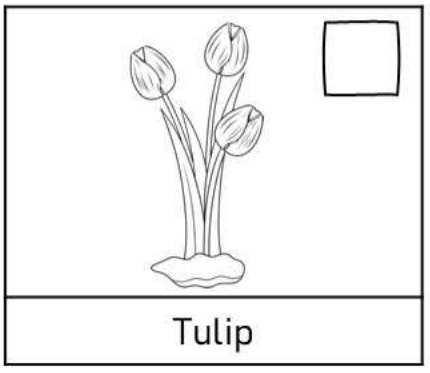
Daisy



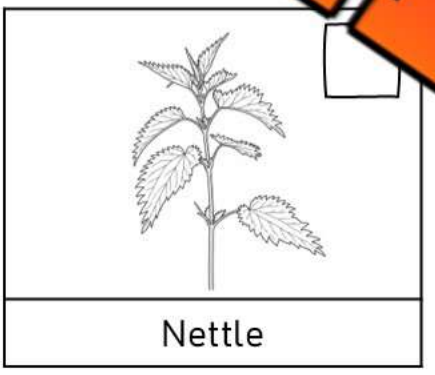
Clove



Buttercup



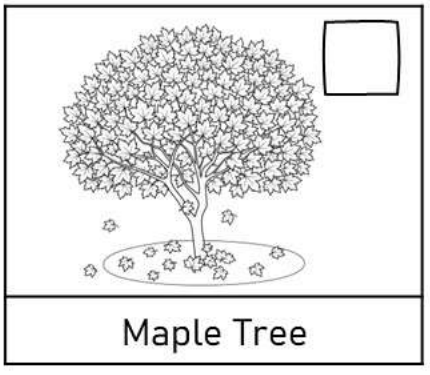
Tulip



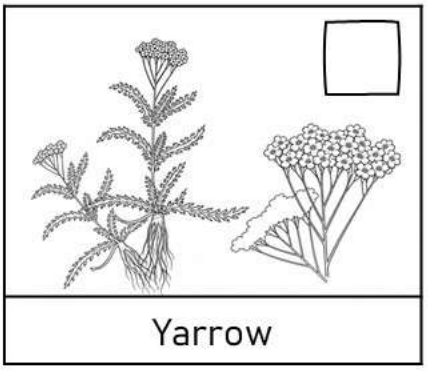
Nettle



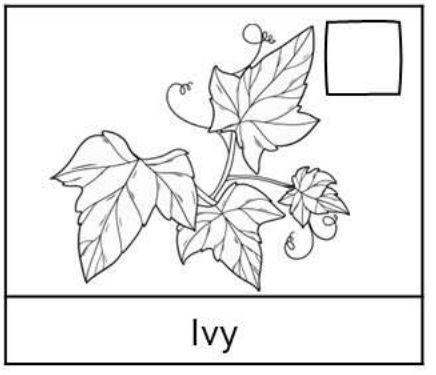
Thistle



Maple Tree



Yarrow



Ivy

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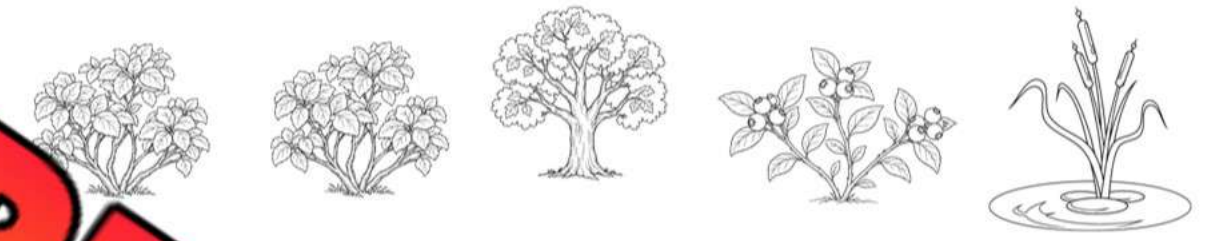
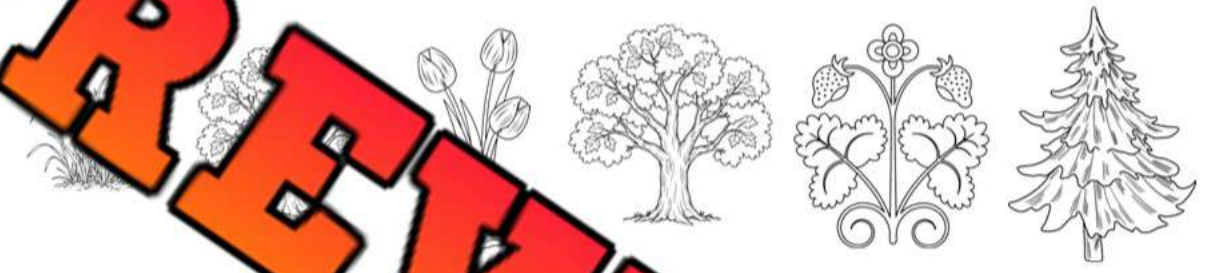
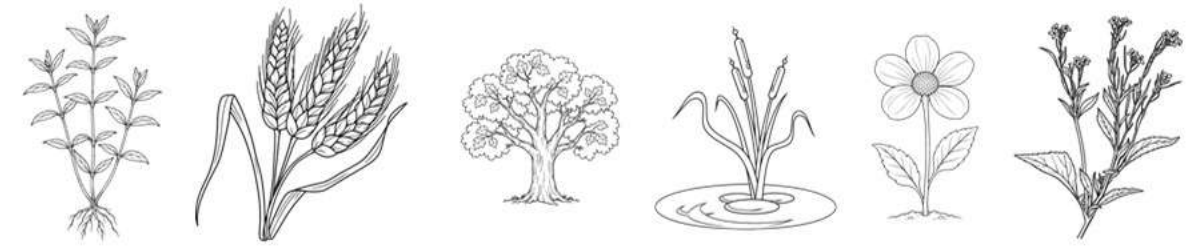
Curriculum Connection
A.2

Sorting Common Plants

Directions Circle the examples of the common plant types below

Shrubs	
Trees	
Creepers	
Climbers	
Herbs	

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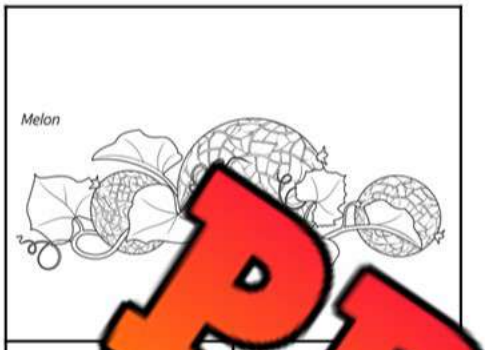
Curriculum Connection
A.2

Creeper or Climber

Directions Circle Creeper or Climber for each plant



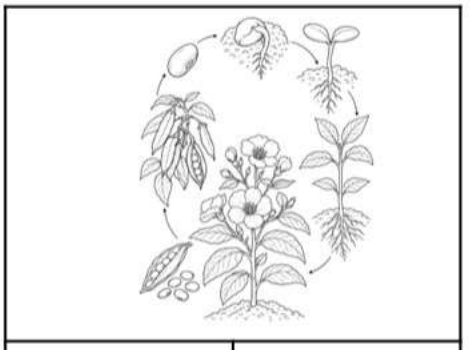
Creeper	Climber

Melon



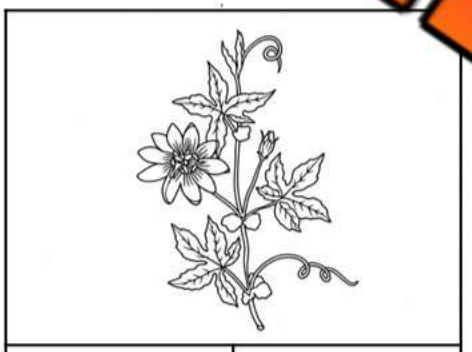
Creeper	Climber

Grapevine



Creeper	Climber

Bean Plant



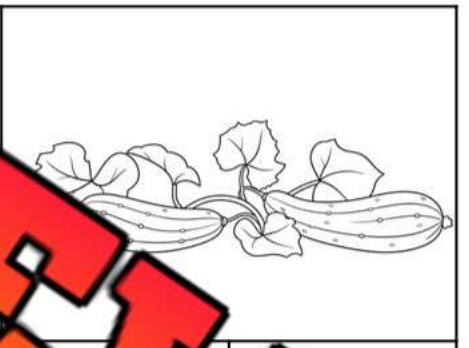
Creeper	Climber

Passionflower Vine



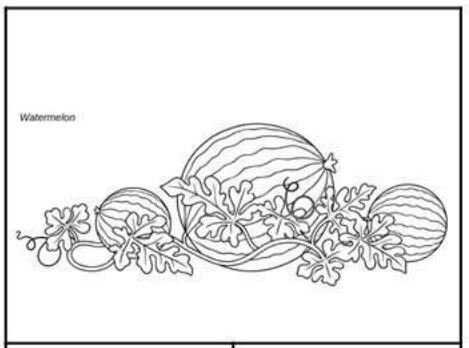
Creeper	Climber

Pumpkin



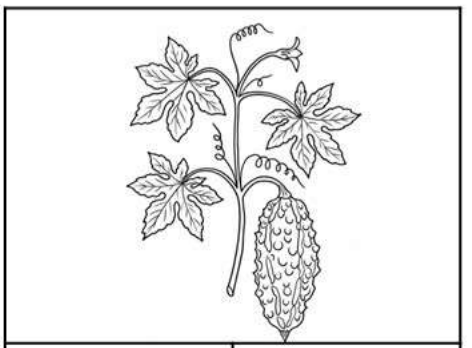
Cr	ber

C er



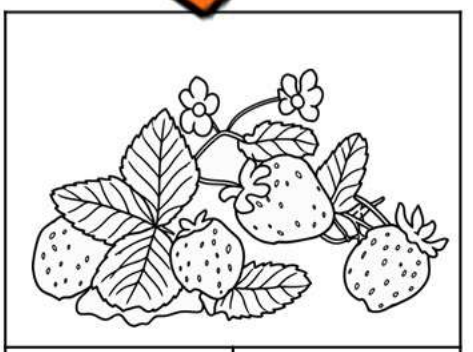
Creeper	Climber

Watermelon



Creeper	Climber

Bitter Gourd



Creeper	Climber

Strawberry

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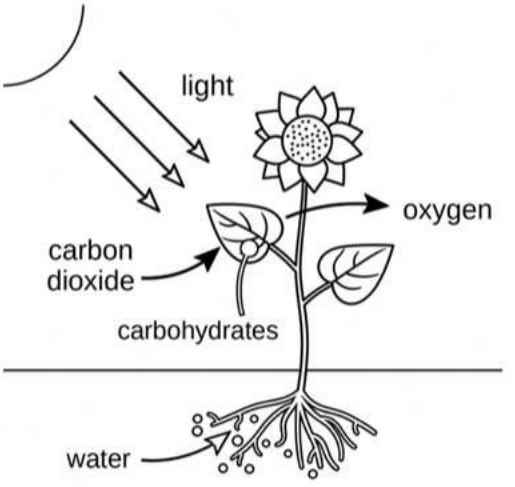
Curriculum Connection
A.2

Basic Needs of Plants

What Do Plants Need To Survive?

Plants are very similar to us. They need certain things to live and grow. We call the things you must have, **survival needs**. Plants need 5 basic things: **light, water, air, space,** and **warmth**.



Light

Without [illegible] will starve. Plants need light so they [illegible] od through photosynthesis.

Water

Plants need water [illegible] ts around the plant. Water moves [illegible] roots [illegible] stem, and into the leaves. It carries [illegible] to the whole plant.

Air

Plants need air to make food. Plants use air [illegible] ate t[illegible] od through photosynthesis. They use the carbon dioxide in the [illegible] ake yu[illegible] ugars and starches for the plant to eat.

Space

All plants need space to grow in order to survive. The leaves on bra[illegible]s will not grow without room. The roots also need space to grow. If plants are too close, the roots cannot grow enough, and the plant will not grow as big.

Warmth

Plants grow well in certain temperatures, depending on the plant. Some plants can survive in colder temperatures, like cedar trees. Others can survive in warmer temperatures like the desert. Either way, plants need some heat or they begin to shut down.



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Curriculum Connection
A.2

Questions Use information from the text to support your answer.

1) What are the 5 basic survival needs for a plant?

2) Why do plants need space in order to survive?

True or False Circle w[illegible]e sta[illegible]t is true or false.

1) Light is needed for plants to creat[illegible]wn f[illegible]	True	False
2) Plants can grow in any temperature[illegible]	True	False
3) Cedar trees can survive in cold temperatu[illegible]	True	False
4) Plants need space for their leaves and roots to g[illegible]e		False
5) All plants need some heat.		[illegible]se
6) Water moves from the leaves down to the roots.	[illegible]	False
7) Plants use carbon dioxide from the air to make food.	True	False

Making Connections What does the reading remind you of?

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Curriculum Connection
A.2

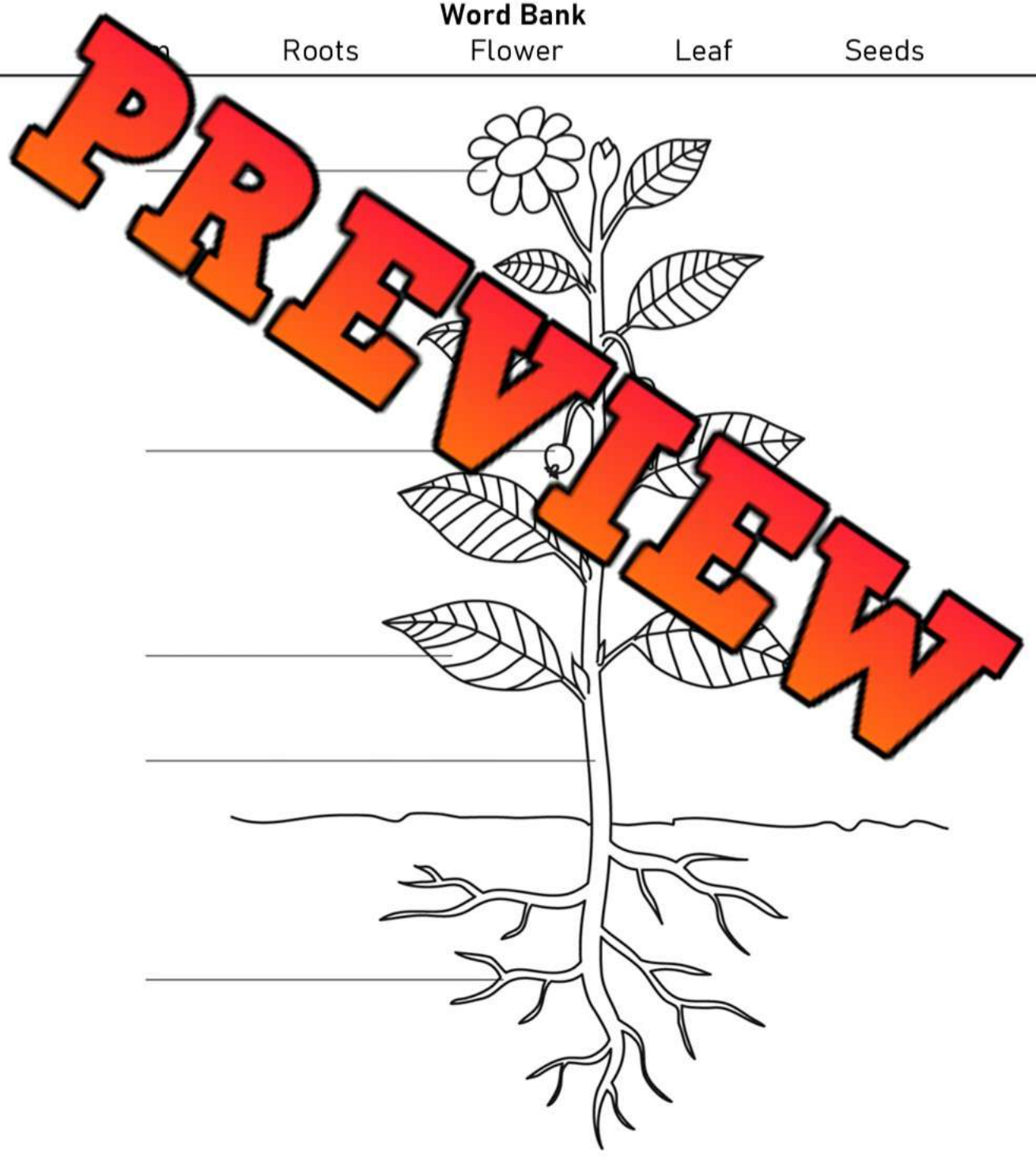
Parts of a Plant

Diagram Label the parts of the plant below and then colour the picture.

Plants have 5 main parts that allow them to meet their basic needs. Each part needs to be working for the plant to grow and survive.

Word Bank

n Roots Flower Leaf Seeds



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Curriculum Connection
A.2

Seed Plant - Life Cycle

Seeds vs Bulbs



All plants begin their life as seeds, however, some plants will live underground in the form of a bulb. A **bulb** is a plant that lives underground and has its leaves grow up through the surface. Garlic is an example of a bulb. All other forms of pl[illegible] are seed plants.

Ma[illegible]lants live one or two seasons and most bulb plants are **perennials**, which [illegible] than 2 seasons. This is because they have different life cycles.

PREVIEW

Life Cycle of a [illegible]



1. **Seed –** The seed [illegible] wi[illegible] as a seed. The seed has a hard shell that protects the emb[illegible]



2. **Germination –** The seed falls to the [illegible] and a[illegible] the water and warmth from the air and the soil. This starts the proce[illegible] germ[illegible] which is when a plant grows from a seed to a sprout. [illegible]ed [illegible]plit in the soil and a sprout will form.



3. **Growth** – The plant will keep growing through the process of p[illegible]y The plant provides its own food and will grow if it receives its basic n[illegible].



4. **Reproduction –** The flowers on a plant will produce seeds when they have been pollinated. In fruit producing plants, fruit will grow on the flowers at this stage.



5. **Spreading Seeds** – The seeds from the fruit or from the flowers will spread as animals eat them or as the wind blows them away. This begins the life cycle of a plant all over again!

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Curriculum Connection
A.2

Questions

Use information from the text to support your answer.

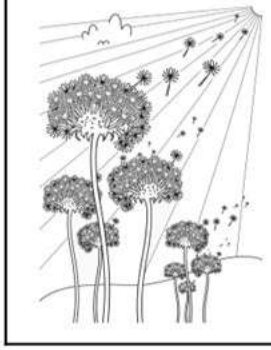
1) What is the difference between a bulb plant and a seed plant?

2) What d[illegible]ermination of a seed mean?

PREVIEW

Ordering

Put t[illegible] [illegible]cle in order from first to last – 1 to 5






True or False

Circle whether the statement is true or false.

1) Germination is when the seed coat splits open.	True	False
2) A bulb lives underground.	True	False
3) A perennial plant is a plant that grows for more than 2 seasons.	True	False
4) A plant will continue growing even if it doesn't have its basic needs met.	True	False
5) Only the wind spreads seeds on the soil.	True	False

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Curriculum Connection
A.2

Explain Describe each stage of a seed-plant's life cycle.

Seed	
Germination	
G	
Reproduction	
Spreading Seeds	

PREVIEW

Draw Draw each stage of a seed-plant's life cy

Seed	Germination	Growth	Reproduction	ading Seeds

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Curriculum Connection
A.2

Experiment - Basic Needs of Plants

Research Question What do plants need to survive?

Will plants survive in any environment? Will seeds grow better in the dark or in the light? Will they grow better with water or without?

Materials What do we need for our experiment?

1) 6 sp[illegible]nt seeds
2) [illegible]
3) Wa[illegible]ng ca[illegible]
4) Fridge
5) Shredded p[illegible]
6) Seeds – lettuce[illegible] cauliflower sprout fastest





Method How do we [illegible]ment?

1) Fill 5 cups with soil.
2) In the 6th cup, do not add soil, instead ad[illegible]dded
3) Add your seeds to the soil, about 2 cm dee[illegible]tip[illegible]f the seed).
4) In one of the cups with soil, add a lot of seeds [illegible]to[illegible]ether
5) Place one cup in a closet, where it won't get sun o[illegible]
6) Place another cup in the fridge, where it is cold.
7) Place four cups in a sunny window. Include the cup with a lot of [illegible]and the shredded paper cup.
8) Water every cup two times a week, except Cup 5 (Window no Water).
9) Monitor the results by checking the cups each day.

Hypothesis In which cup will the seed(s) grow the fastest?

Cup 1 In the Closet	**Cup 2** In the Fridge	**Cup 3** A lot of Seeds	**Cup 4** Window with Water	**Cup 5** Window no Water	**Cup 6** Shredded Paper

PREVIEW

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Curriculum Connection
A.2

Observations Have any of the seeds sprouted? Put a ☑ if yes or an ☒ if no.

Day	Cup 1	Cup 2	Cup 3	Cup 4	Cup 5	Cup 6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
15						
20						

PREVIEW

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Name: _____ 74

Curriculum Connection
A.2

Lab - Germinate Seeds on a Window

Research Question What are we trying to learn more about?

Will a seed germinate (sprout) without soil if it is given sunlight and water?

Hypothesis What do you think will happen?

Materials a[illegible]we n[illegible]r this experiment?

- Small plastic zipper b[illegible]
- Dried, uncooked beans, pe[illegible]see
- Paper towels
- Water



Procedure What do you need to do?

1) Cut the paper towel in half and fold it a few times so th[illegible] it c[illegible]per storage bag.
2) Soak the paper towel in water and slide it into the bag. Smooth it[illegible]o it is flat.
3) Put two beans or seeds about three centimeters from the bottom of each bag, on one side of the paper towel. Make sure they don't fall to the bottom of the bag or else they will sit in the water. You can roll up a piece of paper towel and put it on the bottom of the bag if the beans/seeds keep falling to the bottom.
4) Seal the bag part way, leaving an opening near the top so the growing plants can get some air.
5) Tape the bag to the window so that the beans are facing indoors, so you can watch them grow.
6) Optional – do the same experiment but put the plastic bag in a dark closet. See if this grows better or worse.

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Curriculum Connection
A.2

Lab - Germinate Seeds on a Window

Observations Write how many days it has been and draw what the seed looks like.

Day	What is happening to the seed?

Day	What is happening to the seed?

PREVIEW

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Curriculum Connection
A.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Read each clue. Write the letter of the stage that is talking.
D = Dormant **W** = Waking Up
B = Bloom **F** = Falling Asleep

1) My shoot pushes up through the soil.	
2) I am half-asleep, but my roots keep growing.	
3) I fade into the ground as it gets colder.	
4) You can see me as a plant above the ground.	
5) I gather energy from the soil to get ready for winter.	

Name: _____ | Mark

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Name: _____ | Mark

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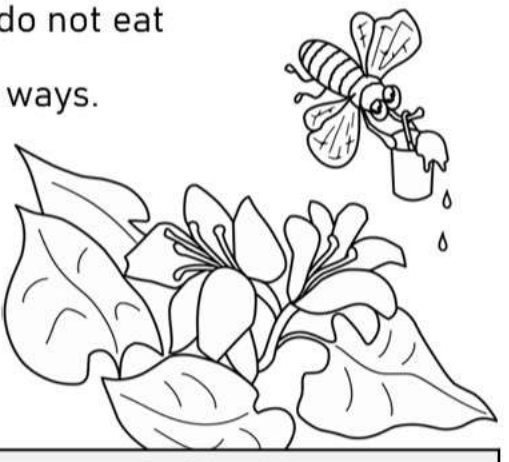
Name: _____ 81

Curriculum Connection
A.1

Plants Need Animals

Plants and Animals Need Each Other

Plants would not be able to survive without animals and animals would not be able to survive without plants. We need each other! Plants do not eat animals, which means we need each other in different ways.



Why [illegible] A[illegible]s

Plants n[illegible]d anim[illegible]ive. Below are three main wa[illegible]ants [illegible]n animals.

1) Animals spread pol[illegible]
Some animals help plants m[illegible] nev[illegible]rry pollen from flower to flower. Without pollen, plants coul[illegible]hake s[illegible] Animals that carry pollen are called p[illegible]rs. B[illegible]ollinators. Without bees, we wouldn't have plants or anim[illegible]s!
2) Animals spread seeds.
Animals are also good at spreading seeds. This happens whe[illegible] with seeds in it and compost it. Animals in the wild that eat fruit al[illegible]ead seeds to new places where they grow into new plants. Horses roll around on the ground, collecting seeds on their backs. When they gallop away, seeds blow in all directions.
3) Animals make manure.
Animals also help plants by providing manure that fertilizes the soil. Manure is a fancy word for poop. Animal poop has a lot of nutrients in it. Soil with manure in it helps plants grow healthier and stronger. 

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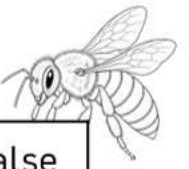
Name: _____ 82

Curriculum Connection
A.1

True or False

Circle whether the statement is true or false.



1) Plants need animals to spread their pollen.	True	False
2) Plants need animals to spread their seeds.	True	False
3) Plants need animals to plant seeds deep in the soil.	True	False
4) Plants need animals to give them sunlight.	True	False
5) Pl grow better in manure from animals.	True	False

How Do

P if the animal spreads pollen, S if it spreads seeds, or M if the manure.

1) A bee flies fr er to	
2) A bird eats a berry a the se away.	
3) Cow poop is spread on a fa ield	
4) A butterfly carries pollen on its le	
5) A horse rolls on the ground, then gallops	
6) A farmer mixes chicken poop into the garden.	
7) A bear eats berries in the forest.	
8) A hummingbird sips from flowers and carries pollen.	

PREVIEW

Question

How do plants and animals need each other?

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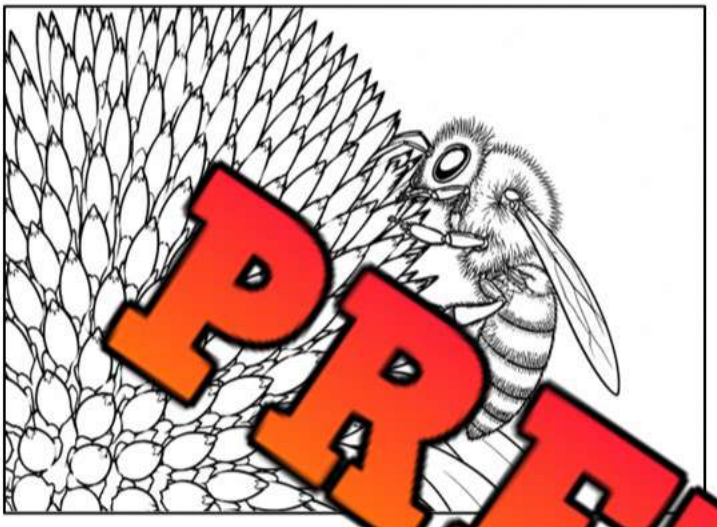
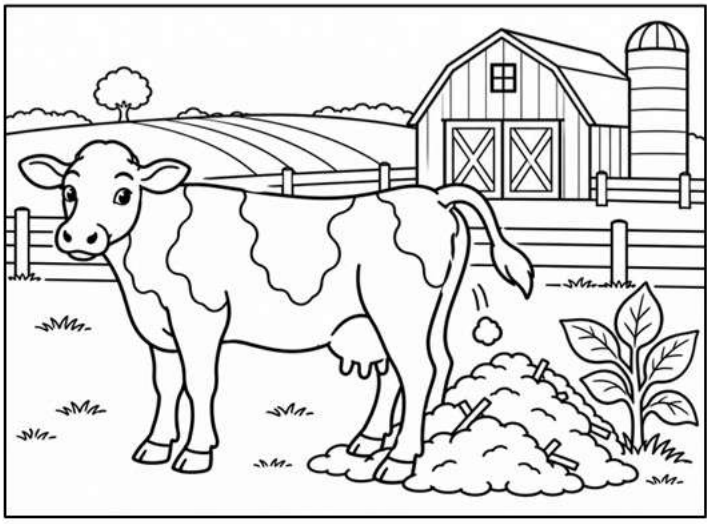
Curriculum Connection
A.1

Plants Need Animals - Pictures

Questions What is happening in the picture? How is the animal helping the plant?







PREVIEW

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Curriculum Connection
A.1

What is Biodiversity?

What is Biodiversity?

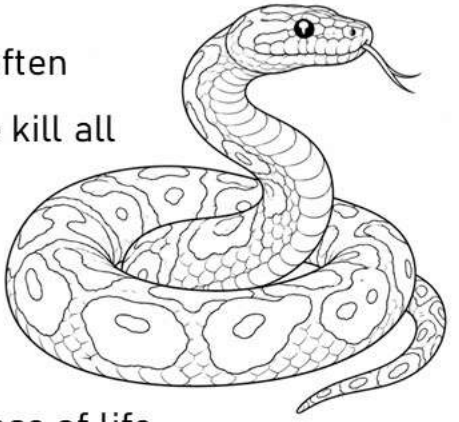
When you look outside, you will see many different plants and animals. We need all of these different living things to keep the balance o... **Biodiversity** is all the differen... in a given place. Scie... study bi... y in different areas to make... and ...al populations are ...



There are millions o... t pl... and animal species living on the Eart... re a... nging so they can survive in their ecosystem.

Why Study Biodiversity?

It is important to learn about the different species on ...net ...e can understand how we all need each other. For all living things to ... rth, we need to understand the balance between species, so we don't thr... balance out of line.



For example, most consider snakes pests that are often killed by humans. Snakes feed on rats, which means if we kill all of the snakes, we would have a growing rat population that could get out of control.

Therefore, we need biodiversity, and all the different animals in our ecosystems to maintain the balance of life.

PREVIEW

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Curriculum Connection
A.1

Questions Answer the questions below using evidence from the text.

1) What is biodiversity?

2) What would happen if we killed off a species? Write your own scenario like the snake and frog example in the reading.

PREVIEW

Visualizing Draw what you picture while reading. Explain the picture.

True or False Circle whether the statement is true (T) or false (F).

1) Biodiversity is the study of one plant or animal in an environment.	T	F
2) If one species goes extinct, it can affect other plants and animals.	T	F
3) Scientists study biodiversity to protect plants and animals.	T	F
4) An ecosystem with biodiversity has many different plants and animals.	T	F
5) Humans don't need to worry about biodiversity.	T	F

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Curriculum Connection
A.1

Biodiversity in British Columbia

The Most in Canada



British Columbia (BC) has more kinds of living things than any other province in Canada. Scientists think about 50,000 kinds of plants, animals and fungi live here! BC h re than 140 kinds of mammals and ove s of birds.

PREVIEW

Why Doe BC Ha n?

BC has many d **habita** itat is the home where a living thing finds food, water and shel

- Rainforests on th wh ees can live for over 1,000 years
- Tall, snowy mountains, whe ots e from the rocks
- Grasslands and a hot, dry va y with s ar tlesnakes
- The ocean, full of orcas, sea stars mon

Each habitat has its own plants and animals. bitats more kinds of living things!

Surviving Cold Winters



BC is far from the equator, so winters can be cold. Living things must **adapt**. Black bears and marmots **hibernate**, or sleep through the winter. Many birds **migrate**, or fly south to warmer places.

A Bear Found Only in BC

The Spirit bear is a black bear with white fur. It lives in the rainforest on BC's coast and nowhere else in the world!

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Curriculum Connection
A.1

True or False

Circle whether the statement is true or false.

1) BC has fewer kinds of living things than other provinces.	True	False
2) A habitat gives a living thing food, water and shelter.	True	False
3) Some cedar trees on BC's coast live over 1,000 years.	True	False
4) Black bears migrate south to warm places for winter.	True	False
5) The Spi ear is a black bear with white fur.	True	False

Question

questions below using evidence from the text.

1) Why d s BC kin of living things than any other province?

2) How do some living things in BC s cold ?

PREVIEW

Who Am I?

Read each clue. Answer with a word from the word b

Word Bank: ocean · equator · hibernate · migrate · habitat · British Columbia

1) I am the home where a living thing finds food, water and shelter.	
2) I am the province with the most kinds of living things in Canada.	
3) I am what animals do when they sleep through the winter.	
4) I am what birds do when they fly south to warmer places.	
5) I am a habitat full of orcas, sea stars and salmon.	

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Curriculum Connection
A.3

Biodiversity and Indigenous Groups

Importance of Biodiversity for Indigenous Groups

The Indigenous groups in Canada have needed a lot of biodiversity in their home territories for the last 10,000 years. This is because they live off the land by using the things they have.

Man[illegible]t Peoples eat lots of salmon and other fish. They also eat berries and other fr[illegible]tables, green vegetables, and the inner bark of trees.

[illegible]ariety [illegible]ets gives them energy, medicine, building materials, and more. If a pla[illegible]wa[illegible]nger available to them because of over-hunting or over-picking, t[illegible]d no[illegible]tion to order more online. It would m[illegible]they w[illegible] without it and have to adapt [illegible]ve [illegible]



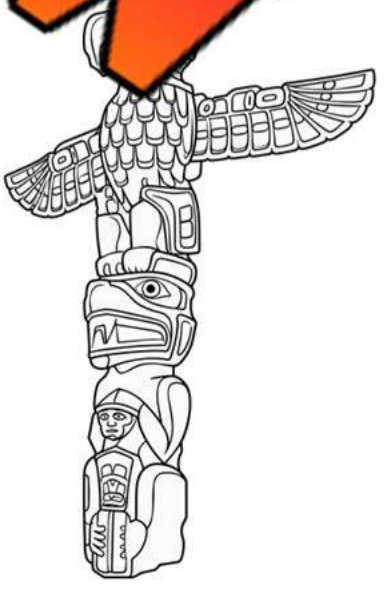
Biodiversity as Medicine

Plants, animals as well as fungi are used as [illegible]ines. They can be used to treat injuries and sicknesses o[illegible]nds. [illegible]ample, cedar tea is used to treat scurvy because it is rich in vitamin C.

Biodiversity as Tradition and Culture

The Indigenous have a strong connection to the plants and animals in their territory. Their art, songs, and ceremonies often include wildlife that are important to them.

The Northwest Coastal First Nations honour many different plants and animals in their art. They make wooden sculptures, totem poles, masks and dishes with birds, fish, and other animals on them.



PREVIEW

Name: _____ 100

Curriculum Connection
A.3

True or False

Circle whether the statement is true (T) or false (F).

1) More biodiversity means more different medicines and food.	T	F
2) The Indigenous didn't really use wildlife in their lives.	T	F
3) The Indigenous lived off the land and used wildlife available to them.	T	F
4) The Indigenous honoured different animals on totem poles and in art.	T	F
5) Cedar tea is rich in vitamin C.	T	F

Questions

formation from the text to support your answer.

1) How s biod lp Indigenous groups find medicines?

2) In what ways is biodiversity used in e tradit and re of Indigenous groups?

PREVIEW

Making Connections

What does the reading remind you of in your life?

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Curriculum Connection
A.3

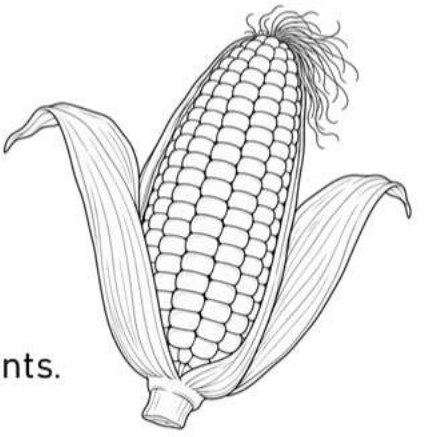
Indigenous Use of Plants

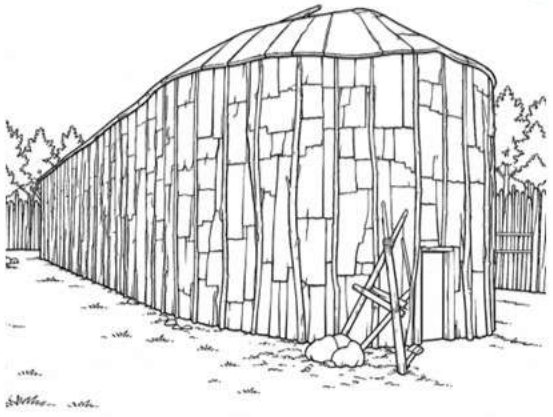
First Peoples Use of Plants

The First People of Canada have many uses for plants. They use many different kinds of plants. This is why they need biodiversity.

Food

The First [illegible] of Canada ate plants that were available to th[illegible]ey didn[illegible]nanas because bananas didn't grow well in C[illegible]ad[illegible]y indigenous groups enjoyed what they [illegible]d th[illegible]s[illegible]which were beans, corn and squash. They [illegible]ke sou[illegible]f these 3 plants.



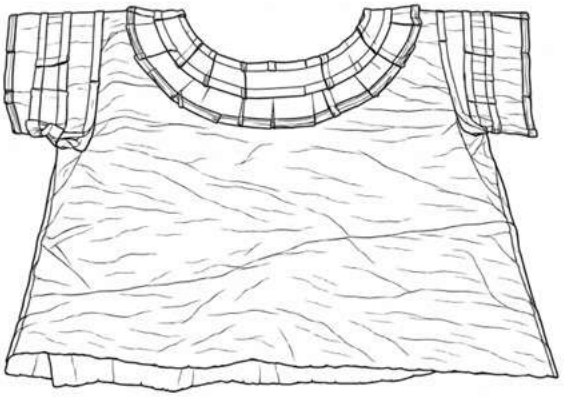


Sh[illegible]

The indigeno[illegible]eople[illegible]ada used plants in different we[illegible]an[illegible]. They built shelters called W[illegible]and T[illegible]s out of bark, wood poles, straw, and [illegible]nes. [illegible] longhouses, which were larg[illegible]sh[illegible]ade of cedar wood and bark.

Clothing

The indigenous used stems, roots, bark, and leaves to make clothing. Bark was easy to find, so, it was used a lot to make clothes. Bark would be shredded and weaved to make skirts, aprons, shirts, belts, hats, capes, and even raincoats.



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Curriculum Connection
A.3

Questions Answer the questions below.

1) How did the First People use plants to make shelter?

2) How di enous groups make clothing?

PREVIEW

Visualizing What w ictur r head while you were reading?

Describe your picture

True or False Circle whether the statement is true (T) or false (F).

1) The 3 sisters were corn, beans, and bananas.	T	F
2) The Indigenous made clothing out of bark.	T	F
3) Bark was hard to find for the Indigenous.	T	F
4) A longhouse is made of bamboo trees.	T	F
5) The First People use many different plants, so they need biodiversity.	T	F

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Curriculum Connection
A.1

Building Biodiversity - Bird Feeders

Research Question

What are we learning more about?

If I build a bird feeder and put it in the right spot, can I promote the biodiversity of birds in a habitat near me?



Materials

What do we need for our experiment?

1) [illegible] bird feeder chosen. Common building materials include:
   - ✓ Plastic
   - ✓ Wo[illegible]
   - ✓ Rope
   - ✓ Wood and [illegible]od
   - ✓ Plastic plate
   - ✓ Milk carton
2) Bird seed

Method

How do we complete the e[illegible]ment?

1) Research different types of bird feeders online.
2) Type in "homemade bird feeder" to find ideas.
3) When you find one that you think you can make, draw a pic[illegible] determine which materials you will need.
4) Collect materials and begin building your bird feeder.
5) Hang your bird feeder in an area
   - ✓ close to natural shelter, such as trees or shrubs. These places offer resting spots for birds while they are feeding on seeds
   - ✓ About eye level or slightly above
   - ✓ High enough that squirrels can't jump on them
   - ✓ Away from noisy areas
   - ✓ Choose a different spot than your friends
6) Observe your feeder. Take note what times birds enjoy your feeder.
7) Compare the biodiversity at your feeder versus your classmates. Why is it different?

PREVIEW

Name: _____ 109

Curriculum Connection
A.1

Journal Observations | What did you notice each day?

Day 1 Observations – What did you notice today?

Day 2 Observations – What did you notice today?

Day 3 Observations – What did you notice today?

Day 4 Observations – What did you notice today?

Day 5 Observations – What did you notice today?

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Curriculum Connection
A.1

Journal Observations | What did you notice each day?

Day 6 Observations – What did you notice today?

Day 7 Observations – What did you notice today?

Day 8 Observations – What did you notice today?

Day 9 Observations – What did you notice today?

Day 10 Observations – What did you notice today?

PREVIEW

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Curriculum Connection
A.1

Art Journal Sketch some of the birds or busy moments at your feeder.

Day 1 Sketch	Day 2 Sketch
Day 3 Sketch	Sketch

PREVIEW

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Name: _____ 112

Curriculum Connection
A.1

Art Journal Sketch some of the birds or busy moments at your feeder.

Day 5 Sketch	Day 6 Sketch
Day 7 Sketch	Sketch

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Curriculum Connection
A.1

Results Answer the questions below.

1) What time of day is your bird feeder the most active?

2) What k[illegible] birds enjoy your feeder?

3) How did your feede[illegible] to yo[illegible] smates' feeders? Why do you think you had different results?

4) Why would you put the bird feeder near natural she[illegible]

5) How did the birds interact with the things in their habitat? Did they use the shelter nearby? Did they use the feeder? Explain.

PREVIEW

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Curriculum Connection
A.1

Sustainable Practices

Sustainable practices are things we do that keep plants and animals healthy. They are the things we do that make sure we don't run out of plants and animals. **Unsustainable practices** are things we do that will lead to us running out of plants or animals.



Sustainable? Is the behaviour a sustainable practice? Yes or no?

1) Eating [illegible] dinner and throwing out the other half	Yes	No
2) W[illegible] on pape[illegible]en flipping the page over and using that side	Yes	No
3) Putting com[illegible] fo[illegible]nto the compost	Yes	No
4) Cutting down [illegible] you [illegible] because you don't like them	Yes	No
5) Buying single-use pl[illegible]	Yes	No
6) Eating everything on your [illegible]	Yes	No
7) Catching a lot of fish so you can s[illegible]	Yes	No
8) Running the water while you brush your te[illegible]	Yes	No
9) Throwing paper in the garbage	Yes	No
10) Follow the rules when fishing and use catch and [illegible]	Yes	No

PREVIEW

Draw Draw a sustainable practice that you do well. Describe [illegible]

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Curriculum Connection
A.1

Poster - Sustainable Practices

Your job will be to make a poster that shows people the things they can do to keep our environment healthy for a long time.

Plan Follow the instructions below to complete your plan.

1) Write 3 sustainable practices you will put on your poster.	
1)	
2)	
3)	

2) What pictures will you draw? Practice drawing some below.

PREVIEW

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Name: _____

Total	/

Unit Test
Biodiversity

Mark	/

1) Vertebrate animals have... a) No backbone b) More than 2 legs c) 2 legs d) A backbone	2) Birds... a) Have fur b) Lay eggs c) Are cold-blooded d) None of the above
3) How m s does an insect have? a) 2 b) 4 c) 6 d) 8	4) A frog is part of which animal group? a) Amphibian b) Insect c) Reptile d) Mammal
5) Which of the follow need for a plant? a) Shelter b) Water c) Light d) Air	) Which part on a plant holds the plant nd sends water up from the roots b) Le d) S
7) An animal that eats both plants and animals is a... a) Carnivore b) Herbivore c) Omnivore d) Multivore	8) Which low is **not** an invertebrate anis a) Mollusks b) Sponges c) Worms d) Fish
9) A group of organisms that have similar characteristics is called a... a) Species b) Organism c) Population d) Community	10) An individual animal is called a... a) Species b) Organism c) Population d) Community

PREVIEW

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Definitions	What does the term mean (1 mark each)	Mark	/

Term	Definition (what does it mean)
Biodiversity	
Community	
Ecosystem	

Short Answer	[illegible] questions.	Mark	/

1) How do living things use no[illegible]ving [illegible]ive?

2) Describe the biodiversity in your local area. Which pla[illegible] and [illegible]re?

3) How do the First Peoples of Canada view the environment differently?

PREVIEW

Long Answer	Answer the long answer questions.

Mark	/

1) How are invertebrates different from vertebrates? Give an example of each.

2) Why is biodiversity important? What could ha[illegible] if t[illegible]ny plants or animals went extinct?

PREVIEW

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