Workbook Preview

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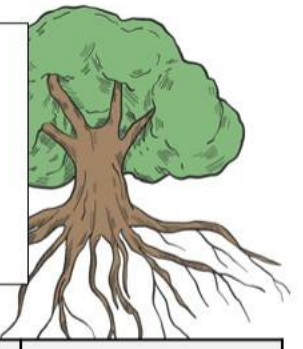
Grade 3 – Science Unit

UNDERSTANDING LIFE SYSTEMS

Growth and Changes in Plants



	Curriculum Expectations	Pages
B1.1	assess ways in which plants are important to humans and other living things, taking different perspectives into consideration, and identify ways in which humans can protect native plant species and their habitats	52-82, 90-122, 134-136
B1.2	assess ways in which human activities have an impact on plants and plant habitats, and identify personal actions that they could take to minimize harmful effects and enhance positive ones	126-133, 126-133, 137
B1.3	assess the benefits and limitations of locally grown food	123-125, -136
B3.1	d h m	52-57, 13, 121
B3.2	id p to	, 28-30, 52-57, 13, 121
B3.3	describe changes that different plants undergo in their life cycles	33-37, 40-41, 52-57
B3.4	describe ways in which a variety of plants adapt and/or react to their environment and to changes in their environment	46-50
B3.5	demonstrate an understanding that most plants get energy directly from the Sun through the process of photosynthesis, which involves the absorption of carbon dioxide and the release of oxygen	52-66
B3.6	describe ways in which people, including Indigenous peoples, from various cultures around the world use plants for food, shelter, medicine, and clothing	67-78
B3.7	describe various plants used for food, including those grown by First Nations, Métis, and Inuit, and identify local settings where these plants are grown or found	107-122
B3.8	describe ways in which plants and animals, including humans, depend on each other	44-45, 79-82, 90-106

Preview of 80 pages from this product that contains 201 pages total.

Grade 3 Science Unit

Strand A - STEM Investigation and Communication Skills

	Curriculum Expectations	Pages
A1.1	use a scientific research process and associated skills to conduct investigations	31, 89
A1.2	use a scientific experimentation process and associated skills to conduct investigations	20-21, 25-27, 31, 38-39, 83-84
A1.3	use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems	12-14
A1.4	follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials	12-14, 20-21, 25-27, 38-39, 83-84
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	12-14, 20-21, 25-27, 38-39
A2.1	write and execute code in investigations and when modelling concepts, with a focus on testing, debugging, and refining programs	32, 43, 51, 85-87
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life	85-87
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	15, 85-87
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	15, 22-24, 85-87
A3.3	analyse contributions to science and technology from various communities	85-88

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GROWTH AND CHANGES IN PLANTS



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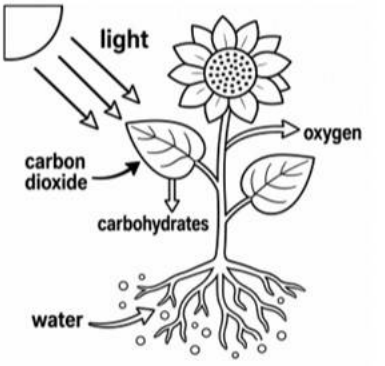
Curriculum Connection
B3.1

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] starve. Plants need light so they can make [illegible]own fo[illegible]h photosynthesis.

Water

Plants need water t[illegible]p s[illegible]around the plant. Water moves from the roots of the plant, up the [illegible]into [illegible]. The water carries nutrients from the soil and spreads the nutrien[illegible]thro[illegible]

Air

Plants need air to make food. Plants use air t[illegible]e the [illegible]through photosynthesis. They use the carbon dioxide in the a[illegible]ake yumm[illegible]ars and starches for the plant to eat.

Space

All plants need space to grow in order to survive. The leaves on branch[illegible]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, both need some heat to survive because if it gets too cold, the plant begins to shut down.

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Curriculum Connection
B3.1

Questions

Answer the questions below using evidence from the text.

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

2) Why do [illegible]eed space to survive?

PREVIEW

Making Connections

W[illegible] the[illegible]emind you of?

True or False

Is the statement true or false?

1) Light is needed for plants to create their own food.	True	False
2) Plants can grow in any temperature.	True	False
3) Cedar trees can survive in cold temperatures.	True	False
4) Plants need space for their leaves and roots to grow.	True	False
5) All plants need some heat.	True	False

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Curriculum Connection
B3.1

Exit Cards

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

Name: _____ Mark ____

Check only the true statements.

Statement	✓
Plants need light to survive.	
Plants can survive without water forever.	
Plants use carbon dioxide from the air.	
Water helps move nutrients through a plant.	
Plants do not need space to grow.	
Plants need warmth to survive.	
Light helps plants make food.	
Plants only need soil and nothing else.	
Plants need light to survive.	

Name: _____ Mark ____

Check only the true statements.

Statement	✓
Plants need light to survive.	
Plants can survive without water forever.	
Plants use carbon dioxide from the air.	
Water helps move nutrients through a plant.	
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Plants use carbon dioxide from the air.	
Water helps move nutrients through a plant.	
Plants do not need space to grow.	
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Light helps plants make food.	
Plants only need soil and nothing else.	
Plants need light to survive.	

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Curriculum Connection
A1.3, A1.4, A1.5

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?

- 6 sm[illegible]lant seeds
- [illegible]
- W[illegible]ng can
- Fridge
- Shredded [illegible]
- Seeds – lettu[illegible]nd cauliflower germinate the fastest

PREVIEW

Method

How do we c[illegible]e t[illegible]nt?

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 d[illegible] tim[illegible]f the seed)
4) In one of the cups with soil, add a lot of seeds [illegible]ether
5) Place one cup in a closet, where it won't get sun[illegible]
6) Place another cup in the fridge, where it is cold
7) Place four cups in a window where it will get the most sun[illegible] cups should be the one with a lot of seeds and one should be the shr[illegible] paper.
8) Water each of the cups two times a day. Do not water one of the two cups that are in the window (you should water the one cup with a lot of seeds)
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

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Curriculum Connection
A1.3, A1.4, A1.5



Observations Have any of the seeds sprouted? Put a ☑ or an ☒

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						

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Curriculum Connection
A1.3, A1.4, A1.5

Results

Explain what happened after the 20 days for each cup.
Explain why the cup either grew a plant or did not.



Cup 1 In the Closet	
In t ridge	
Cup 3 A lot of Seeds	
Cup 4 Window with Water	
Cup 5 Window no Water	
Cup 6 Shredded Paper	

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Curriculum Connection
B3.2

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

Roots Flower Leaf Seeds



PREVIEW

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Name: _____ 17

Curriculum Connection
B3.2

Parts of a Plant – Roots

What is the Root?

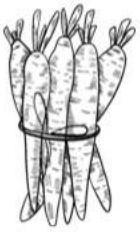
The root of a plant is the part that is underground. The bigger the plant, the bigger the root will be.



Roots Three Main Jobs

The roots of a plant are important for these reasons:

1) They take water and nutrients up out of the soil for the plant to use
2) Roots also hold the plant in the ground and keep it upright
3) The roots store food for the plant



Eating Roots

Yes, we eat many root vegetables are plants grown underground. Commonly eaten root vegetables include onions, carrots, ginger, garlic, potatoes, and beets.

PREVIEW

True or False

Is the statement true or false?

1) A carrot is a root vegetable because it grows underground.	True	False
2) Strawberries are root vegetables that grow underground.	True	False
3) The larger the root, the larger the plant will be.	True	False
4) Roots bring water from the soil up to the plant.	True	False
5) A roots only job is to hold the plant upright.	True	False

Explain

What are the 3 main things that roots do for plants?

1)	
2)	
3)	

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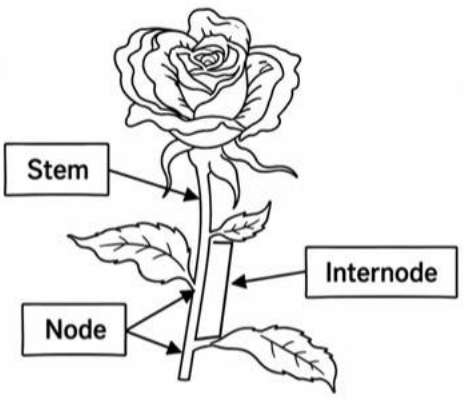
Curriculum Connection
B3.2

Parts of Plant – Stem

What is the Stem?

The stem of a plant is the part that comes out of the soil. A stem has **nodes** where branches grow. The stem between each node is called the **internode**.



Stem - Main Jobs

The stem h main jobs. They are:

1) To su plant so it can be upright
2) C ar ients up and down to all parts of the plant.
3) Sto utrien
4) Grow new so the an grow bigger





Eating Stems

Stems are edible. Many pe at rocco flower stems. But the most popular stems we eat are celery, asparag and

PREVIEW

Question Answer the question below.

Why is the stem important? List at least 3 jobs they f an

Visualizing What were you picturing in your head while you were reading?

Describe your picture

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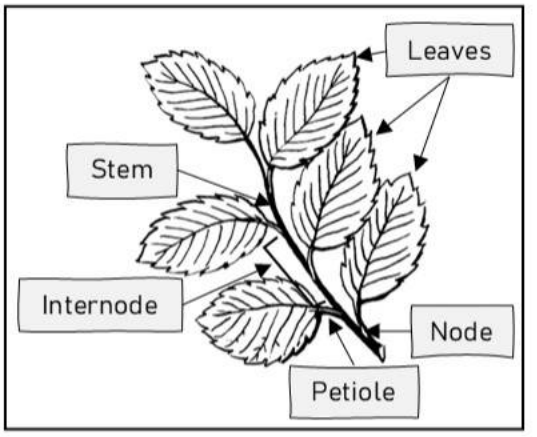
Curriculum Connection
B3.2

Parts of a Plant – Leaves

What Are Leaves?

Leaves are an important part of the plant that hang off the stem and petioles of a plant. Leaves have little holes in them that allow water and air to come and go.



Main Jobs – Leaves

Leaves ma for the plant. They do so by:

1) Bri unshine because they are flat
2) g in wa in into the plant
3) Make food ter, and carbon dioxide through the process of photosynthes



Eating Leaves

You should not eat leaves fro but are good for us. Spinach, mint, and lettuce are all examp monly eat.

PREVIEW

Word Search — Find the words!

Leaf	Stem	Node	Petiole
Internode	Light	Food	Water

V	O	G	O	F	V	B	A	A	I
P	U	Z	P	N	N	D	E	M	D
X	W	E	F	E	K	Q	D	S	M
V	N	H	Z	Y	X	S	O	J	I
E	F	K	B	Q	T	T	N	W	P
L	C	T	P	F	Q	E	S	R	E
I	N	T	E	R	N	O	D	E	T
L	I	G	H	T	K	Y	O	T	I
R	R	L	S	T	E	M	O	A	O
E	O	W	L	E	A	F	F	W	L
W	M	A	I	G	E	U	A	I	E

Qu s — r the questions.

1) How do ake f

2) Can we eat leaves? Explain.

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Curriculum Connection
A1.2, A1.4, A1.5

Experiment – Tasty Leaves

Research Question What are we learning about?

If we soak the shoots of lettuce leaves in sugar and/or salt water, will the lettuce taste different?



Hypothesis Will the lettuce taste different?

	Will it Taste Different?	
Sugar Soak	Yes	No
Salt Soak		No

Materials What do we need for our experiment?

- ✓ 2 cups with 1/3 cup of water – clear cups work well
- ✓ Two lettuce leaves with their shoots intact
- ✓ 3 tablespoons of sugar
- ✓ 3 tablespoons of salt





Method How do we complete the experiment?

1) Add the 3 tablespoons of salt to the water and stir well
2) Add the 3 tablespoons of sugar to the water and stir well
3) Put one or two lettuce leaves in each solution. Only the shoots (bottom of the leaf) should be in the water solution.
4) Wait at least 5-6 hours.
5) Taste the leaves, not the shoots. Do they taste different?

PREVIEW

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Curriculum Connection
A1.2, A1.4, A1.5

Observations What happened?



Type of Water	Did it Taste Different?
Sugar Soaked	Yes No
Salt Soaked	Yes No



Resu[illegible]ns[illegible] questions below.

1) Why would [illegible]s tast[illegible]nt after sitting in salt or sugar water? Explain.

_____

_____

_____

2) Why is it important that we keep our soil [illegible] and [illegible]?

_____

_____

_____

3) What happens to our soil when we use chemicals (pesticides and fertilizers)? How could that impact the taste and healthiness of the plant.

_____

_____

_____

_____

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Curriculum Connection
B3.2

Parts of a Plant – Flower

What Are Flowers?

A **flower** is the part of the plant that makes seeds. Flowers have petals that are nice to look at. The flowers attract pollinators, like bees, bats, butterflies and birds.



Main Jobs – Flowers

1) Make
2) Att ike bees, bats, butterflies and birds
3) ruit with ide. Without seeds, we would have no new plant

Eating Flowers

We do eat some flowers, p are sa t. Humans do eat hibiscus, dandelions, and lavender. In addition, we eat t hat e. The most popular fruits eaten in Canada are bananas, apples, strawberrie s, ora nd raspberries.

PREVIEW

Fill In The Blanks

What word is missing?

1) The flower is the part of the plant that makes _____
2) Flowers have _____ that help attract _____.
3) Flowers make _____ with _____.
4) We eat some flowers, but not all are _____ to eat.

Questioning

Write two questions you have about flowers.

1)	
2)	

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Curriculum Connection
B3.2

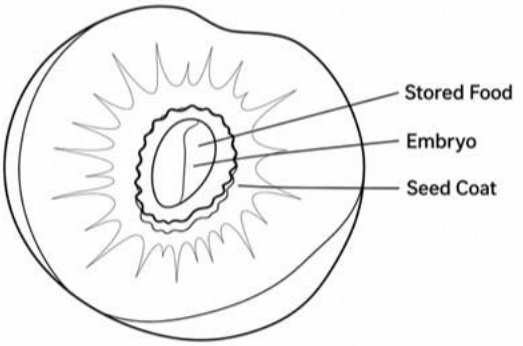
Parts of a Plant – Seeds

What Are Seeds?

Seeds are little cases with a baby plant inside. In flowering plants, the flower produces the seeds that are later spread on the soil surrounding it. Seeds are important because plants grow from seeds. Without seeds, we wouldn't have plants in the first place!

There are 3 main parts of a seed:

1) Seed [illegible]ase that protects the embryo inside
2) Emb[illegible] inside the seed coat
3) [illegible]o eats the stored food



Eating Seeds

When you eat a [illegible] have [illegible]en the seeds inside. For example, a [illegible] which is why it is a fruit. You can eat these seeds with no problems. Oth[illegible] sunflower seeds, sesame seeds, flaxseeds, pumpkin seeds, and chia seed[illegible] good for you!

PREVIEW

Multiple Choice

Circle the correct answer.

1) Seeds are little cases with a baby what inside?	Flowe[illegible]	Plant
2) The seed coat protects the	[illegible]mbr[illegible]	[illegible]Flower
3) The stored food is eaten by the	Emb[illegible]	[illegible]er
4) The embryo is a tiny	Plan[illegible]	Seed
5) Seeds grow into _____ when planted in soil.	Animals	Plants

Questions

Answer the questions below.

1) Why are seeds so important?

2) What is the important part inside a seed? What will happen to it if it is given food?

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Curriculum Connection
B3.2

Exit Cards

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

Name: _____ Mark

Match each item in Column A to B.

	Column A	Column B
	1) Protects the embryo inside the seed	A) Embryo
	2) Baby plant inside the seed	B) Seed Coat
	3) What is stored inside the seed?	C) Plant
	4) A seed grows to be a __.	D) Food

Name: _____ Mark

Match each item in Column A to B.

	Column A	Column B
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	Column A	Column B
	1) Protects the embryo inside the seed	A) Embryo
	2) Baby plant inside the seed	B) Seed Coat
	3) What is stored inside the seed?	C) Plant
	4) A seed grows to be a __.	D) Food

PREVIEW

Name: _____ 25

Curriculum Connection
A1.2, A1.4, A1.5

Lab – Water Travels Through a Plant

Research Question
What are we trying to learn more about?

How does water travel through a plant? If we put coloured water in a glass with a leaf that has a stem, will the water travel up the stem and into the leaf?

Hypothesis
What do you think will happen?

PREVIEW

Materials
What do we need for this experiment?

- Leaf with a stem
- Scissors
- Clear cups
- Water
- Red food colouring



Procedure
What do you need to do?

1) Fill your cup 1/3 of the way full of water.
2) Put your leaf into the cup. Use a leaf with a lightly coloured stem
3) Add red food colouring to the water
4) Observe the changes in the leaf and record them on this sheet

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Curriculum Connection
A1.2, A1.4, A1.5

Diagram Draw a diagram of your leaf in the water. Label the stem and leaf.

Observations What do you ...?

Day	What ... to the leaf
1	
2	
3	
4	
5	

PREVIEW

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Curriculum Connection
A1.2, A1.4, A1.5

Results

What happened to the leaf throughout the 5 days?

1) What happened with the red water and the leaf?

2) Was yo[illegible]othesis correct? Explain.

3) Why do you think [illegible]stem? Does this happen to plants in our environment?

PREVIEW

Diagram

Draw a picture of how the leaf [illegible]

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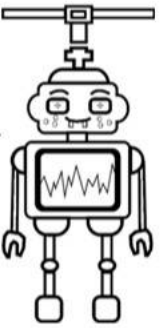
Curriculum Connection
A2.1

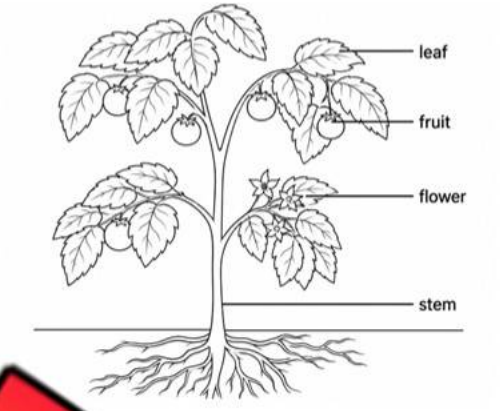
Coding – Drawing Plants

Directions	Follow the code from Nora to draw a plant.

Hi, Nora here. Can you follow my code to draw a plant?



- run pro m
  - dr rizontal line for the ground
  - s the ground line
  - w a st t up
  - draw e ming stem
  - draw blade the ioles
  - draw strawberri it comi some of the petioles
  - draw a flower coming off the



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Curriculum Connection
B3.3

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 p are seed plants.

M lants live one or two seasons, and most bulb plants are perennials, which li than 2 seasons. This is because they have different life cycles.

PREVIEW

Life Cycle of a



1) **Seed –** The s nt will fe as a seed. The seed has a hard shell that protects the b e.



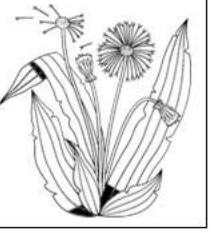
2) **Germination –** The seed falls to the nd a s the water and warmth from the air and the soil. This start proces germ tion, which is when a plant grows from a seed to a sprou seed nd split in the soil and a sprout will form.



3) **Growth** – The plant will keep growing through the process of ph s. The plant provides its own food and will grow if it receives its b t n



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
B3.3

Questions

Use information from the text to support your answer.

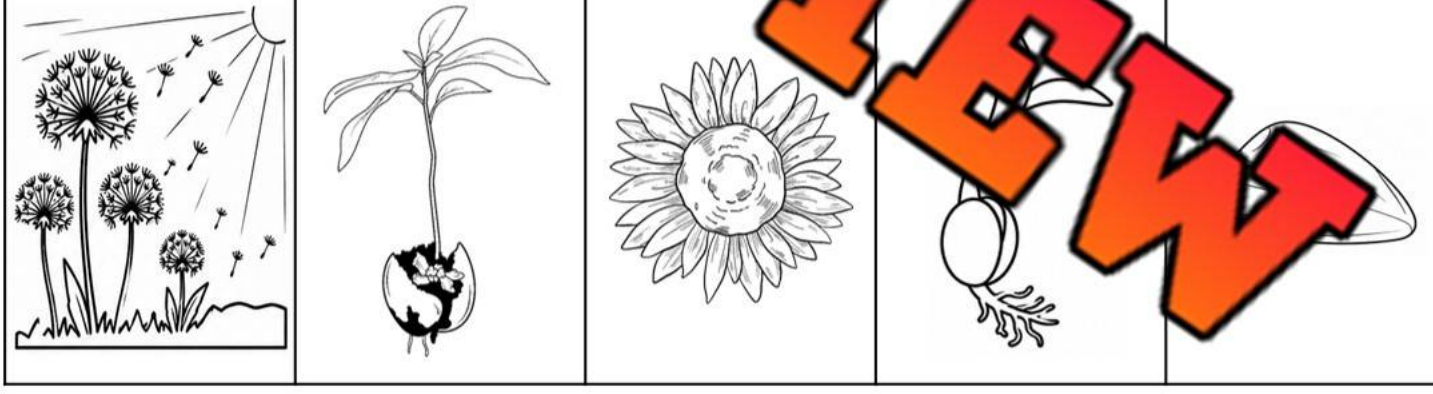
1) What is the difference between a bulb plant and a seed plant?

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

PREVIEW

Ordering

Put the [illegible] 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 seed plant will continue to grow year after year.	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
B3.3

Exit Cards

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

Name: _____

Guess who I am and write the answer!

Germination	Reproduction	Seed
Growth	Spreading Seeds	

Mark

1) I produce flowers and eventually new seeds.	
2) I am when the seed splits open and a sprout begins to appear.	
3) I protect the embryo inside until it is ready to grow.	
4) I help begin the life cycle all over again.	
5) I am when the plant uses photosynthesis to make food.	

Name: _____

Guess who I am and write the answer!

Germination	Reproduction	Seed
Growth	Spreading Seeds	

Mark

1) I produce flowers and eventually new seeds.	
2) I am when the seed splits open and a sprout begins to appear.	
3) I protect the embryo inside until it is ready to grow.	
4) I help begin the life cycle all over again.	
5) I am when the plant uses photosynthesis to make food.	

PREVIEW

Name: _____ 36

Curriculum Connection
B3.3

Seed Plant – Describe and Draw



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

Seed	
Germi	
Growth	
Reproduction	
Spreading Seeds	

PREVIEW

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

Seed	Germination	Growth	Reproduction	Spreading Seeds

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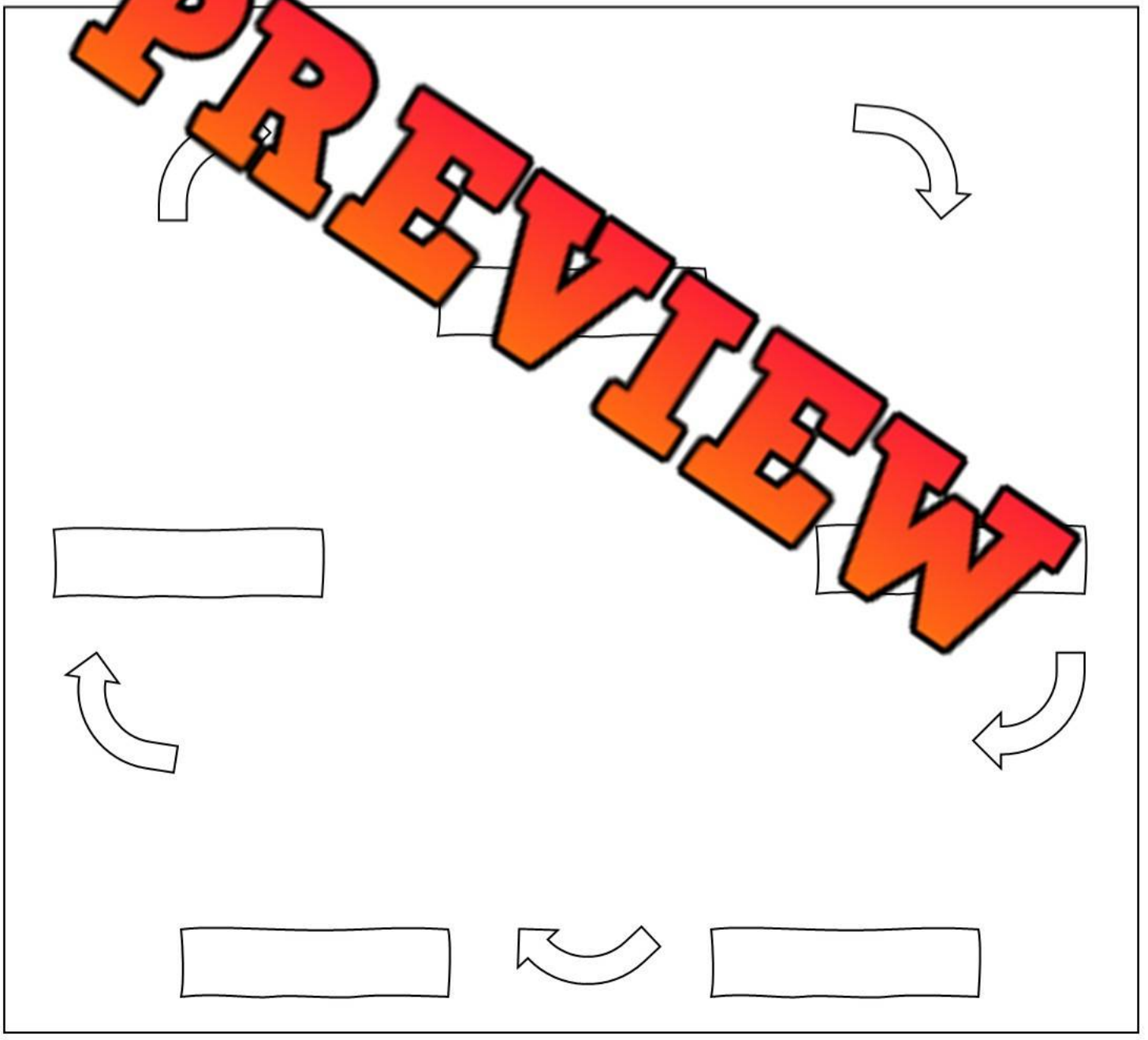
Curriculum Connection
B3.3

Seed Plant – Life Cycle

A seed plant goes through 5 stages in its life cycle. Use the word bank to fill in the blanks below. Then, draw a picture of each stage in the correct box.

Growth
Spreading Seeds
Seed
Reproduction
Germination

Draw a plant's life cycle below.



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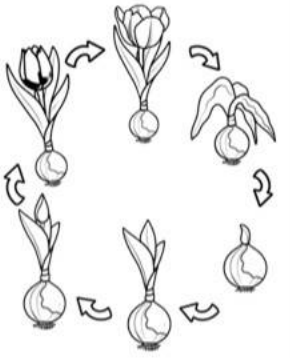
Curriculum Connection
B3.3

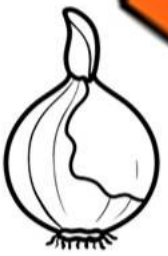
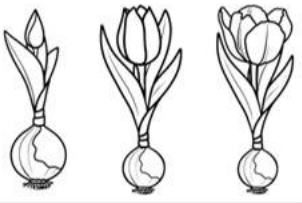
Bulb Plant – Life Cycle

Bulb Plants

A bulb plant lives through the winter inside the ground. A bulb will continue to grow year after year until it is harvested (pulled out of the ground). Bulb plants complete their life cycle underground.



Life Cyc[illegible] Plants – Stages

1) [illegible]mant 	[illegible]lb [illegible]pares for winter by forming roots in the ground. [illegible]gathe[illegible] from the soil around it. The bulb is in the [illegible]ge. [illegible]e half-asleep as they don't grow in size o[illegible]ea[illegible]b[illegible]e ground. But they do quietly work away at gr[illegible]arge[illegible]eeper roots.
2) Waking Up 	As the temperature wa[illegible]p in t[illegible]o[illegible]e bulb begins to grow. You will see the shoc[illegible]t grow[illegible]ough the soil.
3) Bloom 	The bulb blooms after spending the winter and[illegible]g months gathering energy. It has rested and gotten enough light, water, and warmth to bloom. This means it will turn into a plant that we can see above the ground.
4) Falling Asleep 	The bulb plant will fade into the ground as the temperatures get colder. The bulb is not dying! It is saving and gathering energy so it can grow again next year.

PREVIEW

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Curriculum Connection
B3.3

Matching

Write the letter from the description beside each stage.



	Dormant	a) The bulb feels the warmer weather. It will grow a shoot.
	Waking Up	b) The bulb prepares for winter. It is half asleep as it doesn't grow.
	Bloom	c) The plant grows bigger. The flower will open up.
	Falling Asleep	d) The bulb feels the cold air and the shorter days.

PREVIEW

Questions

the q below.

1) Where does a bulb pl t rough t life cycle?

Underg nd Ground

2) What is the difference between a plant a lant?

_____

_____

_____

Visualizing

What were you picturing in your head while you were reading?

Describe your picture

_____

_____

_____

_____

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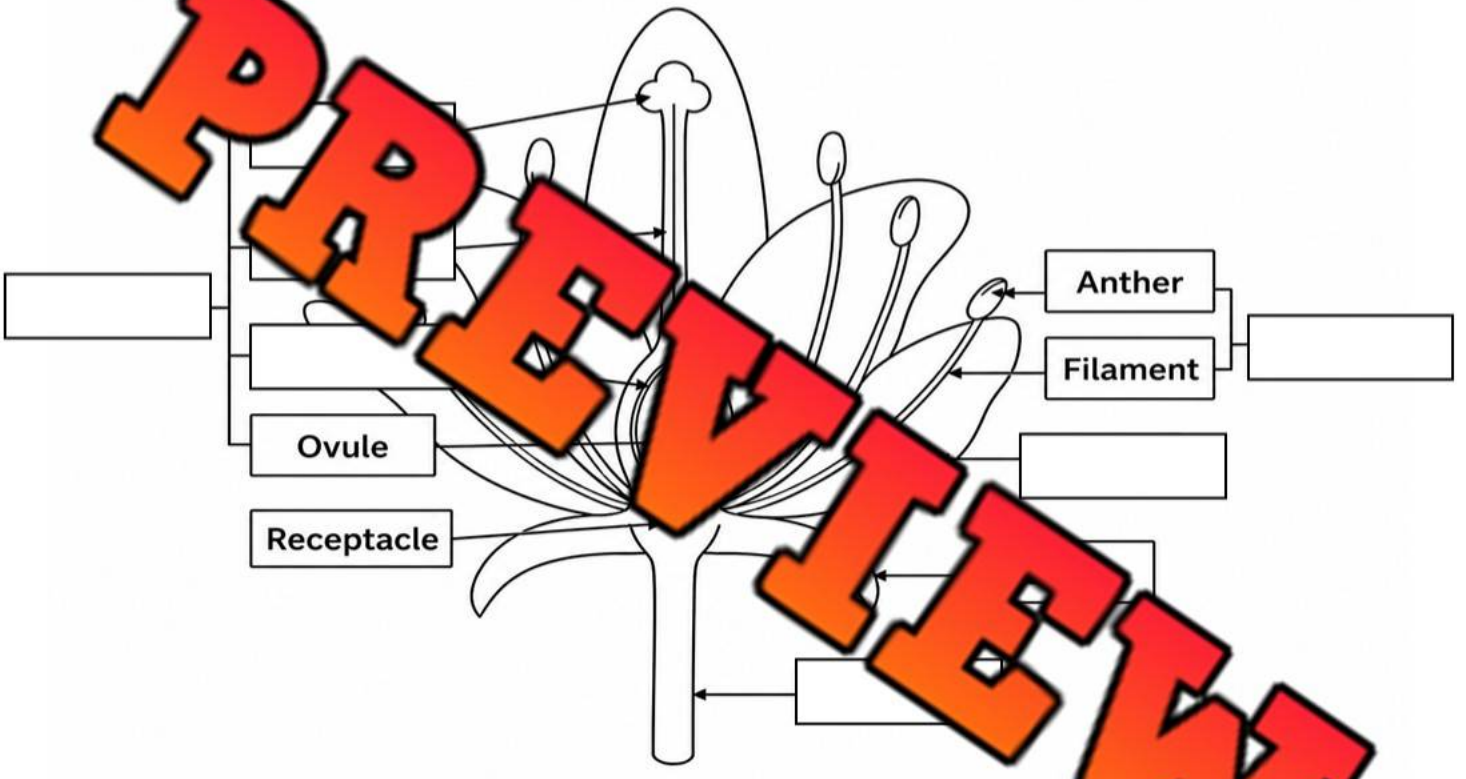
Curriculum Connection
B3.2

Parts of a Flower

Diagram Name each part of the flower by using the word bank.

Word Bank		
Ovary	Pistil	Stem
Petal	Stigma	Stamen



PREVIEW

Matching Write the letter from the description beside each stage.

	Ovary	a) Top of the plant where pollen enters the plant
	Pistil	b) Part that makes the seed
	Stem	c) Colourful part of the flower that attracts pollinators
	Petal	d) Large part of the plant where the seed and fruit are made
	Stamen	e) Holds the flower upright
	Stigma	f) Has two parts – the anther and the filament. Makes pollen

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Curriculum Connection
B3.8

How Seeds Spread

How are Seeds Distributed?

When a plant grows into an adult plant, it is ready to make new plants. The plant produces seeds that are spread naturally in the environment. The wind and animals both spread seeds around so that plants can grow all over our environment.



How the W eads Seeds

Seeds fr re light. They can be carried long distances by the w ther pla winged" seeds that are shaped like helicopters. These seeds fa ees fly to new places as they fall.

A **samara** i rd w inged seed. If these seeds fell straight down under a tree, they wou v bec hey wouldn't have enough space.



How Animals Spread Seeds

Animals spread seeds in a few different ways.

1. The most common way is when animals eat that s them. When the animal travels to a new area, they poop out these Many of seeds will germinate in the new area and grow there.

2. Animals can also spread seeds by collecting them and bringing em locations. This can happen accidentally when seeds have hooks on th that attach to animals. An animal might brush up against a plant, and the seeds can attach to the animal who then brings it to a new place, where they fall off.



3. Squirrels have a special relationship with oak trees. Squirrels eat acorns, which contain the seed of an oak tree. They take acorns and bury them in different places all over. They do this so they can eat these acorns later. Quite often, they forget where they buried the acorns and they end up growing into oak trees.

PREVIEW

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Curriculum Connection
B3.8

Questions
Use information from the text to support your answer.

1) How are seeds spread throughout our environment?

2) Why do [illegible]s and squirrels need each other?

What [illegible] Get	What Oak Trees Get

PREVIEW

Questioning
Write two questions you have [illegible]t the [illegible]g.

1)	
2)	

True or False
Circle whether the statement is true or false.

1) The acorns squirrels bury sometimes grow into oak trees.	True	False
2) A samara is a winged seed that spins like a helicopter.	True	False
3) Acorns under an oak tree often grow right beside the tree.	True	False
4) Dandelion seeds are light and blow easily with the wind.	True	False
5) Seeds are spread mostly by people.	True	False

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Curriculum Connection
B1.1, B3.1, B3.2, B3.3, B3.5

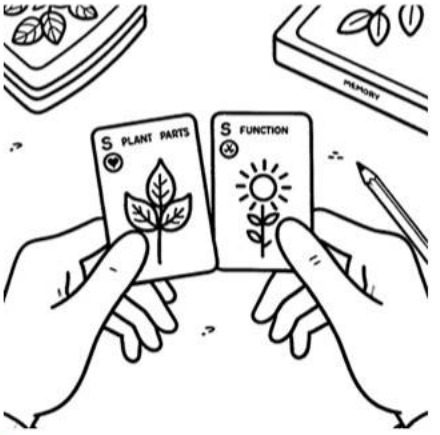
Memory Game: Plant Parts and Functions

Objective — What are we learning about?

To reinforce students' knowledge of plant parts and their functions through a fun memory matching game, enhancing their understanding of how different parts of a plant contribute to its overall function and survival.

Materials — What will you need for the activity?

- Me y gam rovided) with the terms on one set a nitio nother set.
- A flat surface like a the fl lay out the cards.



Instructions — How will you complet the acti

1) Divide the class into groups of 3 or 4. Give ch a set mory Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a h .
3) The students take turns flipping over two cards at a time, tr ing a matching term and its definition.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, review the terms and definitions with the class.
8) Discuss why these terms are important to understand and how they relate to plant parts and their functions.

PREVIEW

Name: _____ 53

Curriculum Connection
B1.1, B3.1, B3.2, B3.3, B3.5

Cards List of plant parts and their functions.

Type of Farm	Definition
Root	Part of the plant that anchors it in the soil, absorbing water and nutrients.
Stem	Supports the plant and transports nutrients and water throughout.
Leaf	The part where photosynthesis happens, making food for the plant.
Flower	The reproductive part of the plant, often colourful and fragrant.
Seed	A plant's unit of reproduction, capable of developing into another plant.

PREVIEW

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Name: _____ 54

Curriculum Connection
B1.1, B3.1, B3.2, B3.3, B3.5

Cards | List of plant parts and their functions.

Type of Farm	Definition
Photosynthesis	Process by which plants use sunlight to synthesize foods from CO2 and water.
[illegible]hyll	A green pigment responsible for the absorption of light to provide energy for photosynthesis.
Pollination	T[illegible]r of pollen to a [illegible]igm[illegible] flower, or p[illegible]low[illegible]ilization.
Germination	The process by [illegible]ich a plant grows from a seed.
Fruit	The mature ovary of a flower, containing the seed.

PREVIEW

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Curriculum Connection
B1.1, B3.1, B3.2, B3.3, B3.5

Cards | List of plant parts and their functions.

Type of Farm	Definition
Transpiration	The process of water movement through a plant and its evaporation from aerial parts.
Bud	An undeveloped or embryonic shoot, often protected by scales.
Bark	The outer protective layer of a tree's trunk and branches.
Pollen	Fine dust that contains the sperm of seed-producing plants.
Thorns	Sharp, pointed extensions of a plant, often serving as defense.

PREVIEW

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Curriculum Connection
B1.1, B3.1, B3.2, B3.3, B3.5

Cards | List of plant parts and their functions.

Type of Farm	Definition
Perennial	A plant that lives for more than two years, growing back each spring.
D[illegible]poser	Organisms that break down dead or decaying organisms, and in doing so, carry out the natural process of decomposition.
Nutrient	S[illegible]ances that provide [illegible]rish[illegible] essential for [illegible] the [illegible]nanc[illegible]life.
Ecosystem	A community of i[illegible]acting organisms and their environment.
Sunflower Farm	A place where sunflowers are grown for seeds and oil.

PREVIEW

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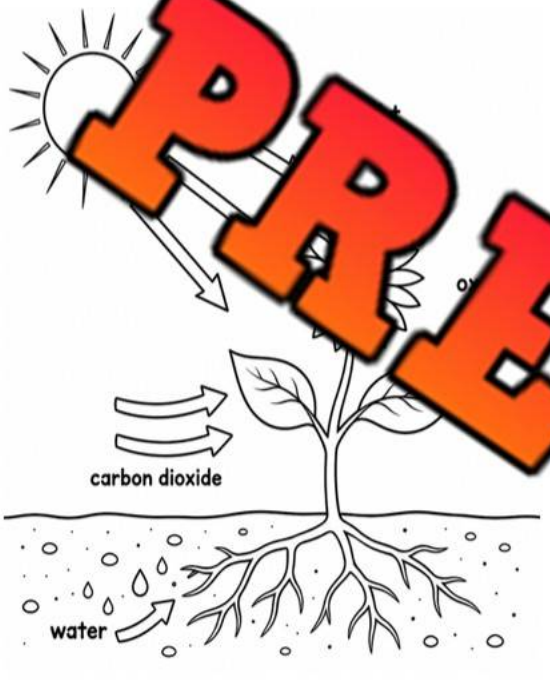
Curriculum Connection
B1.1, B3.5

Photosynthesis – Plants and the Sun

Plants Need the Sun

Without the sun, plants are not able to get the food they need to grow, reproduce, and survive. Unlike animals, plants are autotrophs, which means they create their own food. They use energy from light, water, and air to create sugary food called glucose.

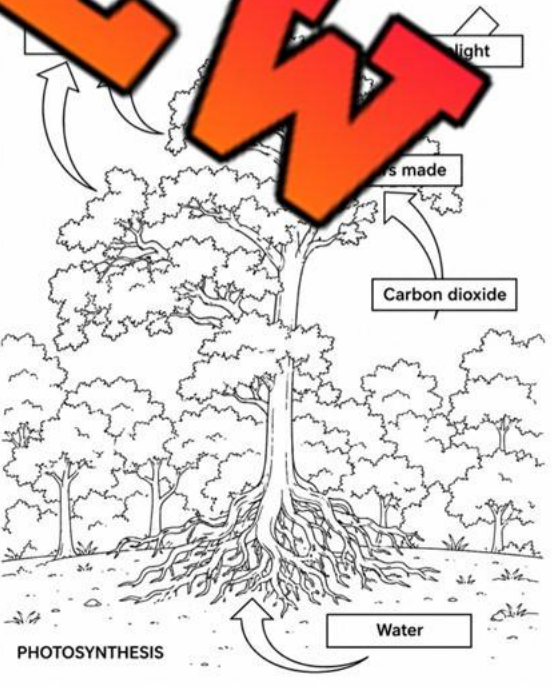


PREVIEW

Photosynthesis

Plants use a process called **photosynthesis** to turn light, water, and carbon dioxide into food for them ...live. "Photo" means light and "synthesis" means ...together.

...llect carbon dioxide in the air that pa... ...small holes in their leaves. W... ...s abso... ...by t... ...oots and passes through the stem ... ...way t... ...the leaves. Sunlight is ab... ...h... green chemical in the leaves.



Plants Release Oxygen

Humans need plants. Plants release oxygen after they have used the carbon dioxide in the air. This means our environment gets oxygen from plants. You may have noticed that the air is fresher near plants! We need plants so we can have fresh air!

Trees make a lot of oxygen for us. On average, one adult tree can give enough oxygen for 2 people to live.

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Curriculum Connection
B1.1, B3.5

Questions

Use information from the text to support your answer.

1) Why do plants need energy from the sun?

2) What d… …make for us? Why do we need plants?

PREVIEW

Word Search

Find t… …rd!

T	A	Q	F	B	T	D	Y	T	Q	I	N			X	M		Q	H
P	I	Q	E	G	X	H	D	D	R	W	B		W	Y				X
A	W	G	N	B	R	X	O	I	H	Q	G	U	J			G	A	
G	H	A	Q	Q	C	A	R	B	O	N	J	C	N			V		
S	U	N	L	I	G	H	T	E	E	X	G	H	H	V	O			U
V	B	A	A	R	I	P	U	Z	P	N	N	D	M	D	X	W		
E	K	Q	S	E	M	V	N	H	Z	Y	X	S	J	I	E	F	K	
Q	T	T	W	T	D	I	O	X	I	D	E	L	C	T	P	F	Q	E
S	K	Y	R	A	R	L	O	X	Y	G	E	N	E	O	W	W	M	A
I	G	E	U	W	A	P	L	A	N	T	S	I	S	C	N	D	L	N

- Plants
- Oxygen
- Sunlight
- Carbon
- S… …er
- …
- …oxide
- Glucose

True or False

Circle whether the statement is true or false.

1) Plants produce food through photosynthesis.	True	False
2) Photosynthesis uses water, carbon dioxide, and sunlight.	True	False
3) Plants need energy from the sun to survive.	True	False
4) Plants make carbon dioxide for us.	True	False
5) Plants give us oxygen.	True	False

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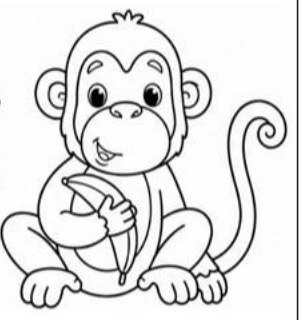
Name: _____ 65

Curriculum Connection
B1.1, B3.5

Humans and Animals Need the Sun

Humans Need Plants

All living things need energy. Plants are living things that need the sun's energy to survive. We need food energy to keep moving and to grow.



If we stopped eating, we would have no energy in our bodies and we w[illegible] survive. We can't "eat" the sun's light like plants, so, we [illegible] the sun in other ways.

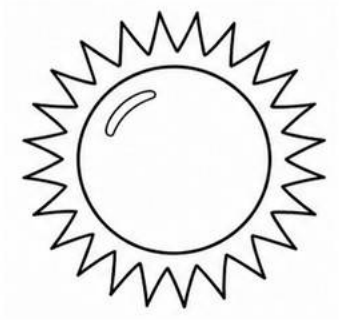
PREVIEW

How [illegible]et Ene[illegible]

Humans are [illegible] ani[illegible]at to get energy. Some animals eat just plants. They get e[illegible] from the plants in orde[illegible] to survive. These animals are getting the sun's energy by eating the plants that used the sun's energy.



Animals also eat other animals who have eaten plants to get energy. Even if you were a carnivore who just ate other animals, you are getting energy from the sun because those animals you ate have eaten plants.



All of the energy starts with the sun! If the sun had never supplied plants with energy, none of us would have energy! Without energy, we would not be able to move or survive!

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Curriculum Connection
B1.1, B3.5

Questions

Use information from the text to support your answer.

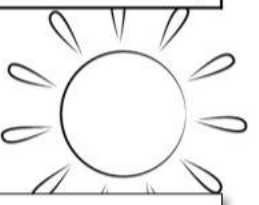
1) How do animals get energy from the sun?

2) What w[illegible]pen if the sun burnt out?

PREVIEW

Making Connections

How d[illegible] ener[illegible] the sun?
What pla[illegible]im[illegible]at?



Multiple Choice

Circle the best answer.

1) Humans are	Animals	Not Animals
2) Plants and animals all need _____ to survive	Energy	Sugar
3) All energy starts with the _____	Moon	Sun
4) Animals can get the sun's energy by eating/drinking	Plants	Water
5) When we eat plants, we get energy from the	Sun	Earth

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Curriculum Connection
B1.1, B3.6

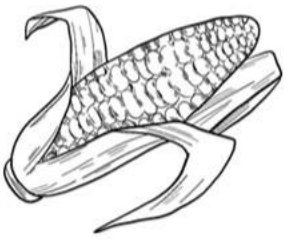
Indigenous Use of Plants

Who Are The Indigenous?

The Indigenous groups in Canada are the people who lived here first. The three Indigenous groups used plants in many ways to survive. These groups are the Métis, Inuit and First Nations. Some Indigenous groups still live off the land, making plants very important.

Food

The Indi[illegible] of Canada ate plants that were available to them. They didn't eat bana[illegible] cause b[illegible]n't grow well in Canada. Instead, many Indigenous gro[illegible]ha[illegible]y called the 3 Sisters, which were beans, corn, and [illegible] They [illegible] soups out of these 3 plants.



Medicine

The Indigenous people of Cana[illegible]e b[illegible]nts to cure illness for thousands of years. They use plants to make herbal t[illegible] fight [illegible]rom the vitamins in the plants. An example of this was when the Haudenos[illegible]e ma[illegible]out of pine trees to treat scurvy. Pine needles have a lot of vitamin [illegible]h cu[illegible]kly.



Shelter

The Indigenous people of Cana[illegible] use[illegible]t ways than we do today. They built she[illegible]'s [illegible]igwams and Teepees out of bark, wood poles, straw[illegible]d vines. They also built longhouses, which were larger shelters made 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.



PREVIEW

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Name: _____ 78

Curriculum Connection
B1.1, B3.6



Questions

Answer the questions below.

1) What medicine did the Indigenous make to cure scurvy? How did they make it?

2) How di…nous groups make clothing?

PREVIEW

Visualizing

What we…tur…head while you were -reading?

…e your picture

True or False

Circle whether the statement is true or false.

1) The 3 sisters were corn, beans, and bananas.	True	False
2) The Indigenous made clothing out of bark.	True	False
3) Bark was hard to find for the Indigenous.	True	False
4) A longhouse is made of bamboo trees.	True	False
5) Pine needles can be used to make tea that is rich in vitamin C.	True	False

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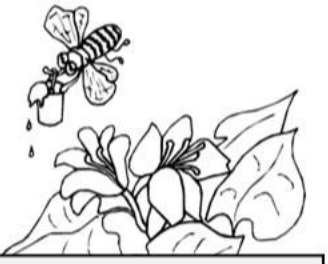
Curriculum Connection
B1.1, B3.8

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 Plant[illegible] Animals

Plants n[illegible] order to survive. Below are three main ways [illegible] animals.

1) Animals spr[illegible]
Some animals [illegible]nts ma[illegible]nts. They carry pollen from flower to flower. Without pollen, these [illegible] seeds. Seeds are needed for new plants to grow. Animals that carry pollen are call[illegible]ators [illegible]nators are very important animals that help plants a lot. Bees an[illegible]her inse[illegible]re p[illegible]tors, but bees are the best at pollinating. Without bees, we wouldn't [illegible]lants [illegible]uldn't have animals!
2) Animals spread seeds
Animals are also good at spreading seeds around. This happens w[illegible] with seeds in it and compost it. Animals in the wild that eat fruit also sp[illegible]eds. They take the seeds to new places where the seeds 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 and it is used to make soil even better. Soil with manure in it allows plants to grow healthier and stronger.



PREVIEW

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Name: _____ 80

Curriculum Connection
B1.1, B3.8

Questions

Answer the questions below.

What are three ways plants need animals?
1)
2)
3)

PREVIEW

Word Search

Find the words in the word search.

R	X	O	I	H	Q	M	A			E			G	H	A	Q	Q
J	C	N	K	N	V	I	R	E			G			O	F	V
B	A	A	I	P	U	Z	P	N	N	D	M		W		K	Q
S	M	V	H	Z	Y	X	S	J	I	E	F		N	B		
A	N	I	M	A	L	S	C	T	P	F	Q	E	E		E	
F	E	R	T	I	L	I	Z	E	R	Y	R	R	L	L		
M	A	I	G	E	U	A	I	S	C	N	D	L	L	N	D	
H	D	N	F	Y	D	Z	F	R	P	B	D	X	O	G	R	E
O	T	U	I	H	H	K	S	P	R	E	A	D	P	R	Y	E	R	K	N
D	A	D	Q	B	M	P	L	A	N	T	S	W	X	U	X	S	A	Q	E

- Plants
- Spread
- Bees
- Animals
- Seeds
- Fertilizer
- [illegible]
- Manure



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) Plants grow better in manure from animals.	True	False

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Curriculum Connection
B1.1, B3.8

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







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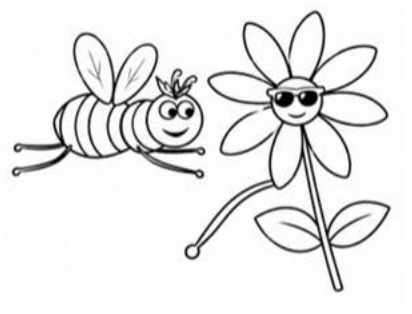
Curriculum Connection
A1.2, A1.4, A1.5

Experiment – Pollination

Research Question What are we learning about?



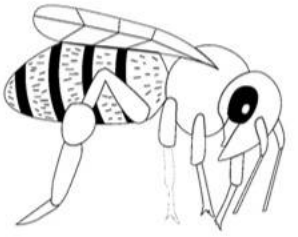
How do insects and other animals pollinate plants?

Materials What do we need for our experiment?

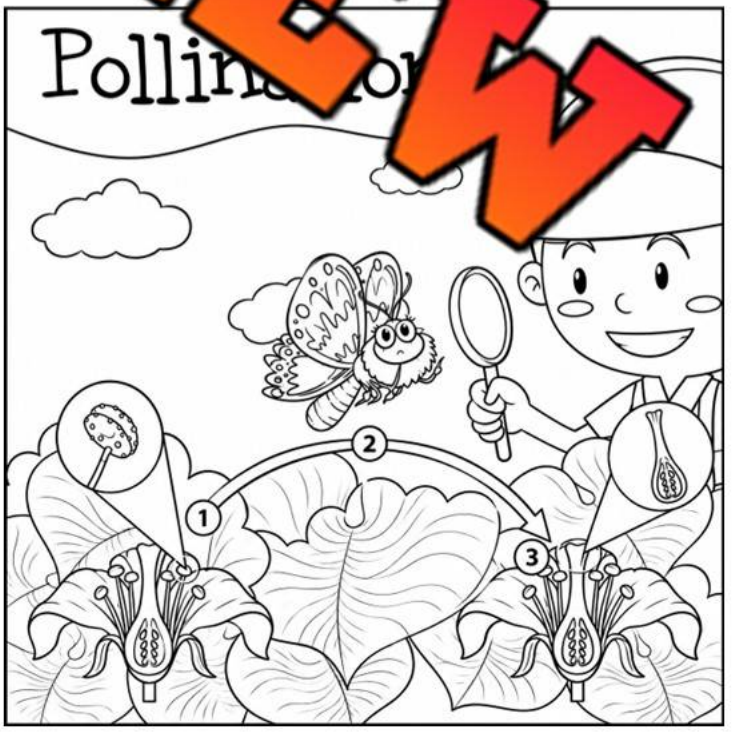
- ✓ [illegible] of [illegible] cheese corn chips or a bag of cheese popcorn
- ✓ Whi[illegible] tissu[illegible] [illegible]ou[illegible]h for each student to get one

Method Ho[illegible] w[illegible] [illegible] experiment?





1) Hand out a small amount [illegible] chips/popcorn to each student.
2) Have them enjoy their food but tell them not to lick their fingers!
3) When everyone is done, hand out one piece of tissue paper to each student.
4) Tell the students to touch the tissue paper with their sticky fingers.
5) Did any of the cheese flavouring get on the paper?
6) Answer the questions on the Observation page.



PREVIEW

Name: _____

Curriculum Connection
A1.2, A1.4, A1.5

Observations | What happened?

Did any of the flavouring land on the tissue paper? How did that happen?

_____

_____

_____

Result[illegible] the [illegible]tions below.

1) What is hap[illegible] the d[illegible]? How is pollen being spread?

_____

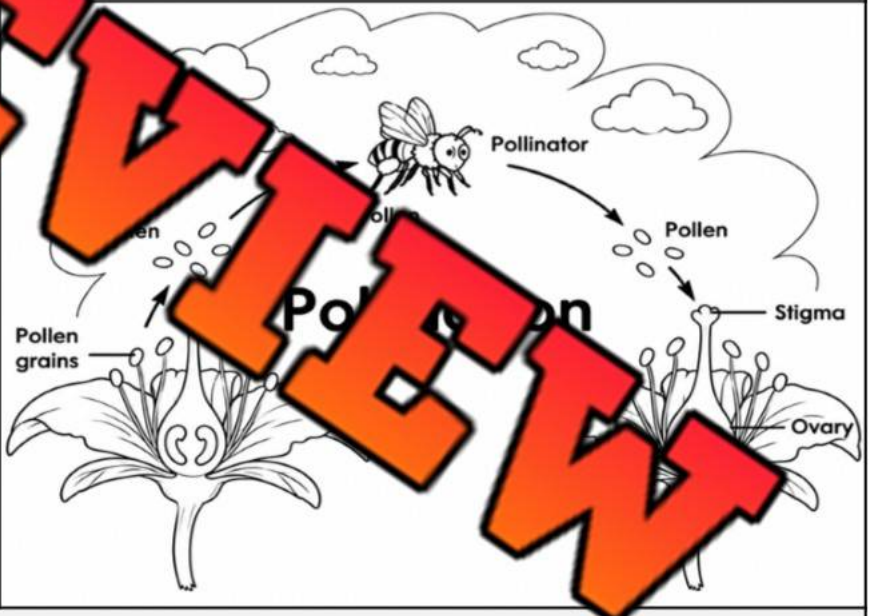
_____

_____

_____

_____

_____



2) If you touched your cheesy fingers to the door handle, what would happen?

_____

_____

3) Why do insects and animals touch plants in the first place?

_____

_____

PREVIEW

Name: _____ 85

Curriculum Connection
A2.1, A2.2, A3.1, A3.2, A3.3

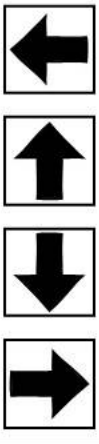
Writing Code – Robotic Bees

Honeybees pollinate about 80% of plants worldwide. The problem is that since 1947, we have lost 60% of our honeybees. Robotic scientists are working to solve this problem by designing robotic bees that can pollinate plants.



PREVIEW

Direction Use the arrows to move the bee to each of the flower so it can pollinate them. Use as few moves as you can.



1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

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Name: _____ 86

Curriculum Connection
A2.1, A2.2, A3.1, A3.2, A3.3

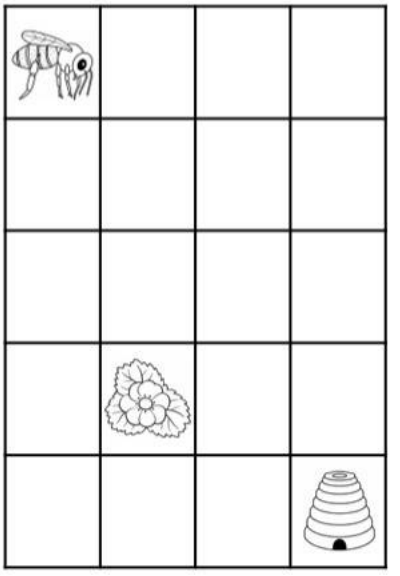
Writing Code – Robotic Bees

Directions The code below was written to send the bee to the plant(s) and then back to the hive. Are there errors in the code? Can you fix them?

Is this Correct?	
Yes	No

Your Code

run program
fly right 1
fly down 3
fly right 2
fly down 1



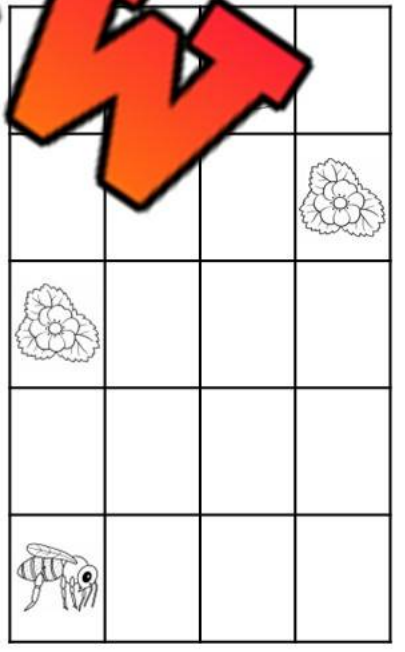
PREVIEW

Is this Correct?	
Yes	No

Your Code

run program
fly up 2
fly right 3
fly up 1
fly left 1
fly up 1

run program



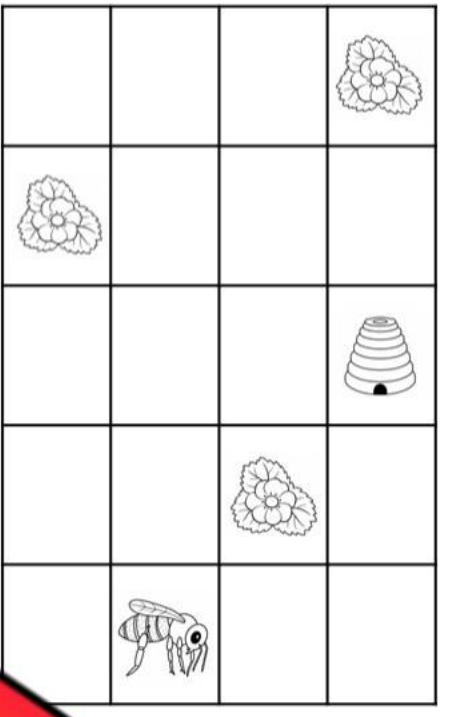
Name: _____ 87

Curriculum Connection
A2.1, A2.2, A3.1, A3.2, A3.3

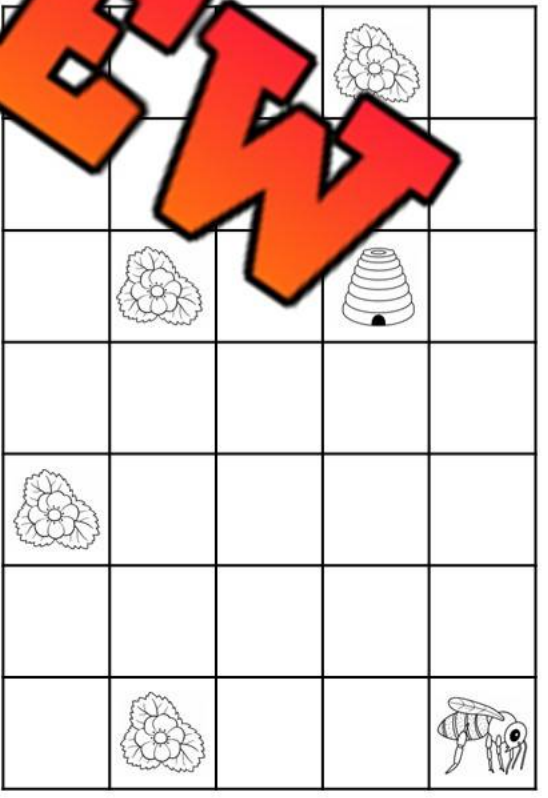
Writing Code – Robotic Bees

Directions Write your own code to get the bee to the flowers and to the hive.

run program



run program



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Name: _____ 89

Curriculum Connection
A1.1

Bee Activity

Connect each bee with a flower and colour the picture.
How many bees are in the picture.



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Curriculum Connection
B1.1, B3.8

Activity: The Great Garden Role-Play



Objective — What are we learning about?

Students will demonstrate and understand the interdependence between plants and animals through an interactive role-play activity.

Materials — What will you need for the activity?

- C[illegible]nes to r[illegible]t plants and animals.
- Scenario [illegible] ro[illegible]y.
- Props to signif[illegible]ere[illegible]nimals (e.g., flower headbands, animal ear headbands)
- A large open space, like a [illegible]ssro[illegible]g[illegible]nd

PREVIEW

Instructions — How will you complete the act[illegible]

1) Divide the students into small groups and assi[illegible]group[illegible]ario card.
2) Give each group a chance to research about the a[illegible]n t[illegible]how animals depend on plants for food and shelter, and how pl[illegible]s for processes like pollination.
3) Provide each group with the respective animal and plant props.
4) Allow time for each group to set up their costumes to represent their plants and animal role.
5) Start the role-play by having "plants" spread out across the open space, standing still to represent growing in their natural habitat. "Animals" must then interact with their corresponding "plants" based on their needs: feeding, seeking shelter, or pollination.
6) After the role-play, students gather as a class and each group shares their experience, discussing the routines they performed and the needs of their livestock.

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Curriculum Connection
B1.1, B3.8

Scenario Cards | Cut out the topics below.

Role Play Scenarios
You're a bee, buzzing from flower to flower in search of nectar. At your booth, you're selling honey. Show customers how you pollinate flowers while collecting nectar and explain why this is crucial for the plants and how it helps you make honey.
As a r[illegible]t, you[illegible]ection of leafy greens and carrots you've gathered from the garden. W[illegible]g you[illegible]s, describe how you help spread seeds and why having plants [illegible]nd [illegible]your diet and shelter.
You're a bird selling berries gathered[illegible]om the[illegible]st. D[illegible]nstrate to customers how eating fruit and carrying seeds away h[illegible]ew pl[illegible]s[illegible]in different areas, ensuring more food sources for you and ot[illegible]als.
Specializing in acorns and nuts, you, the squirrel, explain to custom[illegible]ow burying seeds not only secures your food for later but also helps new trees grow, keeping the forest healthy.
As a butterfly, your booth is full of colourful flowers. Share with customers how your search for nectar leads to pollinating these flowers, helping them reproduce and keep the ecosystem vibrant.

PREVIEW

Name: _____ 92

Curriculum Connection
B1.1, B3.8

Animals Need Plants

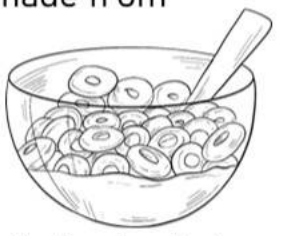
Animals Need Plants



Without plants, animals would not be able to survive. Animals need plants for many reasons, including the three below.

1) For Food

The bigg on we need plants is for food. We eat plants! They are yummy, espec orget, even breads, cereals, and pastas are made from plan



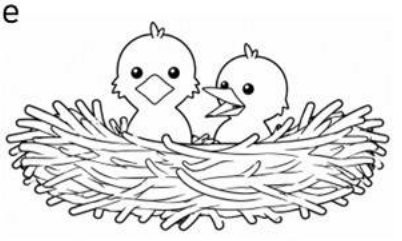
Without s als w not have energy to survive. You may think an coul er animals, but with no plants, many animals w e. With l nals, we would run out of animals to eat.

2) For Oxygen

We also need plants because they release ox into r ls need oxygen to breathe! Plants and animals work together with in our at ere. Plants need the carbon dioxide that animals breathe out in orde mak d, and we need the oxygen that plants release. Plants and animals m!

3) For Shelter

Plants are a source of shelter for animals as well. Some animals burrow into trees and live inside of them. They use trees to hide inside from predators. Trees also provide shade from the sun so they can cool down. Birds use plants to make their nests. They use twigs, grass clippings, and soil to make their nests where they can protect their eggs.



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Name: _____ 93

Curriculum Connection
B1.1, B3.8

Questions

Answer the questions below.

What are three ways why animals need plants?
1)
2)
3)

PREVIEW

Making Connect

Draw you use plants. Explain your drawings.

_____ _____	_____ _____	_____ _____

True or False

Circle whether the statement is true or false.

1) Animals need plants to eat for energy.	True	False
2) Animals need plants to make oxygen for us to breathe.	True	False
3) Animals need plants to make shelters.	True	False
4) Animals need plants for carbon dioxide.	True	False
5) Animals use plants to make cars.	True	False

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Name: _____ 94

Curriculum Connection
B1.1, B3.8

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







PREVIEW

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Curriculum Connection
B1.1, B3.8

Exit Cards

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

Name: _____ | Mark

The reasons animals need plants are below. Can you circle them?

Sha		Cars
Food		
Houses	Water	Shelter

Name: _____ | Mark

The reasons animals need plants are below. Can you circle them?

Shade	Toys	Cars
Food	Oxygen	Nests
	Water	Shelter

Name: _____ | Mark

The reasons animals need plants are below. Can you circle them?

Shade	Toys	Cars
Food	Oxygen	Nests
Houses	Water	Shelter

Name: _____ | Mark

The reaso ls need plants a belo circle them?

Shade	Toys	Cars
Food	Oxygen	Nests
Houses	Water	Shelter

PREVIEW

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Name: _____ 97

Curriculum Connection
B1.1, B3.8

Story: Best Friends Forever

Draw Draw pictures that show the story.

Plants and Animals: Best Friends Forever

In a vib garden, a unique friendship blossomed between plants and anima cial bond was essential for their survival. Here, every cre playe ial role.

Butterflies, wit gs as the flowers they visited, were more than just pretty The d from bloom to bloom, carrying pollen. This act of polli was for the flowers to reproduce.

PREVIEW

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Name: _____ 98

Curriculum Connection
B1.1, B3.8



Bees, the garden's busy workers, buzzed tirelessly from da till dusk. They gathered nectar to make honey, inadvertently pollinating plants. Their work ensured the garden's diversity and beauty.

The mighty oak tree offered its strong branches as homes for birds. Squirrels scampered along its trunk, hiding acorns in the ground. These acorns would grow into new oaks, continuing the cycle of life.

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Curriculum Connection
B1.1, B3.8

Monarch butterflies relied solely on the milkweed plant for their survival. It was the only place they would lay their eggs. The milkweed provided nourishment for the monarchs' young, ensuring their future.

Birds sang from the treetops, their melodies echoing through the garden. [illegible] feasted on seeds and insects, controlling the population. In ret[illegible]ed to spread seeds, aiding in plant reproduction.

PREVIEW

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Name: _____ 100

Curriculum Connection
B1.1, B3.8



The garden was a testament to the interdependence of its inhabitants. Plants provided shelter and food for animals. In turn, animals helped plants to pollinate and spread their seeds.

This ecosystem thrived because of the harmony between its members. Plants and animals, though different, shared a common goal: survival. Their cooperation was a beautiful example of nature's balance.

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Name: _____ 109

Curriculum Connection
B1.1, B3.7

How Food is Grown

Different Ways of Growing Food



Food is grown in many different ways around the world. We get food from farms, greenhouses, and home gardens.

Farms

A **farm** is a piece of land that is used for growing plants. Farms provide most of plant foods for many people living all over the world. Farmers use arable land. **Arable land** is land that has good soil. A beach would not be arable land. You wouldn't see a farm on a beach!

Farmers plant crops that will grow in the weather conditions they have. In Canada, our weather does not allow us to grow some food. Bananas, mangoes, and pineapples need a longer growing season.

Greenhouses

A **Greenhouse** is a glass building where plants are grown. Greenhouses are used a lot in Canada because you can control the environment in a greenhouse. You can add heat to a greenhouse in the winter or use lights to extend days when the sun sets early.



In Canada, there are almost one thousand big greenhouses. These greenhouses are used to grow almost 1 million metric tons of vegetables! Most of the big greenhouses are in Ontario.

Home Gardens

Home gardens are smaller areas where people plant seeds and crops outside of their houses. Home gardens are like smaller farms and usually only provide food for one family.

PREVIEW

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Name: _____ 110

Curriculum Connection
B1.1, B3.7

Fill in the Blanks

What word is missing?

1) Arable land has good _____.

2) A greenhouses is a _____ building.

3) The province with the most greenhouses is _____.

4) Farms [illegible]da cannot grow mangoes, bananas, and _____.

5) You [illegible] and _____ to a greenhouse to control the envi[illegible]ent.

PREVIEW

Questions

W[illegible]e ques[illegible] have about the reading.

1)	
2)	
3)	

Multiple Choice

Circle the best answer.

1) Canada has a long/short growing season.	Long	Short
2) In a greenhouse, you can add	Heat	Oxygen
3) Home gardens are like smaller	Greenhouses	Farms
4) Good land for growing plants is called	Arable land	Rich land
5) Most fruits and vegetables are grown in	Home gardens	Farms

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Curriculum Connection
B1.1, B3.7

Exit Cards

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

Name: _____ Mark

Circle the correct answer.

1) Which land has good soil?	
Arable land	Greenhouse
2) Where do families grow food?	
Home gardens	Greenhouse
3) Where are vegetables grown indoors?	
Greenhouse	Arable land
4) Where can you add heat?	
Home gardens	Greenhouse

Name: _____ Mark

Circle the correct answer.

1) Which land has good soil?	
Arable land	Greenhouse
2) Where do families grow food?	
Home gardens	Greenhouse
3) Where are vegetables grown indoors?	
Greenhouse	Arable land
4) Where can you add heat?	
Home gardens	Greenhouse

Name: _____ Mark

Circle the correct answer.

1) Which land has good soil?	
Arable land	Greenhouse
2) Where do families grow food?	
Home gardens	Greenhouse
3) Where are vegetables grown indoors?	
Greenhouse	Arable land
4) Where can you add heat?	
Home gardens	Greenhouse

Name: _____ Mark

Circle the correct answer.

1) Which land has good soil?	
Arable land	Greenhouse
2) Where do families grow food?	
Home gardens	Greenhouse
3) Where are vegetables grown indoors?	
Greenhouse	Arable land
4) Where can you add heat?	
Home gardens	Greenhouse

PREVIEW

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Name: _____ 114

Curriculum Connection
B1.1, B3.7

Growing Green with Recycling

Growing Green with Recycling

Recycling isn't just about keeping our planet clean; it's also a fantastic way to help our gardens grow!



Recycling [illegible]s Plants

Recycling [illegible]s can turn into amazing food for pl[illegible]e[illegible] for plants is compost. Compos[illegible]made [illegible]n scraps like fruit peels and veg[illegible]l[illegible]ers, a[illegible]ith yard waste like leaves a[illegible]ss cl[illegible]ns.

How Compost Works

Compost is like a vitamin for the soil. W[illegible]nix co[illegible]t into the garden soil, it makes the soil healthier. Healthy soil helps plants grow st[illegible]and [illegible]them the nutrients they need.

Benefits of Recycling in Gardening

- **Feeds the Soil**: Compost adds important nutrients back into the [illegible]
- **Saves Money**: Using compost means you don't have to buy as mu[illegible]fe[illegible]
- **Helps the Earth**: Recycling reduces waste in landfills, which is good fo[illegible]ur planet.

Recycling Beyond Compost

Recycling can also mean using old things in new ways. Old yogurt containers can become pots for starting seeds. Water from boiling pasta can water plants after it cools down. It's all about being creative!

Remember, when we recycle, we help our plants, our gardens, and our Earth. Every bottle, paper, and peel we recycle can make a difference

PREVIEW

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Name: _____ 115

Curriculum Connection
B1.1, B3.7

True or False

Is the statement true or false?

1) Recycling can help gardens grow.	True	False
2) Only new items are good for gardening.	True	False
3) Compost comes from kitchen and yard waste.	True	False
4) Healthy soil doesn't need nutrients.	True	False
5) Water from boiling vegetables should be thrown away.	True	False

Questions

nswer the questions below.

1) Think ny kit that could go into a compost bin instead of the trash?

2) Why is recycling important for ur pl

PREVIEW

Word Search

Find the words in the wordsearch.

recycle	compost
kitchen	waste
vitamin	nutrient
planet	garden
fertilizer	container
yogurt	landfill

H N T F Z B P L J W O R W Y L
Y D E K N X N B I N S O W G R S A
M S B Y O G U R T A V M A E W I N
W I D W P N U G Z Q M P S P X V D
H E S X Q A C O P X O O T C G N F
F E R T I L I Z E R I S E U A O I
J Y Y F K I T C H E N T S T R A L
K Z E S F N U T R I E N T Y D S L
R E C Y C L E I F G P L A N E T Q
V I T A M I N F C O N T A I N E R

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Name: _____ 116

Curriculum Connection
B1.1, B3.7

Growing Green: How to Use Plants the Right Way

Growing Green: How to Use Plants the Right Way

Plants are very important for our Earth. They give us air to breathe, food to eat, and they make our world beautiful. But we have to make sure we use plants in a way that they can keep growing back. This is called sustainable use.



Why Trees

Trees ... filters. They take in bad air ... give o... But when we cut down too man... don't ... ew ones, we lose these air fi... That'... ... ng trees is very important.

Saving Our Plant Friends

Many plants are in danger because their homes are ... g de... d or they are being picked too much. We need to protect these pla... they ... ... ear forever.

How We Can Help

- **Plant More Trees**: This helps replace the ones that are cut down.
- **Recycle Paper**: Less paper use means fewer trees cut down.
- **Garden Carefully**: Choose plants that are good for your area and won't harm local plant life.

Every Plant Counts

Every flower, tree, and bush is part of a big plant family that keeps our Earth healthy. By taking care of plants, we take care of our planet and ourselves.

Remember, using plants the right way today means we'll have them around for all our tomorrows. Let's be plant heroes!

PREVIEW

Name: _____ 117

Curriculum Connection
B1.1, B3.7

True or False

Is the statement true or false?

1) Replanting trees is important.	True	False
2) Recycling paper saves trees.	True	False
3) Only big communities can protect plants.	True	False
4) We should plant more trees.	True	False
5) Every plant has a role on Earth.	True	False

Question

w the questions below.

1) Why a trees ... g air filters"?

2) Why is replanting trees important?

PREVIEW

Making Connections

What does this reading remind you of in your life?

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Name: _____ 118

Curriculum Connection
B1.1, B3.7

Characteristics Circle if the plants characteristics are changing or unchanging.

#	Characteristics	Changing	Unchanging
1	Leaf colour through the seasons	Changing	Unchanging
2	Basic structure of the plant	Changing	Unchanging
3	Flo om times	Changing	Unchanging
4	d	Changing	Unchanging
5	Height grow	Changing	Unchanging
6	Seed dispersal me	Changing	Unchanging
7	Leaf drop in fall	Changing	Unchanging
8	DNA of the plant	Changing	Unchanging
9	Response to sunlight (phototropism)	ing	Unchanging
10	Ability to produce oxygen	Changin	ing
11	Rate of growth	Changing	Unchanging
12	Plant's species	Changing	Unchanging
13	Colour of the flowers	Changing	Unchanging
14	Reaction to pests and diseases	Changing	Unchanging
15	Water absorption rate	Changing	Unchanging

PREVIEW

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Name: _____ 119

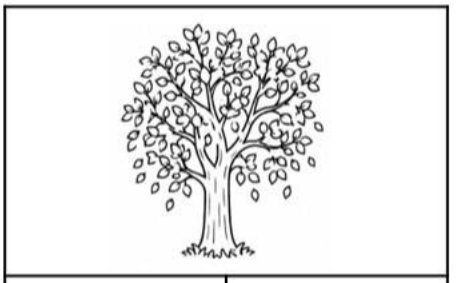
Curriculum Connection
B1.1, B3.7

Eating Right with Canada's Food Guides

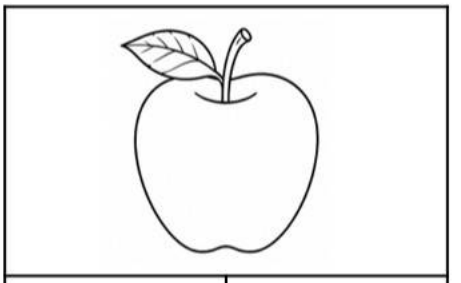
Think Circle if the food is edible or non-edible.



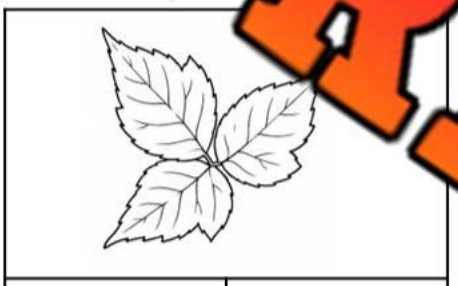
Edible | Non-edible



Edible | Non-edible



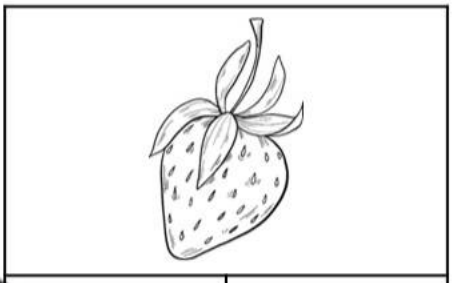
Edible | Non-edible



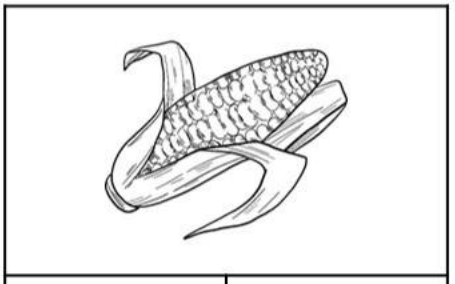
Edible | Non-edible



Edible | Non-edible



Edible | Non-edible



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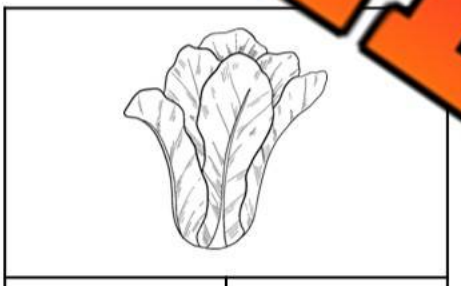
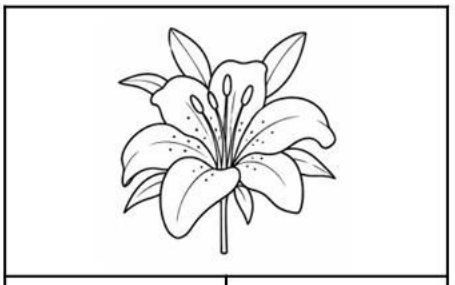


Edible | Non-edible



Edible | Non-edible



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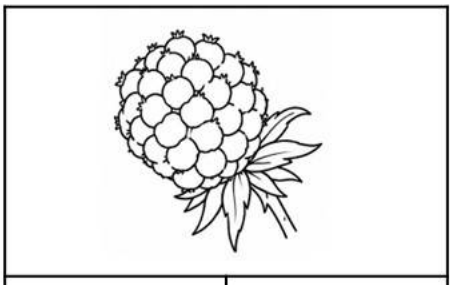

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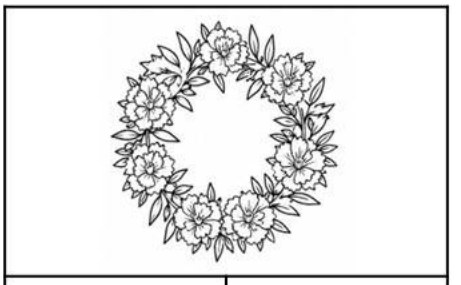

Edible | Non-edible

PREVIEW

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Name: _____ 123

Curriculum Connection
B1.3

Locally Grown Food

Locally Grown Food



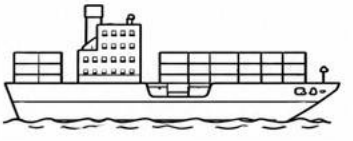
Food that is grown locally means the food has been grown nearby. Local food could have been grown down the street from where you live. The best way to buy local food is to go to a farmers' market. At a farmers' market, local farmers bring their crops and sell them.

When you shop at a grocery store, almost all of the food is not grown locally. Lots of fruits and vegetables come from Mexico, where the growing season is longer.

Some foods cannot be found in locally grown sources. For example, bananas, pineapples, and mangos do not grow in Canada. Also, during the winter months, nothing grows in Canada. That means we cannot get fresh fruits and vegetables from local farmers.

PREVIEW

Benefits of Buying Local Food

1) Fresh fruits and vegetables
When we buy locally, we know the fruits and vegetables have not had to travel a long distance. This means the fruits or vegetables could have been picked
2) Supporting local families
If you buy locally grown food, the money you are spending on the food stays in your community. This extra money in your community can help to pay for community buildings like parks and hockey rinks. You are also helping people you might know!
3) Better for the environment
When you buy locally, the food does not have to travel as far. This is better for the environment because it means less transports or airplanes travelling to send food other places. Airplanes and transports release gases into our environment that make it polluted. 

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Curriculum Connection
B1.3

Questions Use information from the text to support your answer.

1) Why is it hard to always buy fruits and vegetables locally?

2) Where [illegible] buy fruits and vegetables locally?

3) What are t[illegible]s wh[illegible]hould buy fruits and vegetables locally?

PREVIEW

Visualizing Draw what you were picturing in your head whil[illegible]ng.

Describe your pict[illegible]e

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Curriculum Connection
B1.2

Organic Food

What is Organic Food?

Organic food is food that has grown naturally. This means the farmer did not use man-made fertilizers, pesticides, or other additives. Many people believe organic food is better for you because it grows naturally. Studies have shown that organic fruits and vegetables have more vitam



Pesticides

Some sticides to stop bugs from eating plants are chemicals that are put on the plants t **ests** insects that eat or harm crops.

Using pesticides hel s becau ir crops are not wasted. This means they can sell more crops. But pesti e no This means buying organic fruits and vegetables might be a better option

PREVIEW

Word Search

Find the words!

Pesticide	Food	Natural	Fruit
Organic	Farmer	Crops	Healthy

D X W F A R M E R E
F E H E A L T H Y C
K Q S D M V N H Z I
Y X S I J I E F K N
S B Q C T T W L C A
P T P I F Q E S T G
O N A T U R A L I R
R K Y S R R L E U O
C O W E F O O D R W
M A I P G E U A F I

Q ons

the questions.

1) Why d er use p es?

2) Are pesticides good for us?

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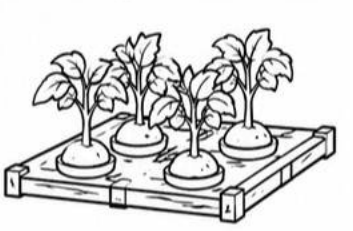
Curriculum Connection
B1.2

How Humans Can Help Plants

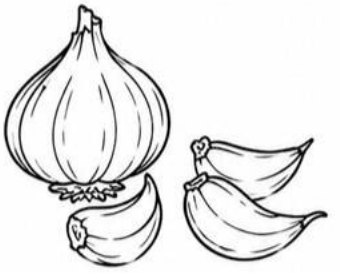
How Humans Can Help Plants

In today's world, our environment is changing a lot. People are building more, and planting less. Here are some ways that we can help plants.



Grow your own plants

Plant your own garden. You can get fresh, yummy fruit in your garden. Growing your own plants means you won't need to drive to the grocery store as much. You will also be making plants that create oxygen for us. Growing plants helps the environment!



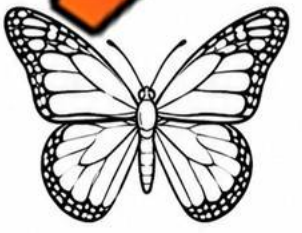
Use Natural Pesticides

Yes, pesticides do protect plants but pesticides also make poisonous soil that can harm birds, fish, other animals. Natural pesticides you could use are garlic and pepper. These two things are a good way to stop insects from harming your plants.

Support Wild Gardens

Many people like to control every plant on their property. They will pull wildflowers and other plants they don't like. This is bad for the environment because many insects and other animals need certain wildflowers.

For example, the number of monarch butterflies has gotten smaller because there are not as many milkweeds.





Stay on the Path

When you go for a walk, stay on a path! When you walk off the path, you are stepping on the homes of many insects and other animals. Remember, plants are alive! When you walk off the path, you could kill or damage plant life.

PREVIEW

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Curriculum Connection
B1.2

Questions Use information from the text to support your answer.

What are 4 ways that you can help plants.	
1)	
2)	
3)	
4)	

PREVIEW

Word Search Find the wo

K	Q	X	S	M	F	Y			V			Z	M	W	G
Q	U	J	W	L	O	D	H		M		K		C	X	
K	E	P	D	W	I	L	D	X			D			W	
E	D	Y	A	T	L	B	O	G	Y	R			M		
F	E	N	F	T	T	D	S	G	A	R	D				
S	L	S	Z	H	H	Z	D	D	T	P	L	A		T	
N	A	T	U	R	A	L	V	D	X	Z	Y	N	F	M	
P	E	S	T	I	C	I	D	E	S	N	K	G	D	Z	N
G	D	P	Z	G	U	J	I	R	T	N	A	C	B	M	L	M
M	O	N	A	R	C	H	E	P	Z	K	Z	W	P	Q	K	Z

- Plants
- Wild
- Pesticides
- Home
- th
- n
- Garden
- Natural

Questioning Write two questions you have about the reading.

1)	
2)	

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Unit Test – Growth and Changes in Plants

Multiple Choice /6

1) Which of the following is **not** a need for a plant? a) Shelter b) Water c) Light d) Air	2) True or False: Plants need space in order to grow a) True b) False
3) Which [illegible] holds the plant up and [illegible] roots a) Flowers b) Leaves c) Stem d) Seeds	4) Which part of a plant breathes for the plant and collects water? a) Flowers b) Leaves c) Stem d) [illegible]ots
5) Animals are alive, but plants are not a) True b) False	[illegible] seed grows into a sprout, it is called a) R[illegible]uctio b) [illegible]nial c) Spre[illegible]eds d) Germinati[illegible]

PREVIEW

Definitions (1 marks each) /3

Term	Definition (what does it mean)
Stem	
Soil	
Roots	

Questions Answer the questions below.

1) How are seeds spread in the natural environment?

2) What is a greenhouse? Why are greenhouses used?

3) What do most plants need for

PREVIEW

Ordering Put the stages of the life cycle in order from first to last – 1 to 5.







Diagram Label the parts of the plants below. Use the numbers if you can't fit the word.

Word Bank

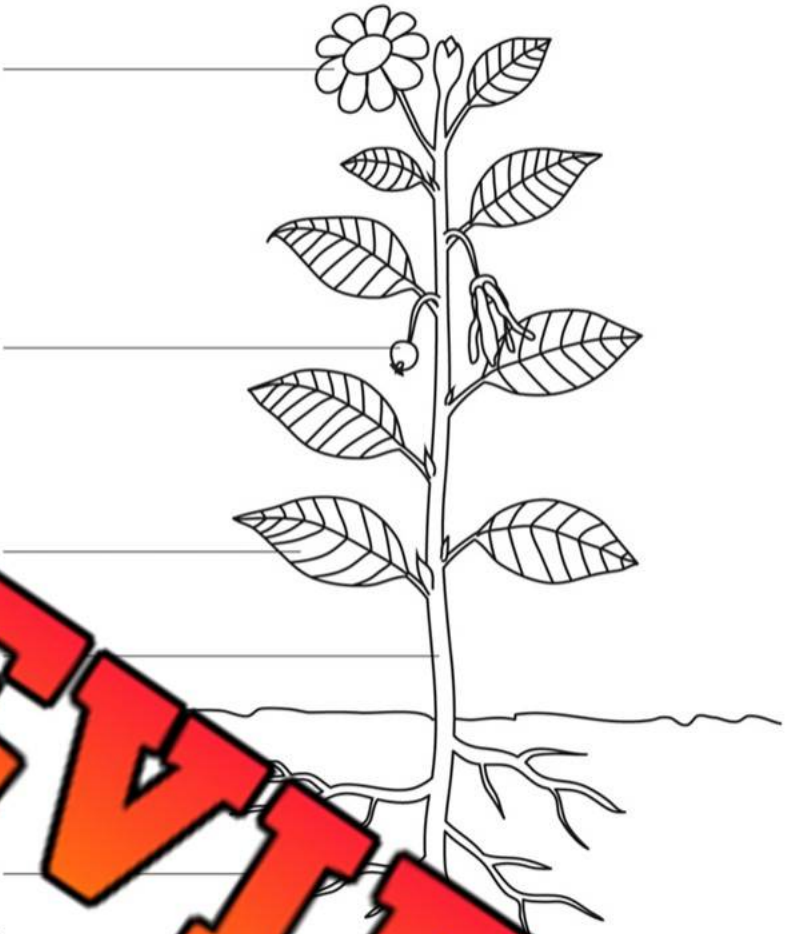
1) Stem

2) Roots

3) Fl

4) Leaf

5) Seeds



PREVIEW

Diagram Parts of a flower.

Word Bank

1) Ovary

2) Pistil

3) Stem

4) Petal

5) Stigma

6) Stamen

