Workbook Preview

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Grade 1 – Science Unit

NEEDS AND CHARACTERISTICS OF LIVING THINGS

	Curriculum Expectations	Pages
B1.1	describe changes or problems that could result from the loss of living and non-living things that are part of everyday life, while taking different perspectives into consideration	15-18, 73-84, 102-105, 111
B1.2	identify actions that can be taken to contribute to a healthy	73-75, 85-86, 110
B2.1		
B2.2		-31
B2.3	identify the physical characteristics of various plants and animals, including humans, and explain how these characteristics help the plants and animals meet their basic needs	32-34, 36, 39-47, 50-55
B2.4	identify the location and the function of various parts of the human body, including sensory organs	56-70
B2.5	describe the characteristics of a healthy environment, including clean air and water and nutritious food, and how a healthy environment enables living things to meet their needs	71-75, 85-86, 98-101
B2.6	describe ways in which living things provide for the needs of other living things	76-84, 102-105, 108-111

Preview of 90 pages from this product that contains 191 pages total.

Grade 1 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	48-49, 87-91
A1.2	use a scientific experimentation process and associated skills to conduct investigations	19-20, 35, 37-38
A1.3	use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems	87-91
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	19-20, 37-38, 87-91
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	19-20, 37-38
A2.1	write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms	23, 94-96, 106-107
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life	97
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	21
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	21, 92-93
A3.3	analyse contributions to science and technology from various communities	93

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NEEDS AND CHARACTERSTICS OF LIVING THINGS



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Curriculum Connection
B2.1

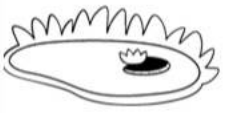
Environment – Living and Non-Living Things

The environment is the area where someone or something lives. Things that are not living can also exist in the environment as well.





Livi in the Environment

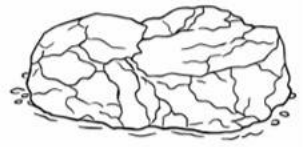

Non-Living Things in the Environment

Livi that grows (plants, animals, humans, bacteria)

Non-Liv Thi ing that does not grow (rocks, wind, air, sunlight, water)

PREVIEW

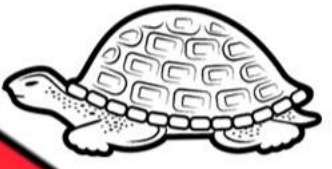
Directions Circle w r the is non-living.



Living	Non-Living



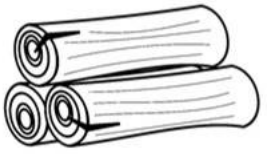
Living	Non-Liv



Liv	Non-Living



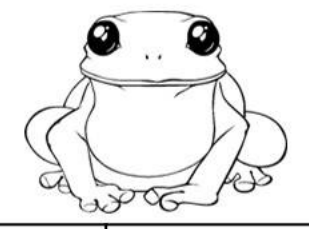
Living	Non-Living



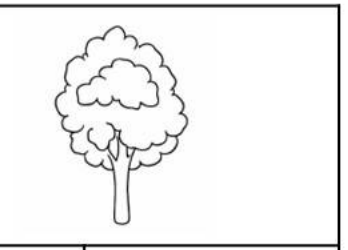
Living	Non-Living



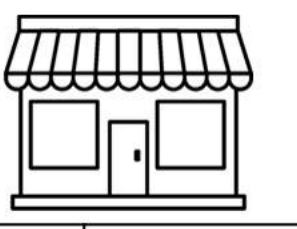
Living	Non-Living



Living	Non-Living



Living	Non-Living



Living	Non-Living

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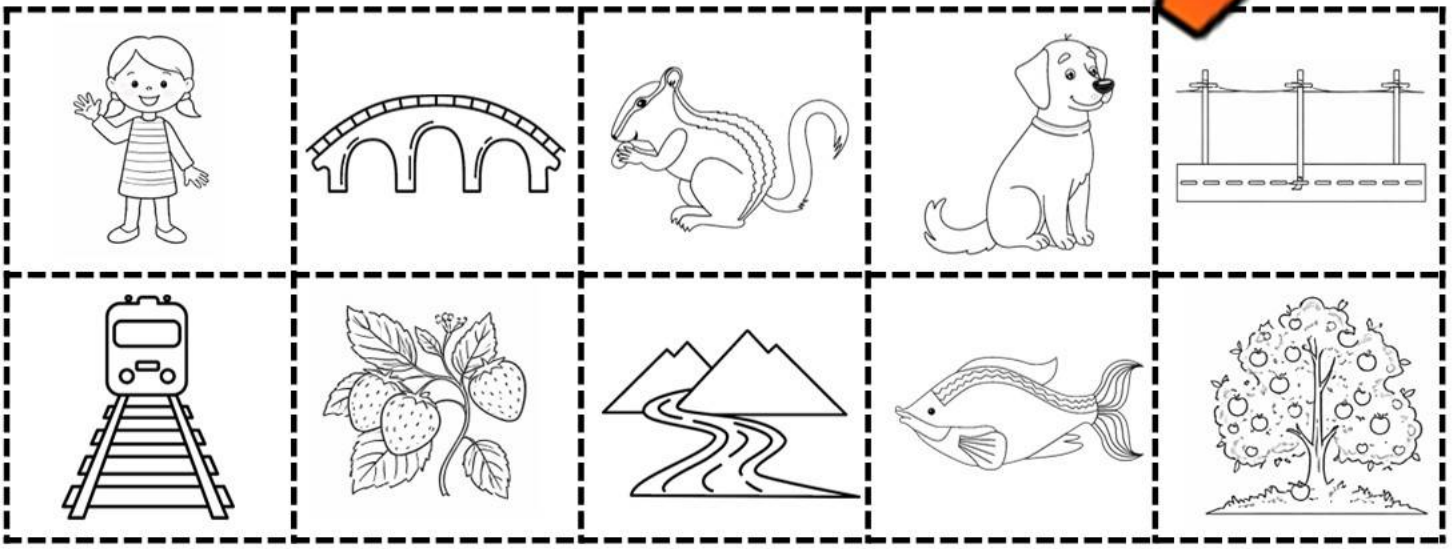
Curriculum Connection
B2.1

Directions Cut and paste the structures putting them in the right category.

Living Things	Non-Living Things

PREVIEW



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Curriculum Connection
B2.1

Exit Cards

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

Name: _____ | Mark

Draw 1 living thing and 1 that is Non-living thing.

Name: _____ | Mark

Draw 1 living thing and 1 that is Non-living thing.

Name: _____ | Mark

Draw 1 living thing and 1 that is Non-living thing.

Name: _____ | Mark

Draw 1 living thing and 1 that is Non-living thing.

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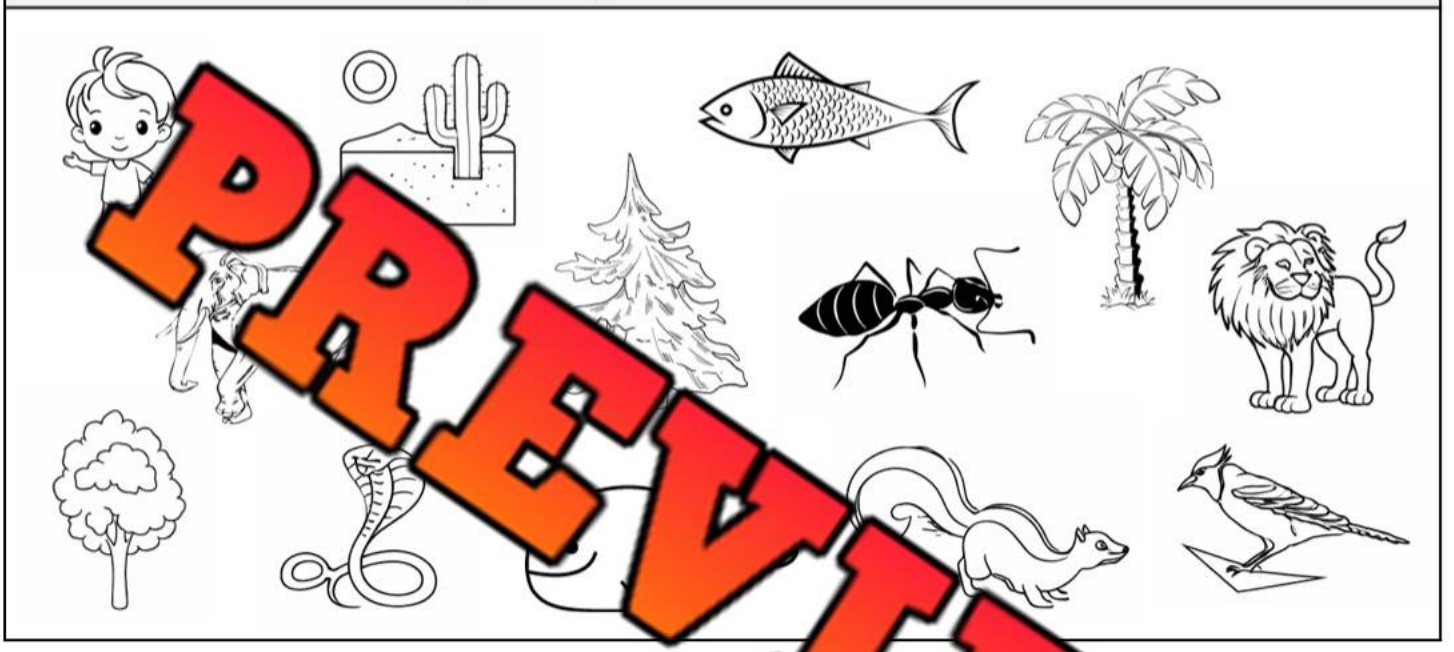
Name: _____ 11

Curriculum Connection
B2.1

Things In My Environment

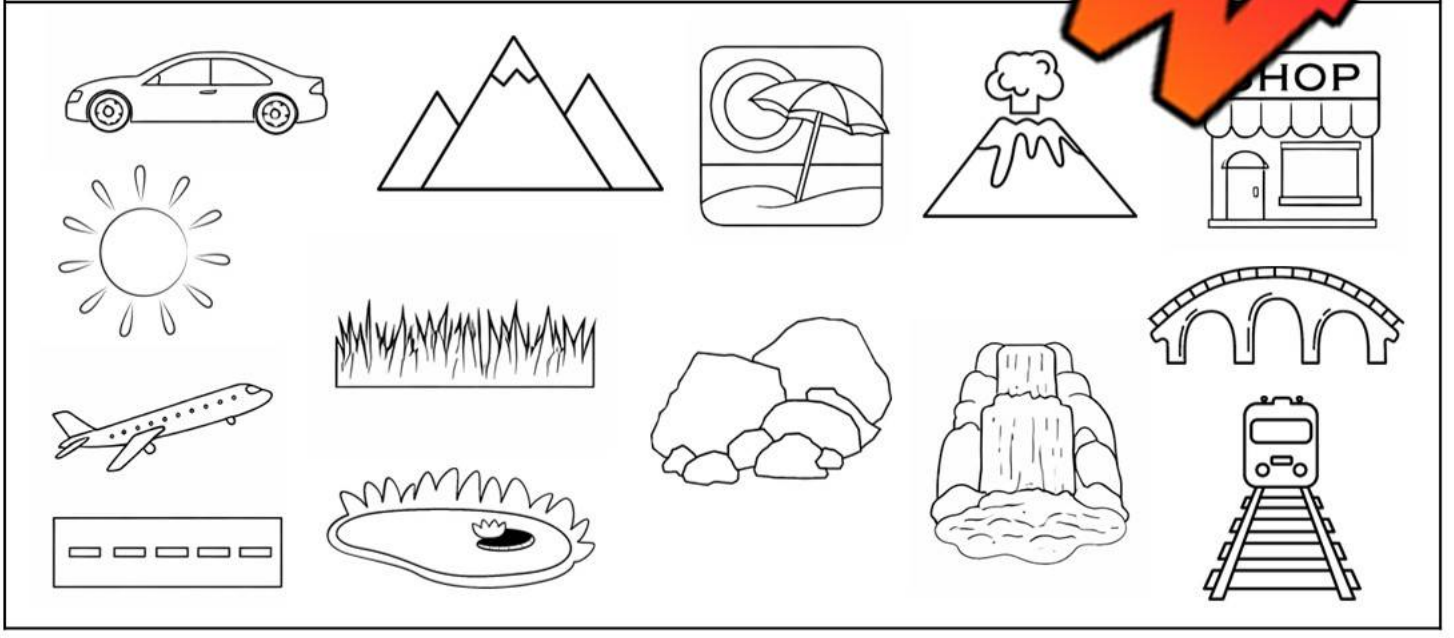
Directions Circle the living things you can find in your environment.

Living Things In Your Environment



Directions Circle the non-living things y[illegible] an[illegible] nvironment.

Non-Living Things In Your Envi[illegible]



PREVIEW

Name: _____ 14

Curriculum Connection
B2.1

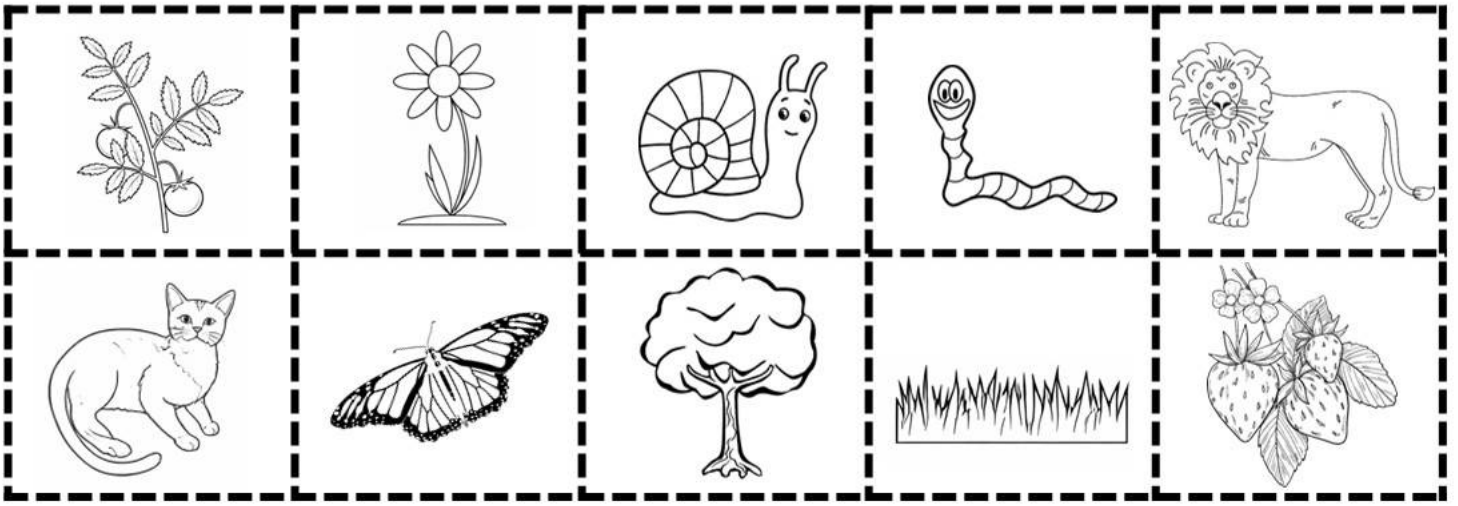
Plant or Animal

Plants and animals are both alive, but only animals move. Plants stay in one spot.

Plants	Animals

PREVIEW

Directions Cut the plants and animals out and paste them abov



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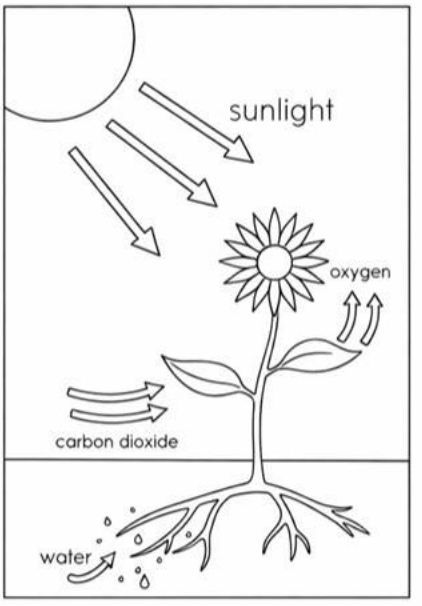
Curriculum Connection
B1.1, B2.2

Basic Needs of Plants

What Do Plants Need To Survive?

Plants need certain things to live and grow:

light, water, air, space, and **warmth**.



Light

Wit[illegible] pl[illegible]ill starve. Plants need light so they can m[illegible]ow food.

Water

Plants need water to [illegible]ead [illegible] around the plant. Water moves from the roots of the pla[illegible]e s[illegible]nd into the leaves.

Air

Plants need air to make food. They use the c[illegible]ioxide [illegible]e air to make yummy sugars and starches for the plant t[illegible]t.

Space

All plants need space to grow. The leaves on branches will not grow without room. The roots also need space to grow.

Warmth

Some plants like the cold, while others can survive in the desert. All plants need some heat in order to live. If the plant gets too cold, it will shut down.



PREVIEW

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Curriculum Connection
B1.1, B2.2

Plant's Needs



Maze Follow the plant's needs to get through the maze to get to the plant.



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Curriculum Connection
B1.1, B2.2

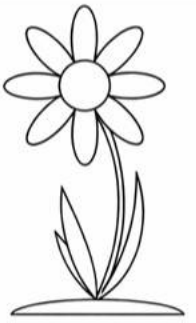
Basic Needs of Plants

Question Answer the question below.

What are the 5 basic survival needs for a plant?



1)	
2)	

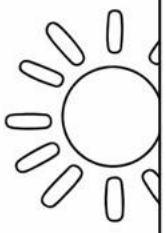


PREVIEW

True or False Circle whether the statement is 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

Draw Draw a picture of a plant in a healthy environment.





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Curriculum Connection
B1.1, B2.2

Exit Cards

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

Name: _____ Mark

Check the things that help plants grow!

- ☐ Plants get sunlight
- ☐ Plants are kept in the dark all the time
- ☐ Plants never get water
- ☐ Keep the fridge open for a long time
- ☐ Plants are crowded with no room
- ☐ Plants are watered regularly

Name: _____ Mark

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- ☐ Plants are crowded with no room
- ☐ Plants are watered regularly

PREVIEW

Name: _____ 19

Curriculum Connection
A1.2, 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?

Materia What do we need for our experiment?

- 6 S ant seeds
-
- Wa ng ca
- Fridge
- Shredded p
- Seeds – lettuce d cauliflower germinate the fastest

PREVIEW

Method How we e xperiment?

1) Fill 5 cups with soil
2) In the 6th cup, do not add soil. Instead a edde
3) Add your seeds to the soil, about 2 cm de ti f the seed)
4) In one of the cups with soil, add a lot of seeds together
5) Place one cup in a closet, where it won't get sun
6) Place another cup in the fridge, where it is cold
7) Place three cups in a window where it will get the most su e cups should be the one with a lot of seeds and one should be the shr d 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
A1.2, 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						

PREVIEW

Results

What do plants need to grow?

_____

_____

_____

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Curriculum Connection
B2.2

Our Basic Needs

Animals need food, water, air, and a shelter to live in to survive. We get these 4 basic needs from our environment.



Directions How do you meet your basic needs below? Write and draw.

PREVIEW

Food – What foods do you like to eat?	
_____ _____	

Water – Where do you get drinking water?	
_____ _____	

Air – How do you get fresh air? Are there trees on your	
_____ _____	

Shelter – Describe your shelter (house, apartment, condo)	
_____ _____	

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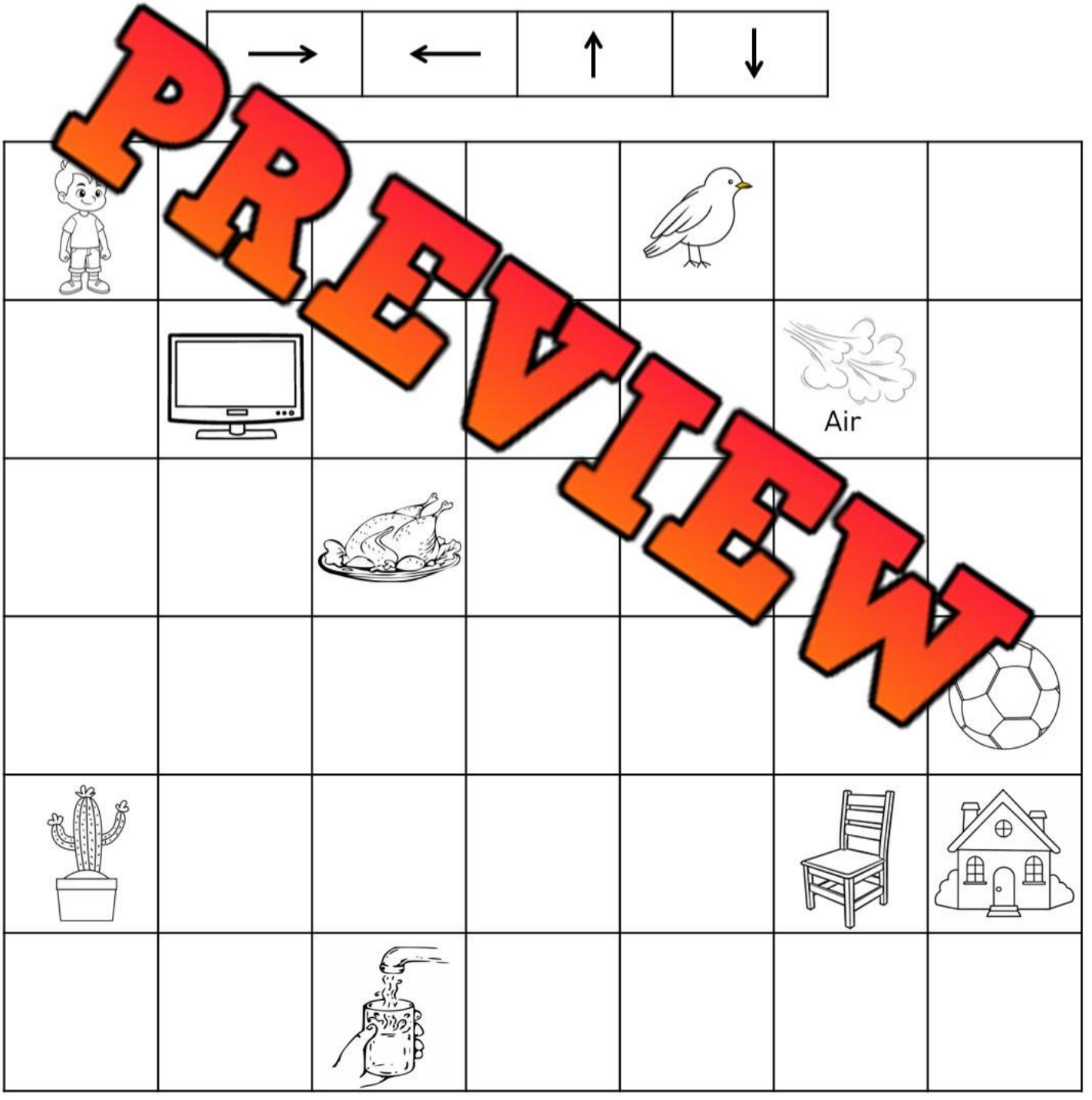
Curriculum Connection
A2.1

Coding – Our Basic Needs

Directions Help the child collect all 4 basic needs: food, water, air, and shelter. Draw a path using the directions shown. Do not go through obstacles!



PREVIEW

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Curriculum Connection
B2.2

Our Basic Needs

Directions Colour and circle the basic things you need to survive.



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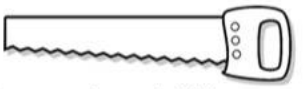
Curriculum Connection
B2.2

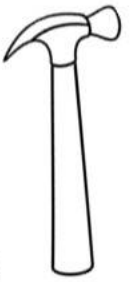
Meeting Our Needs – Using Tools

Meeting Our Needs

Humans meet their needs by using tools. We need to eat, breathe, drink, and have shelter to survive. Here is how we use tools to meet these needs.



Food – Tools are used for food in many ways. We use knives to cut our food. We use shove[illegible]lant crops that we eat. We hunt animals using tools.



Water – [illegible] dig into the ground so we can get groundwater to dri[illegible]e also [illegible]to make filters that make our water clean.

Shelter – We [illegible] shelte[illegible]g tools like hammers, drills, and saws.

PREVIEW

Making Connections [illegible] tools [illegible] use for the three needs below?

Food	
Water	
Shelter	

Draw Draw a tool that is used to meet each of the needs below.

Food	Water	Shelter

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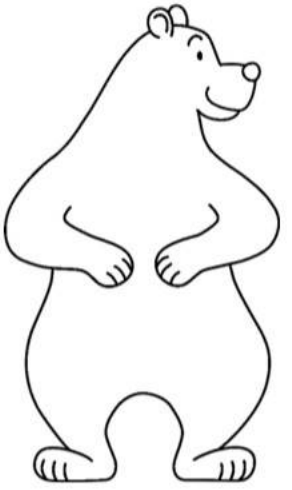
Curriculum Connection
B2.2

Meeting Our Needs – Locomotion

Animal Locomotion

Locomotion means how people move from one place to another. Animals need to move so they can find food and water.

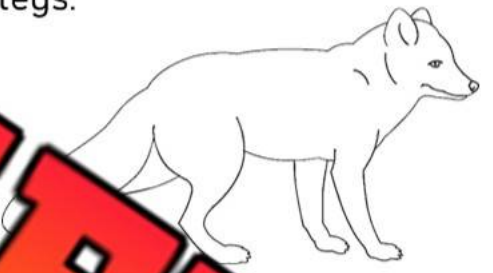


1) Legg moving using legs

Most an their legs to move. Animals can have a different num gs to thousands of legs. Snails have no legs while m an h over one thousand legs!

Humans ar al be ove on two legs. Penguins and humans are the only bipedal crea nly w their two legs.

A **quadruped** animal w fo mammals and reptiles are quadrupe exa are deer, cows, lizards, lions, moose, cats, and s.



2) Limbless – moving without legs using their bo ad

Animals that are limbless have no legs. These animals u hei them around. They have skin that can move in waves back and e the waves to push them forward or backwards. Examples of limbless animals are snakes, slugs, snails, worms, and even seals!





3) Rolling – rotating the body over the land

Some animals will move their bodies into a loop. They do this so they can roll down a hill or let the wind roll them. Examples of animals that roll are hedgehogs, armadillos, and caterpillars.

PREVIEW

Name: _____ 27

Curriculum Connection
B2.2

True or False

Circle whether the statement is true or false.

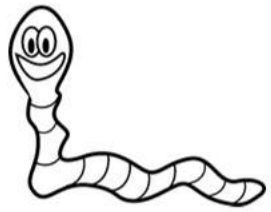
1) A bipedal animal has 4 legs.	True	False
2) A bear only has two legs.	True	False
3) Snails have no legs.	True	False
4) Hedgehogs will roll to move fast.	True	False
5) Penguins are bipedal animals.	True	False

Making Connections

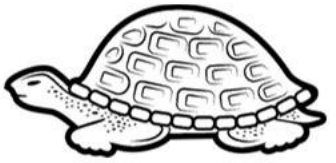
What does this reading remind you of in your life?

Locomotion

Circle the locomotion type the animal uses.



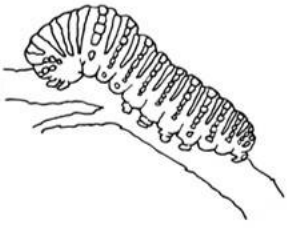
Legs	Roll	Limbless



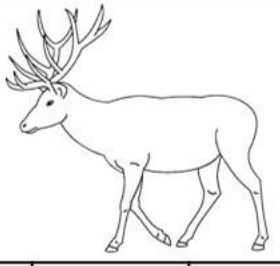
Legs	Roll	Limbless



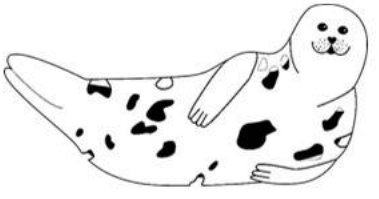
Legs	Roll	Limbless



Legs	Roll	Limbless



Legs	Roll	Limbless



Legs	Roll	Limbless

PREVIEW

Name: _____ 28

Curriculum Connection
B2.2

Animal Locomotion

Locomotion

People move in many different ways. When you are out on the playground you walk, run and skip. To play with a hula hoop, we have to move our waist in a circular motion to keep the hula hoop from falling. When we use a skipping rope we have t... When we use a scooter, one-foot stays on the scooter a... ot pushes on the pavement.





Anim... ov...

Different animal... fer... ways. Some animals fly, while others gallop, swim, hop, crawl or s... me a... l change their movement if they are hunting or trying to escape from... p... or ... . a cheetah walks when not hunting. When they see prey, they will sta... e a... fast as 70 kph!

PREVIEW

Matching Write the movement be... anim... ow.

Fly	Jumps	Waddle	ges	Swings
Crawls	Gallops	Swims	Swa... Pounc...	Hops

Animal	How it Moves	Animal	How it Moves	Ani... ves
Monkey		Horse		Cent... e
Fish		Snake		Rabbit
Frog		Cat		Bird
Duck		Elephant trunk		Bull

Question In a game of tag on the playground, how many ways do you move? Explain.

_____

_____

_____

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Curriculum Connection
B2.2

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 to match each animal with how it moves.

Fish	☐	☐	Slithers
Snake	☐	☐	Flies
Frog	☐	☐	Swims
Bird	☐	☐	Jumps

Name: _____ Mark

Draw a line to match each animal with how it moves.

Fish	☐	☐	Slithers
Snake	☐	☐	Flies
Frog	☐	☐	Swims
Bird	☐	☐	Jumps

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Snake	☐	☐	Flies
Frog	☐	☐	Swims
Bird	☐	☐	Jumps

Name: _____ Mark

Draw a line to match each animal with how it moves.

Fish	☐	☐	Slithers
Snake	☐	☐	Flies
Frog	☐	☐	Swims
Bird	☐	☐	Jumps

PREVIEW

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Name: _____ 30

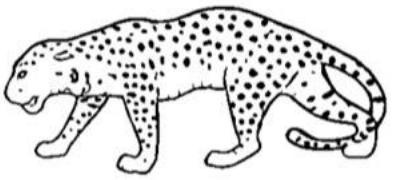
Curriculum Connection
B2.2

How Do I Move?

Matching Draw a line from the movement to the animals.

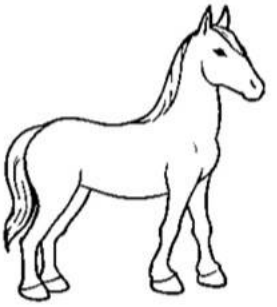


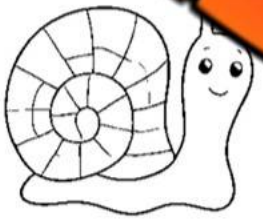
Fly



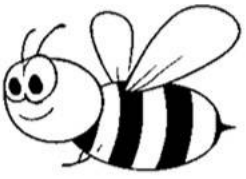


Jump





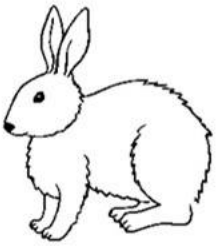


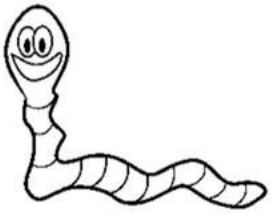


Swim

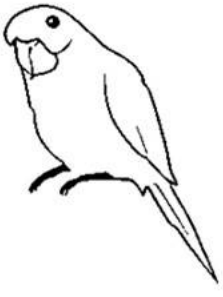


Galop

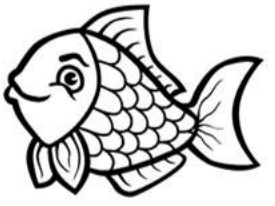




Crawl



Walk/Run



PREVIEW

Name: _____ 31

Curriculum Connection
B2.2

Basic Needs – Activities



Word Search

Find the words from the word bank.

Needs	Shelter	Air	Water	Food
Basic	Trees	Clean	Pollution	Home

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

PREVIEW

Word Scramble

Unscramble the words from the word bank.



WAETR		ARI	
CALEN		POOILLTUN	
SETLHER		FODO	
BSIAC		NEDES	
HMOE		TERES	

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Name: _____ 32

Curriculum Connection
B2.3

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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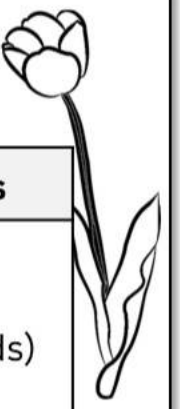
Name: _____ 33

Curriculum Connection
B2.3

Describing Plants

Plants can also be described using the same characteristics we describe animals. The tulip is described below.



Size	Colour	Shape	Common Parts
• Sho • Thi •	• Green stem • Pink flower	• Bell shaped flower • Pointed leaves	• Stem • Petals • Bulb (no seeds) • Leaves

PREVIEW

Describe Circle words to describe the sunflower.



Sunflower

Size	Medium Large Thick Thin
Colour	Yellow Red
Shape	Triangles Squares
Common Parts	Leaves Petals Stalk Bulb

Writing Describe the sunflower by using the words you circled above.

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Name: _____ 34

Curriculum Connection
B2.3

Describing Plants

Describe Circle the words that describe the maple tree.



Maple Tree

Size	Small Medium Large Thick Thin
Colour	Orange Blue Yellow Red Brown
Shape	Triangles Circles Pointed Squares
on	Leaves Petals Stalk Seeds Bulb

Writing Describe the mapl e by ds you circled above.

Colour and Draw Colour the maple leaves and draw a maple leaf.





PREVIEW

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Curriculum Connection
B2.3

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!

Stem	Roots
Leaf	Flower
Seeds	

Mark

1) I grow under the ground and drink water. _____	
2) I help the plant make flowers and seeds. _____	
3) I make new plants. _____	
4) I take in sunlight to help make food. _____	
5) I hold the plant up tall. _____	

Name: _____

Guess who I am and write the answer!

Stem	Roots
Leaf	Flower
Seeds	

Mark

1) I grow under the ground and drink water. _____	
2) I help the plant make flowers and seeds. _____	
3) I make new plants. _____	
4) I take in sunlight to help make food. _____	
5) I hold the plant up tall. _____	

Name: _____

Guess who I am and write the answer!

Stem	Roots
Leaf	Flower
Seeds	

Mark

1) I grow under the ground and drink water. _____	
2) I help the plant make flowers and seeds. _____	
3) I make new plants. _____	
4) I take in sunlight to help make food. _____	
5) I hold the plant up tall. _____	

PREVIEW

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Name: _____ 39

Curriculum Connection
B2.3

Names of Common Plants

Matching Draw a line matching the picture of the plant to its name.

Sunflower ●

Mar ●

Mushroom ●

Daisy ●

Evergreen Tree ●

Tulip ●

Dandelion ●

● 

● 

● 

● 

● 

● 

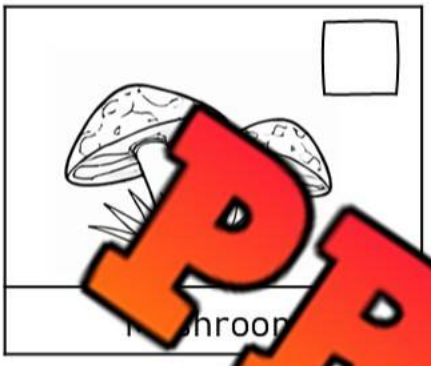
PREVIEW

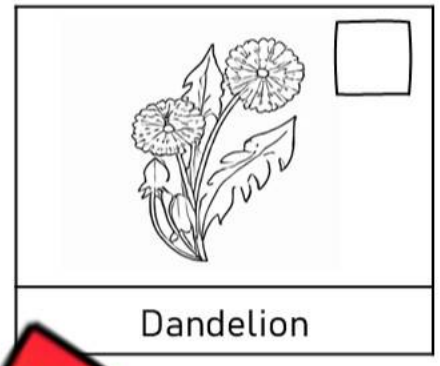
Name: _____ 40

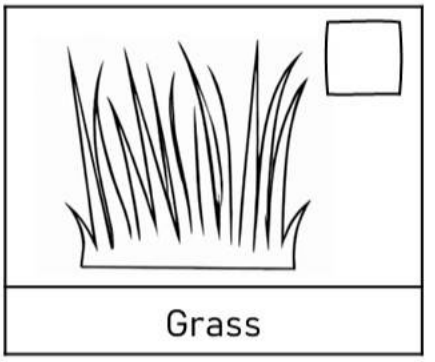
Curriculum Connection
B2.3

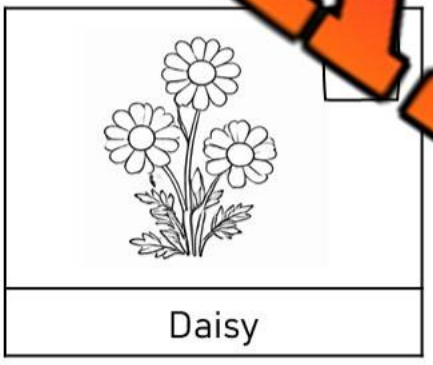
Scavenger Hunt – Finding Common Plants

Directions Look around your school yard for the common plants below. Put a check if you find the plant.

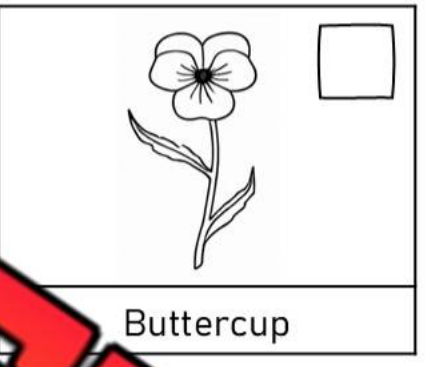

☐
Mushroom

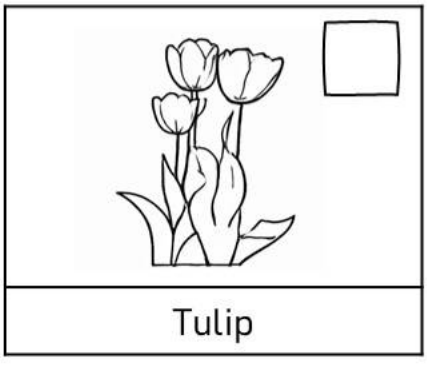

☐
Dandelion

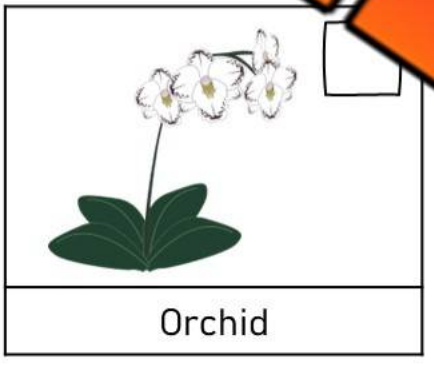

☐
Grass


☐
Daisy

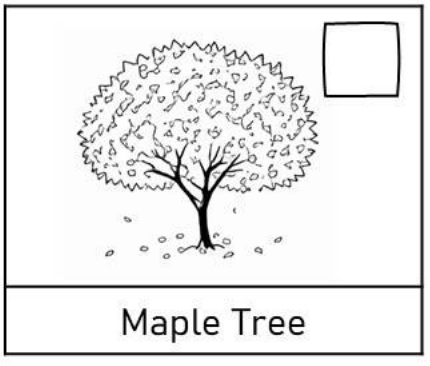

☐
Clover

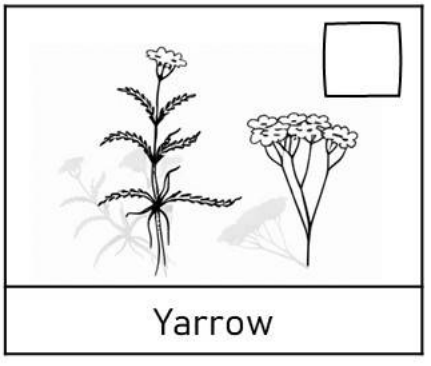

☐
Buttercup

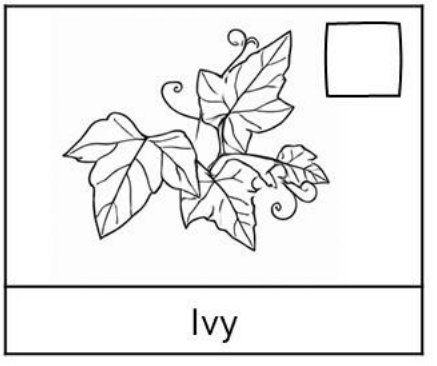

☐
Tulip


☐
Orchid


☐
Thistle


☐
Maple Tree


☐
Yarrow


☐
Ivy

PREVIEW

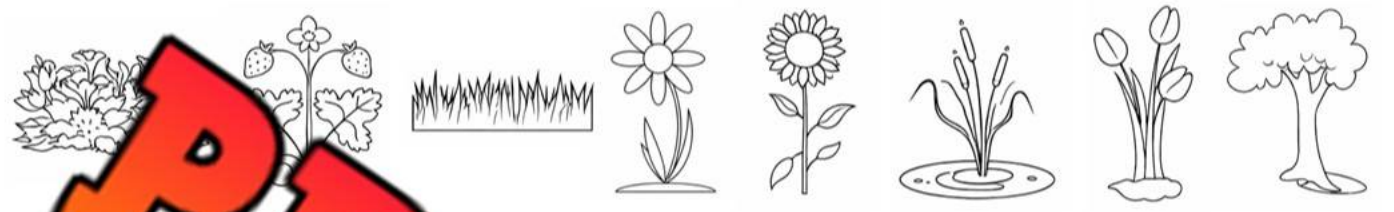
Name: _____ 41

Curriculum Connection
B2.3

Sorting Plants

Questions Answer the questions below.

1) Circle the plants that are tall.



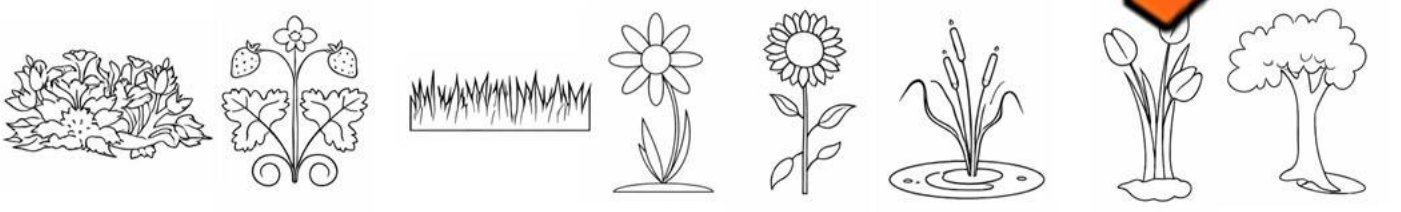
2) Circle the plants that have round flowers.



3) Circle the plants that have le



4) Circle the plants that are short.



5) Circle the leaves with more than 4 points.



PREVIEW

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Name: _____ 42

Curriculum Connection
B2.3

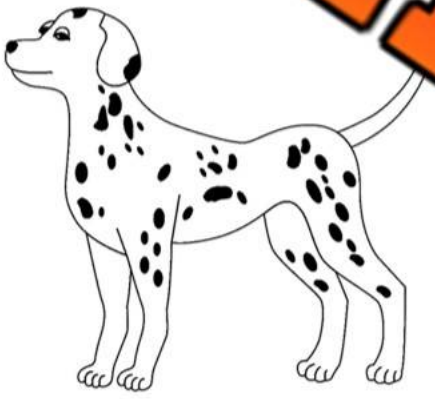
Describing Animals

We can describe things in our environment using 4 characteristics – size, colour, shape, and common parts. A cat has been described below.



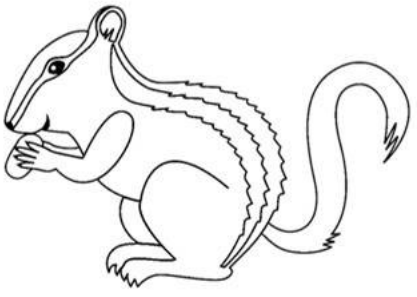
Size	Colour	Shape	Common Parts
• Sma • Thi	• Gray • White	• Pointy ears • Round torso • Round face	• 4 legs • Tail • Whiskers

Describe tab below by describing the animals.



Dalmatian - Dog

Size	
Colo	
Shape	
Common Parts	



Chipmunk

Size	
Colour	
Shape	
Common Parts	

PREVIEW

Name: _____ 43

Curriculum Connection
B2.3

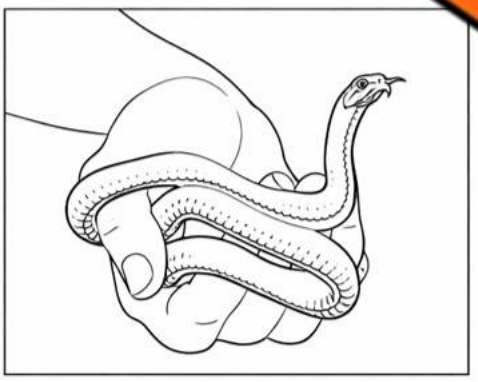
Describing Animals

Describe Fill in the tables below by describing the animals.



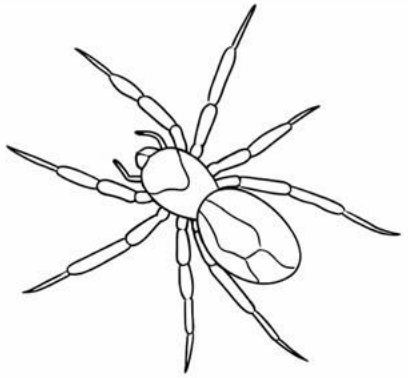
Bird – Bl

Size	
Colour	
Shape	
mon	



Snake – Garter Snake

Size	
Colour	
Shape	
Common Parts	



Spider

Size	
Colour	
Shape	
Common Parts	

PREVIEW

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Name: _____ 47

Curriculum Connection
B2.3

Describing Animals

Questions Answer the questions below.

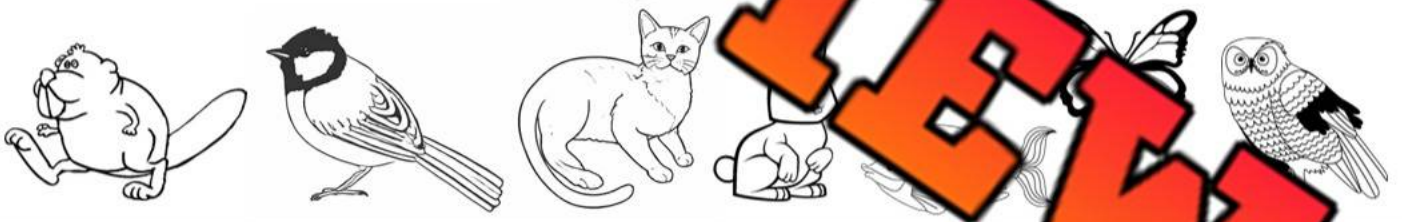
1) Circle the animals that have tails.



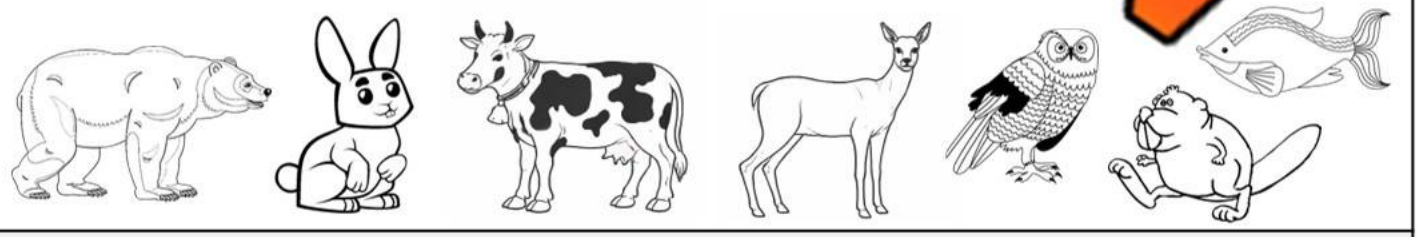
2) Circle the animals that have 4 legs.



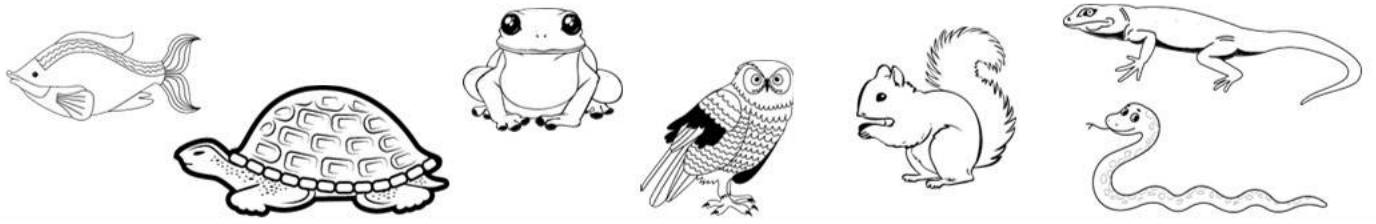
3) Circle the animals that have wings.



4) Circle the animals smaller than you.



5) Circle the animals that have scales.



PREVIEW

Name: _____ 48

Curriculum Connection
A1.1

Research – Favourite Animal





Directions Answer the questions below.

1) What is your favourite animal?	
2) D[illegible] a pictu[illegible]ur favourite animal.	
3) How much does the animal weigh?	
4) How tall is the animal?	
5) What colour(s) is the animal?	
6) Where does the animal live?	
7) What does the animal eat?	

PREVIEW

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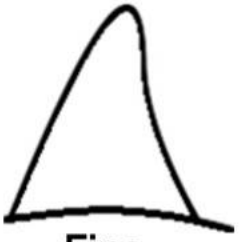
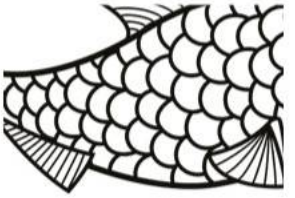
Name: _____ 49

Curriculum Connection
A1.1

Research – Favourite Animal

Colour Colour the features your animal has.

	 Trunk	 Stripes	 Fins
 Tail		 Wings	 Scales
 Hooves	 Tusks	 Ant	 Whiskers

PREVIEW

Writing Use your research to write a paragraph about the [illegible].

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Name: _____ 51

Curriculum Connection
B2.3

Animal Body Parts

Questions Label the crocodile's body parts. Then colour the crocodile.

1) Belly	2) Body	3) Eye	4) Leg	5) Head
6) Nost	7) Tail	8) Tooth	9) Snout	10) Scaly Skin



PREVIEW

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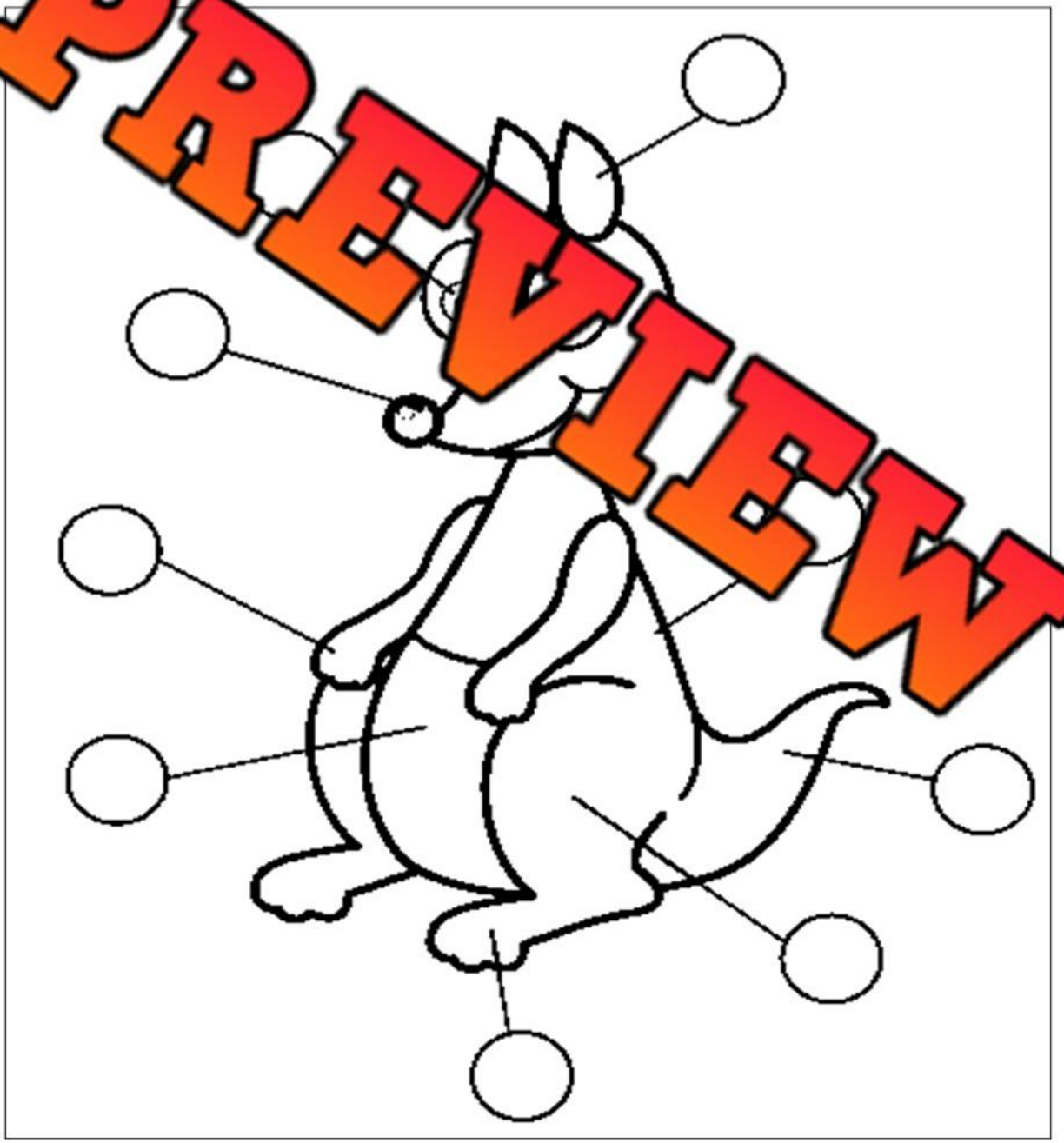
Name: _____ 52

Curriculum Connection
B2.3

Animal Body Parts

Questions Label the kangaroo's body parts. Then colour the kangaroo.

1) Ear	2) Eye	3) Back	4) Leg	5) Nose
6) Foo	7) Paw	8) Pouch	9) Tail	



PREVIEW

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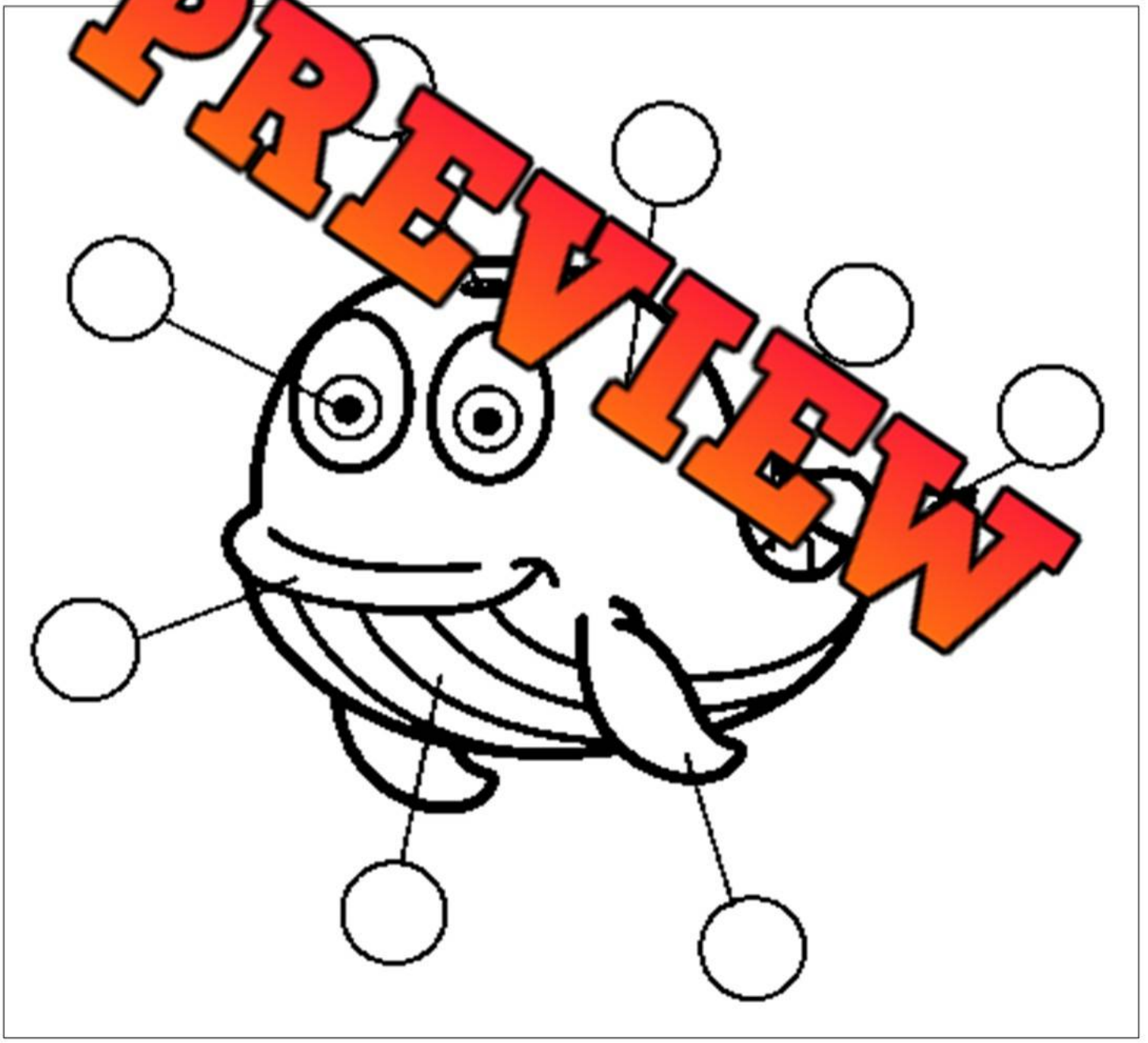
Name: _____ 54

Curriculum Connection
B2.3

Animal Body Parts

Questions Label the whale's body parts. Then colour the whale.

1) Blowhole	2) Dorsal Fin	3) Ear	4) Eye
5) Fl[illegible]er	6) Fluke	7) Mouth	8) Belly Pleats



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Name: _____ 55

Curriculum Connection
B2.3

Living Things – Activities



Word Search

Find the words from the word bank.

Living	Plants	Animals	Grow	Dog
Cat	Pet	Sunflower	Environment	Needs

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

PREVIEW

Word Scramble

Unscramble the words from the word bank

PTNALS		GORW	
SONWFEULR		CTA	
PTE		LVNIIG	
DGO		EMEVNIORNNT	
NDEES		AALIMNS	

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Name: _____ 56

Curriculum Connection
B2.4

Describing Humans

Humans are animals. If you look at other humans, you'll notice we don't all look the same. Our eye colour, hair colour, skin colour, and body types are different. These characteristics make us unique.

Describe the table with your characteristics. Then draw and colour yourself.



Hair Colour	
Eye Colour	
Skin Colour	
Body Type	

PREVIEW

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Name: _____ 57

Curriculum Connection
B2.4

Human Body Parts

Questions Answer the questions below.

Word Bank					
Heart	Brain	Hair	Stomach	Lungs	Teeth



PREVIEW

Matching Draw a line matching how we use each org

Heart ●	● We use these parts to break our food
Teeth ●	● We use this organ to think
Brain ●	● This keeps our head warm
Hair ●	● We breathe with these organs
Stomach ●	● This organ pumps our blood
Lungs ●	● This organ holds our food

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Name: _____ 64

Curriculum Connection
B2.4

Our 5 Senses

Fill in the Blanks Fill in the blanks below.

Word Bank		
Taste	See	Touch
Hear	Smell	



PREVIEW

1. I can _____ with my hands
2. I can _____ with my eyes
3. I can _____ with my nose
4. I can _____ with my ears
5. I can _____ with my mouth

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Name: _____ 65

Curriculum Connection
B2.4

Our 5 Senses

Matching Draw a line matching how we use each organ.

Smell

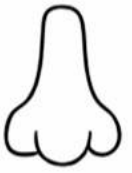
Hear

See

Taste









PREVIEW

Directions Draw or write which organ we use to sense the world.

Taste	See	Hear	Touch	Smell

Name: _____ 66

Curriculum Connection
B2.4

Why We Need Our Senses – Hearing



Fill in the Blanks

What is the missing word?

Word Bank		
Hear	Ears	Loud
[illegible]	Siren	Safe

1) A f[illegible]ck wil[illegible] _____ on its way to a fire.

2) Without our e[illegible]e wo[illegible]le to hear a _____ from a car.

3) If we listen to music too _____, we will damage our ears.

4) Our ears allow us to _____ port[illegible] sounds.

5) Being able to hear can help keep us _____.

6) Our _____ are on the side of our heads s[illegible] we [illegible]a[illegible]us.

PREVIEW

Word Search

Find the words in the word bank.

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

Word Bank
Safe
Siren
Horn
Ears
Loud
Hear

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Name: _____ 67

Curriculum Connection
B2.4

Why We Need Our Senses – Smell

Directions Circle the dangerous smells.



PREVIEW

Word Search Find the words in the word bank.

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

Word Bank

- [illegible]
- [illegible]ose
- Fumes
- Smoke
- Mold
- Perfume
- Allergy
- Fire

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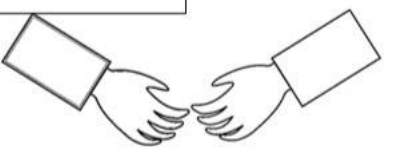
Name: _____ 68

Curriculum Connection
B2.4

Why We Need Our Senses – Touch



Fill in the Blanks | What is the missing word?

Word Bank		
Touch	Feel	Hurt
[illegible]	Pain	Hot

1) I ca[illegible]eel th[illegible] would _____ me.

2) When some[illegible] hurt [illegible] _____.

3) If something is _____, I will feel it and can move.

4) I can _____ [illegible]ethin[illegible] body.

5) If a drink is _____, [illegible]uth.

6) If I couldn't _____ anything, I co[illegible] hu[illegible]lly.

PREVIEW

Word Search | Find the words in the word bank.

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

[illegible]ord Bank
Touch
Feel
Hurt
Sharp
Pain
Hot

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Name: _____ 69

Curriculum Connection
B2.4

Why We Need Our Senses – See

Word Bank - Ideas		
Reading	Sports	Video Games
Choosing Clothes	Crossing the Road	Choosing Food

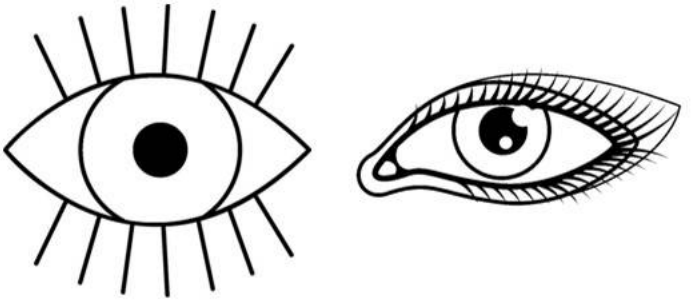
Directions What do you use your vision for?



1)	
2)	
3)	
4)	
5)	

PREVIEW

Draw and Colour Draw two eyes and colour the eyes below.

Draw 2 Eyes	Colour the Eyes
	

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Name: _____ 70

Curriculum Connection
B2.4

Why We Need Our Senses – Taste



Fill in the Blanks What is the missing word?

Word Bank		
Sour	Energy	Bad
	Sweet	Tongue

1) We use our _____ to know if something taste _____.

2) We can taste food _____.

3) We have taste buds on our _____.

4) We can taste salty, sweet, bitter, and _____ foods.

5) We can taste foods that give us a lot of _____.

6) The best tasting food is _____ with a lot of energy.

PREVIEW

Word Scramble Unscramble the words from the word bank.

TOIXC		SUOR	
EGERNY		BDA	
TUNOGE		SEWET	

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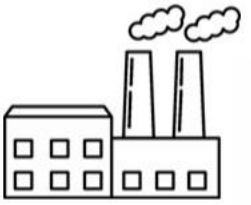
Name: _____ 71

Curriculum Connection
B2.5

Healthy Environment – Clean Air

Air pollution happens when we release dirty gases or poisons into the air. Common air pollutants are:

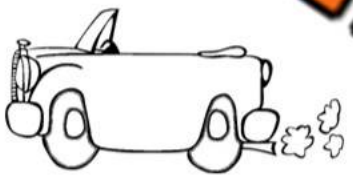
- Smoke from factories, airplanes, and cars
- Fume[illegible]m spray cans
- Me[illegible]m landfills





PREVIEW

Directions [illegible]er t[illegible]icture shows clean air or air pollution.



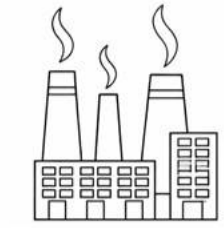
Clean Air | Air Pollution



Clean Air | A[illegible]tion



C[illegible]Air | Air Pollution



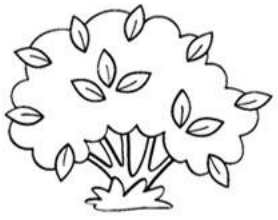
Clean Air | Air Pollution



Clean Air | Air Pollution



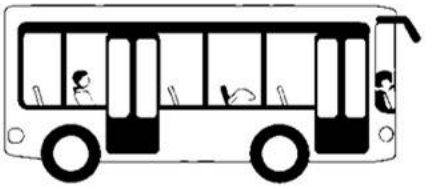
Clean Air | Air Pollution



Clean Air | Air Pollution



Clean Air | Air Pollution



Clean Air | Air Pollution

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Curriculum Connection
B2.5

Exit Cards

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

Name: _____

Circle Yes or No for each question.

Mark

1) Does smoke from cars make the air clean?	Yes / No
2) Can riding a bike help keep the air clean?	Yes / No
3) Do trees help clean the air?	Yes / No
4) Is air clean when there is lots of smoke in the sky?	Yes / No
5) Is spraying fumes into the air good for clean air?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Does smoke from cars make the air clean?	Yes / No
2) Can riding a bike help keep the air clean?	Yes / No
3) Do trees help clean the air?	Yes / No
4) Is air clean when there is lots of smoke in the sky?	Yes / No
5) Is spraying fumes into the air good for clean air?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Does smoke from cars make the air clean?	Yes / No
2) Can riding a bike help keep the air clean?	Yes / No
3) Do trees help clean the air?	Yes / No
4) Is air clean when there is lots of smoke in the sky?	Yes / No
5) Is spraying fumes into the air good for clean air?	Yes / No

PREVIEW

Name: _____ 73

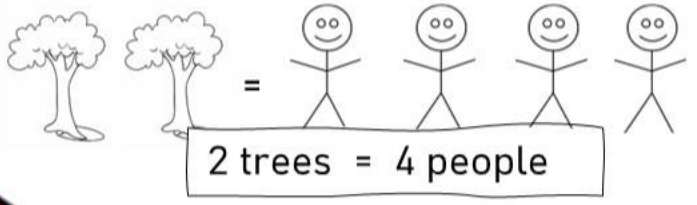
Curriculum Connection
B1.1, B1.2, B2.5

Clean Air From Trees and Plants

Plants keep our air clean by doing the following:

1) Sucking up carbon dioxide. Carbon dioxide is bad for our environment.
2) Maki[illegible] oxygen for us to breathe. Our lungs need oxygen. 1 large tree [illegible] enough oxygen for two people.





PREVIEW

Questions Draw the numbe[illegible]s a[illegible]e[illegible]who could use the trees for oxygen.

3 Trees	How m[illegible]p[illegible]? (Draw 2 people per tree)

5 Trees	How many people? (Dra[illegible]w 2 [illegible]per tree)

7 Trees	How many people? (Draw 2 people per tree)

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Name: _____ 74

Curriculum Connection
B1.1, B1.2, B2.5

Clean Water From Our Environment

Water is a basic need for plants and animals. We need clean water from our environment to drink, bathe in, and wash with. There is a lot of water on Earth, but only 2.5% is water we can use.



We need to keep our water clean. We can do this by:

- Never pour oil down the drain.
- Use the soapy water at your house.
- Don't let food grease go down the drain.
- Only flush water and toilet down the toilet.
- Use natural fertilizers instead of those pesticides that will get into our water.

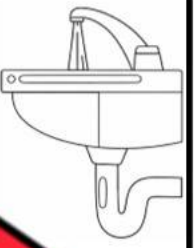
PREVIEW

Fill in the Blanks

What is the Word Bank?



Word Bank		
Paper	Water	Drain
Wash		



1) We should not pour oil down the _____.

2) We should only flush water and toilet _____ down the drain.

3) We need water to drink, bath in, and _____ with.

4) We can only use 2.5% of the _____ on Earth.

5) We need to keep our water _____.

Name: _____ 76

Curriculum Connection
B1.1, B2.6

Food From Our Environment

A healthy environment gives animals food to meet their needs. Fruits and vegetables can grow in a healthy environment. These plants give animals energy.

Direction Circle the plants you like to eat.



PREVIEW

Directions Circle the animal products you like to eat.

Chicken	Eggs	Chicken Nuggets	Chicken Wings
Cows	Milk	Steak	Hamburger
Pigs	Bacon	Sausage	Pork Chops
Fish	Fish Sticks	Salmon	Tuna

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Name: _____ 78

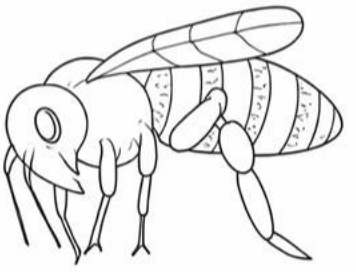
Curriculum Connection
B1.1, B2.6

Living Without Insects

Have you ever wished mosquitos or other insects would just go away? Well, life without insects wouldn't be that great. Here is why:

Without insects...

- Reptiles, amphibians, and half of all birds would have no food.
- We w[illegible] have plants or food as insects pollinate our plants.
- Our [illegible] had because insects help break down [illegible] things th[illegible] our soil (maggots, termites).
- The dead [illegible]gs [illegible] not be broken down. so we would [illegible] a lot [illegible]gs all over our planet.
- Humans would hav[illegible]s foo[illegible]e have now.



PREVIEW

Fill in the Blanks What is the m[illegible]ord?

Word B[illegible]		
Less	Birds	Bre[illegible]
Pollinate	[illegible]	





1) Without insects, reptiles, amphibians, and half of _____ would starve.

2) Without insects, we wouldn't have plants or _____.

3) Insects _____ our plants.

4) Dead things would not _____ down without insects.

5) Humans would have a lot _____ food than we have now.

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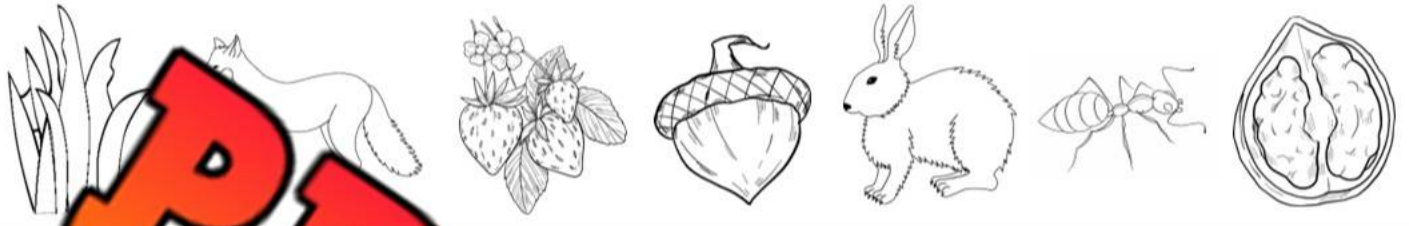
Name: _____ 79

Curriculum Connection
B1.1, B2.6

Animals Finding Food

Questions Answer the questions below.

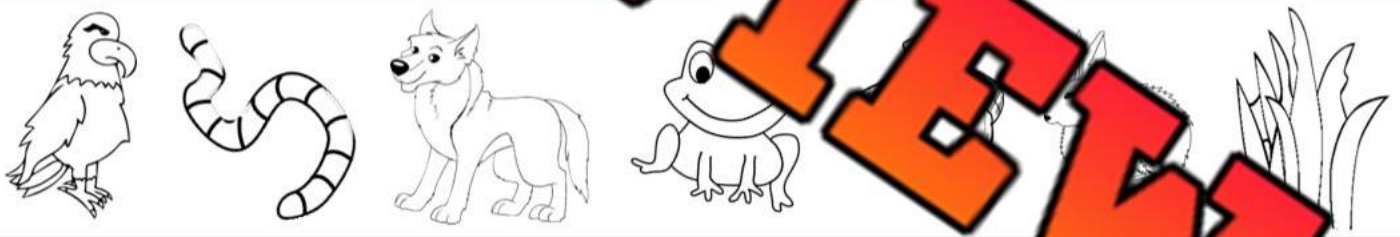
1) Circle the things a squirrel eats.



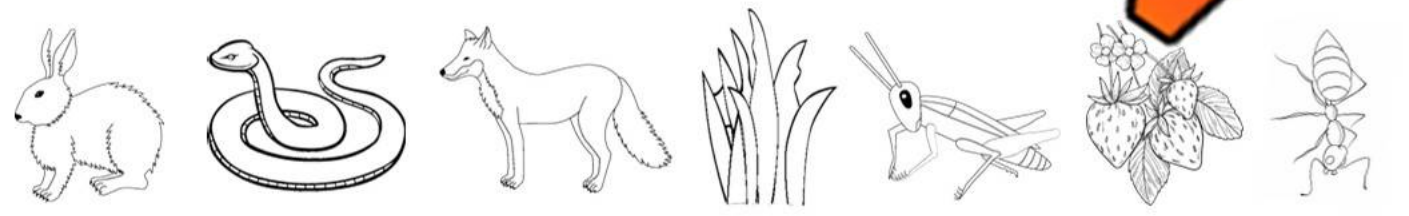
2) Circle the things a frog eats.



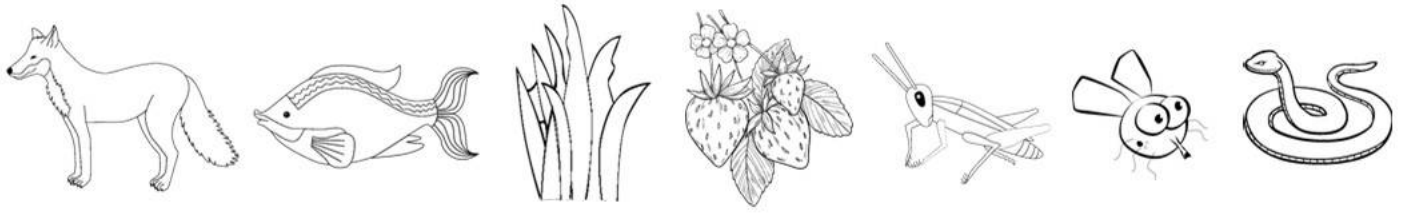
3) Circle the things a fox eats.



4) Circle the things an eagle eats.



5) Circle the things a bear eats.



PREVIEW

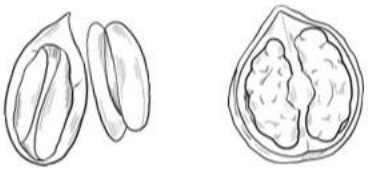
Name: _____ 80

Curriculum Connection
B1.1, B2.6

Animal Eating Nuts

Nuts are an important food for many animals. Nuts give animals a lot of energy. Squirrels, chipmunks, mice, foxes, raccoons, deer, and even black bears need nuts to survive.

Nuts are seeds of plants. If we didn't have these nuts, many of these animals would starve!



PREVIEW

Fill in What is the missing word?



Word Bank		
Bears	Mice	Nuts
	Seeds	



1) Nuts are _____.

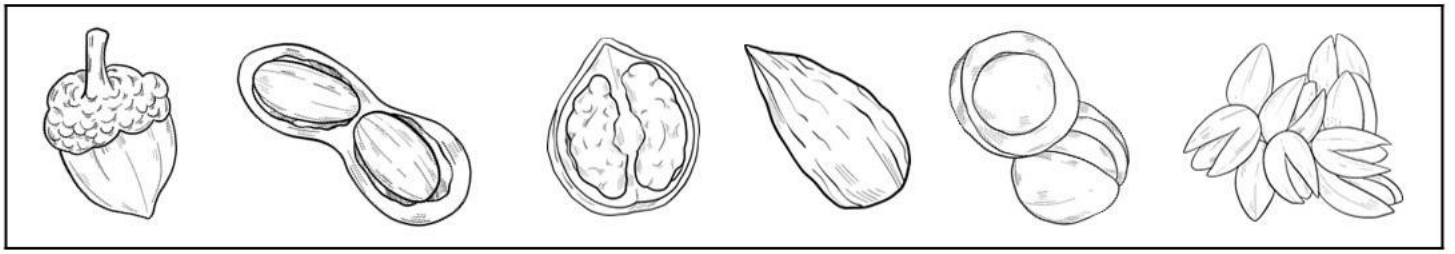
2) Squirrels, chipmunks, and _____ need nuts to survive.

3) Without nuts, many animals would _____

4) A healthy environment has a lot of _____ for animals

5) Even black _____ need nuts to survive!

Colour Colour the nuts below.



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Name: _____ 81

Curriculum Connection
B1.1, B2.6

How Animals Eat

Ways Animals Eat

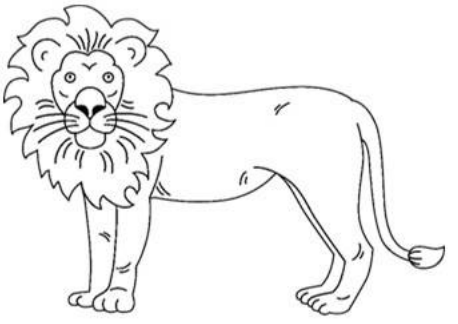
Animals have different ways of eating their food. Check them out below:

Way to Eat	What it Means	Example Animals
Cr	Breaking things into smaller pieces	Birds, squirrels
[illegible]	Ripping food apart	Lions, wolves
Strang	Squee food until it stops moving	Snakes
Chewing	[illegible] with teeth	Humans, cows, deer, horses
Swallowing whole	Eating fo [illegible] whole	Frogs, whales, snakes

PREVIEW

How Animals Eat

- Birds use their beaks to crack open se[illegible]
- Lions use their strong and sharp teeth to te[illegible] their food.
- Snakes like to wrap around their food and squeeze it un[illegible] stops moving, which is called strangling. Then they swallow the food whole.
- Humans and cows chew their food, using their teeth to break it into small pieces before swallowing.



- Some animals, like frogs and whales, can swallow their food whole!

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Name: _____ 82

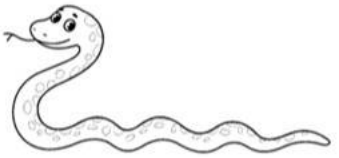
Curriculum Connection
B1.1, B2.6

How Animals Eat

Directions Circle how the animal eats.



Cra	Te



Strangling	Tearing



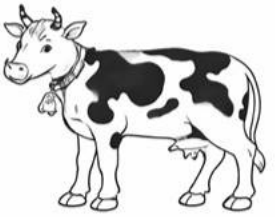
Cracking	Tearing



Cracking	Tearing



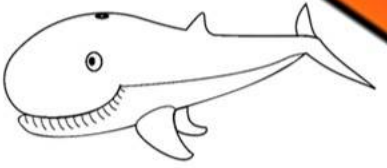
Tearing	Ch g



hewing	Tearing



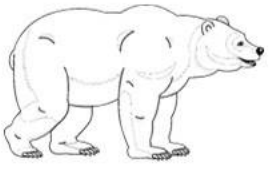
Swallowing Whole	Chewing



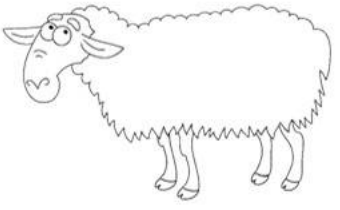
Swallowing Whole	Chewing



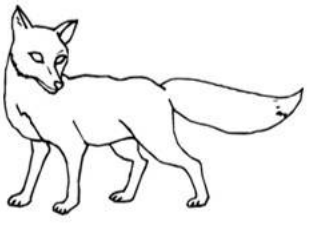
Swallowing Whole	Chewing



Cracking	Tearing



Tearing	Chewing



Cracking	Tearing

PREVIEW

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Curriculum Connection
B1.1, B2.6

Exit Cards

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

Name: _____ Mark

Circle how each animal eats:
Tear (T), Chew (Ch), or Swallow Whole (S)

1) Bird	T	Ch	S
2) Lion	T	Ch	S
3) Cow	T	Ch	S
4) Snake	T	Ch	S
5) Frog	T	Ch	S
6) Squirrel	T	Ch	S
7) Human	T	Ch	S

Name: _____ Mark

Circle how each animal eats:
Tear (T), Chew (Ch), or Swallow Whole (S)

1) Bird	T	Ch	S
2) Lion	T	Ch	S
3) Cow	T	Ch	S
4) Snake	T	Ch	S
5) Frog	T	Ch	S
6) Squirrel	T	Ch	S
7) Human	T	Ch	S

Name: _____ Mark

Circle how each animal eats:
Tear (T), Chew (Ch), or Swallow Whole (S)

1) Bird	T	Ch	S
2) Lion	T	Ch	S
3) Cow	T	Ch	S
4) Snake	T	Ch	S
5) Frog	T	Ch	S
6) Squirrel	T	Ch	S
7) Human	T	Ch	S

PREVIEW

Name: _____ 84

Curriculum Connection
B1.1, B2.6

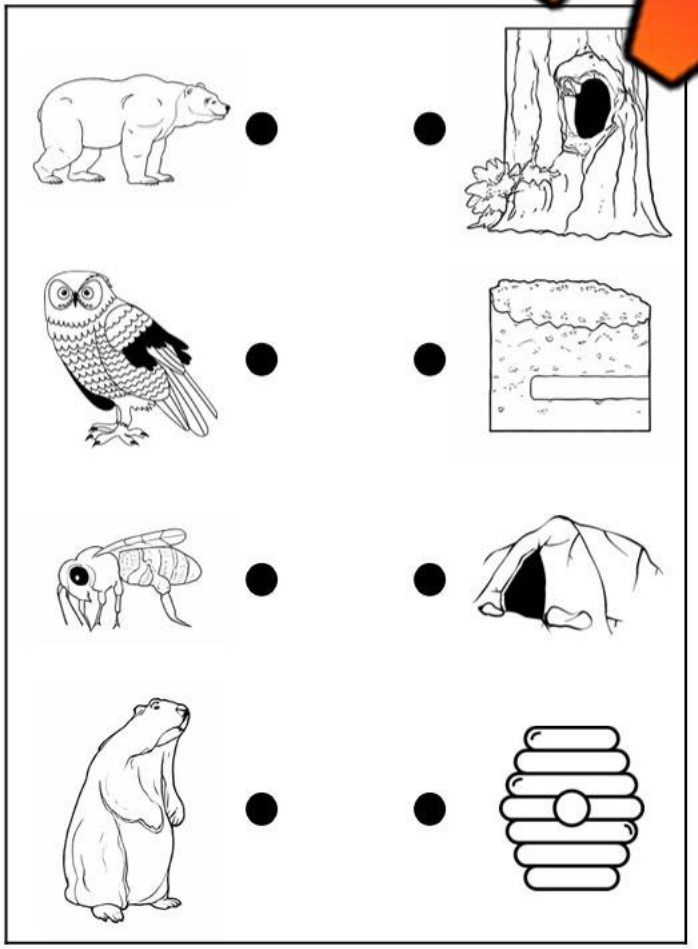
Shelters for Animals

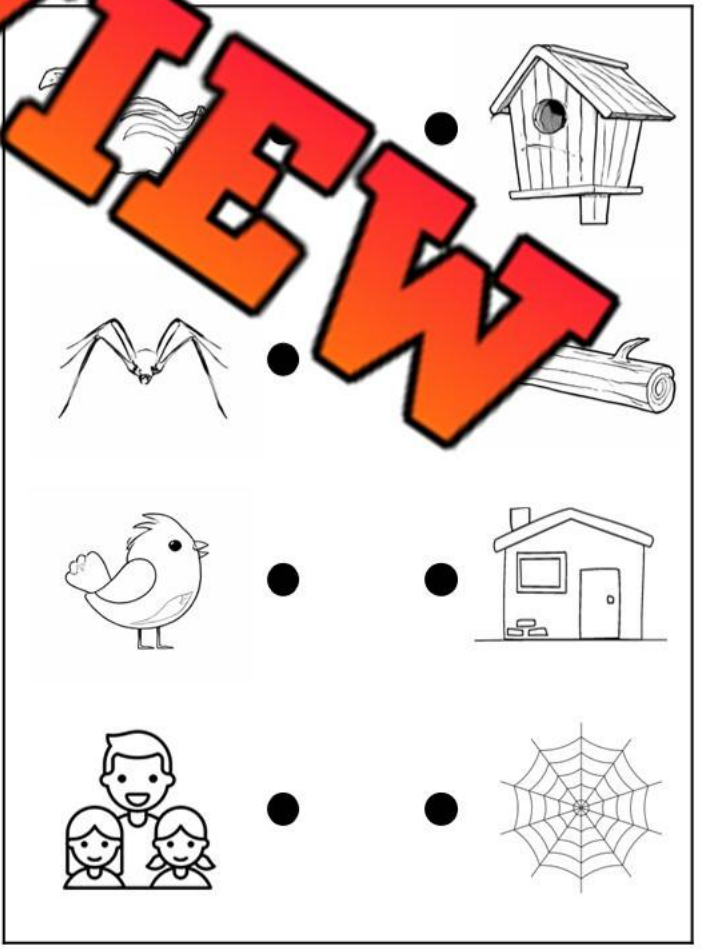
All animals need shelter to survive. The shelters used by each animal are different.

- Humans – build shelters out of wood and steel
- Chipmunks – often live in holes in logs
- Owls – live in holes in trees
- Spiders – live in spiderwebs that they make
- Bears – live in dens (caves) or holes in the ground
- Groundhogs – live in burrows underground

PREVIEW

Matching Draw a line from the animal to their shelter.





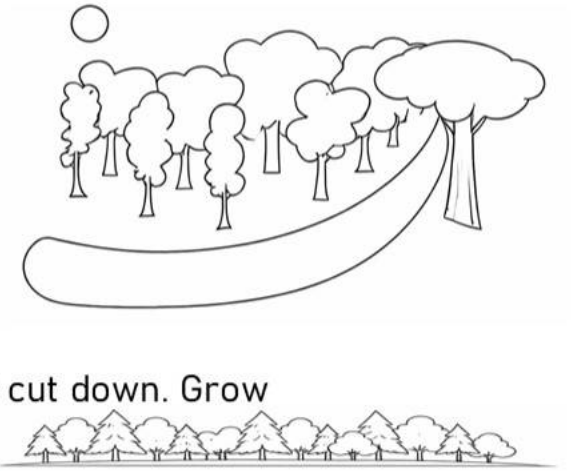
Name: _____ 85

Curriculum Connection
B1.2, B2.5

Healthy Environment – Shelters

When we cut down trees, we destroy shelters for many animals. 80% of land animals live in forests. We need to save our forests so that our environment can stay healthy for all animals. We can save trees and forests by:

- Planti trees
- Using per – don't waste it!
- W i est, stay on the path
- Bo w, shar ate books. Books have a lo so do w them out
- Farming is the ber ests are cut down. Grow your own garden wit nd v



PREVIEW

Draw Draw pictures of the desc ns bel

Wood log with bugs and spiders living in it	Pla e ground

Paper and books	Garden with fruits and vegetables

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Name: _____ 86

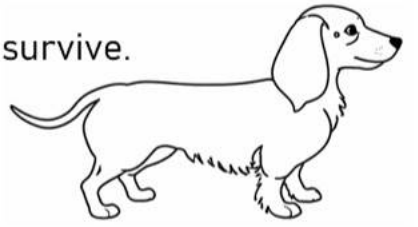
Curriculum Connection
B1.2, B2.5

Animals – Life Processes

Life Processes

All animals need to eat, sleep, breathe, grow, and drink to survive.

How animals do each of these life processes is different.



Dogs

Your dog sleep more than you. Adult dogs sleep an average of 14 hours a day. Do amount than humans. They breathe about 23 times per minut ich is the average person. Dogs are like humans as they grow fast wh you stop growing as adults. Both humans and dogs need water.

PREVIEW

Activities Try the activiti ow.

1) Count how many breaths you take one mi
2) How many hours of sleep do you get a night?

Yes/No Is the answer yes or no?

1) Dogs sleep longer than most humans.	Yes	No
2) All living things breathe, eat, sleep, grow, and drink water.	Yes	No
3) Some animals can live without eating.	Yes	No
4) Dogs and humans grow more when they are babies.	Yes	No
5) Human adults grow a lot.	Yes	No

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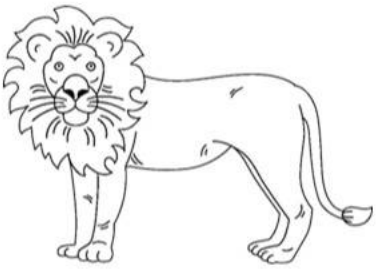
Name: _____ 87

Curriculum Connection
A1.1, A1.3, A1.4

Experiment – Designing a Zoo Enclosure

Research Question What do lions need to survive?

A zoo just got one lion. You've been hired to build an enclosure for the lion.



Materials What do we need for our activity?

- C
- A box – or o all box
- Pipe cleaners
- Toothpicks or wood el
- Straws
- Construction paper



PREVIEW

Method How do we complete the experi

1) Research what a lion zoo enclosure looks like.
2) Write down things that you want to include in your enclosure.
3) Write down what a lion needs to survive.
4) Draw a plan of your zoo enclosure.
5) Complete the checklist to make sure the lion has everything it needs.
6) Begin making the model of your zoo enclosure.
7) Complete the extension activity – math connection.

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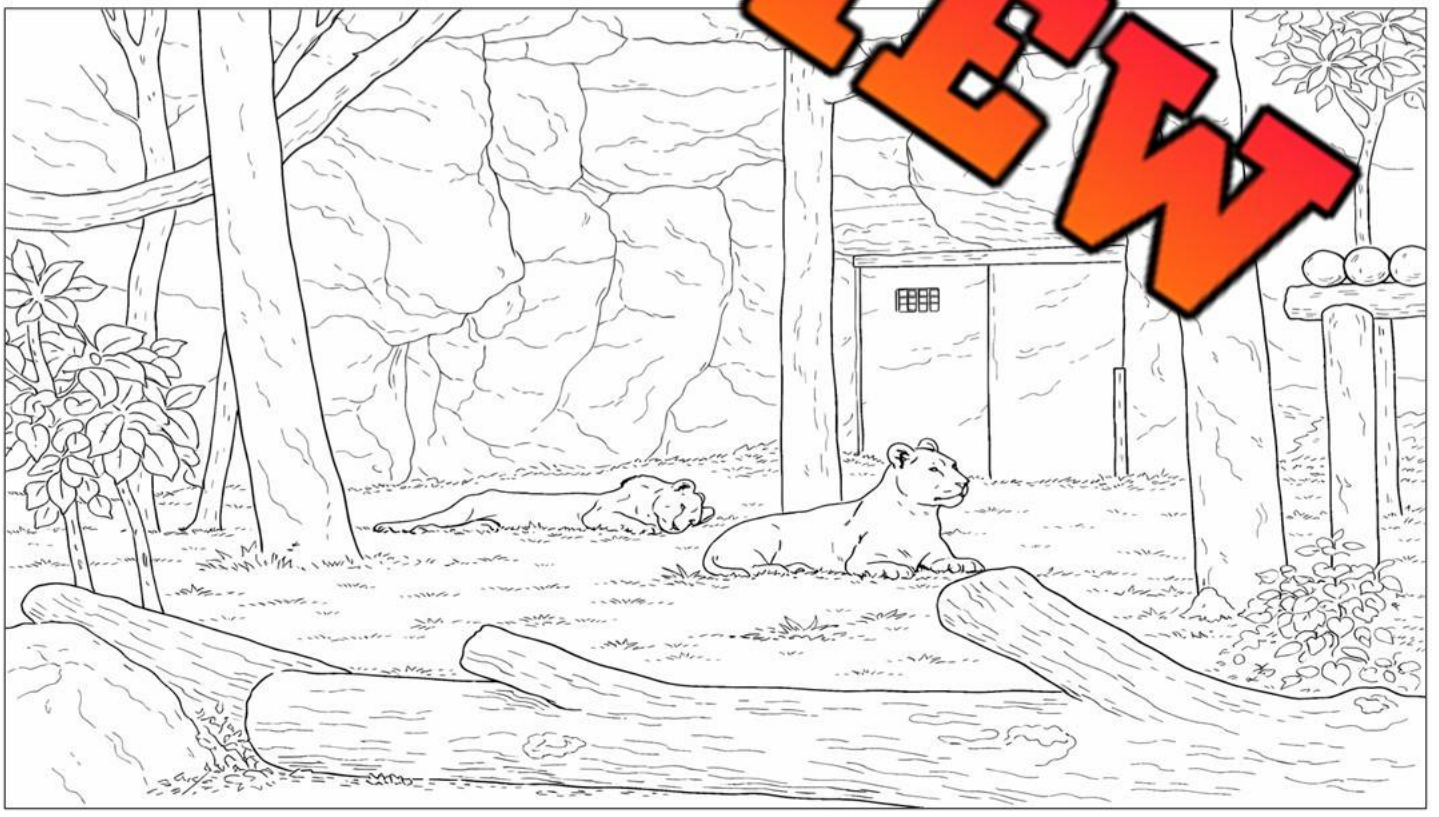
Name: _____ 88

Curriculum Connection
A1.1, A1.3, A1.4

Experiment – Designing a Zoo Enclosure

Examples | Lion Enclosures





PREVIEW

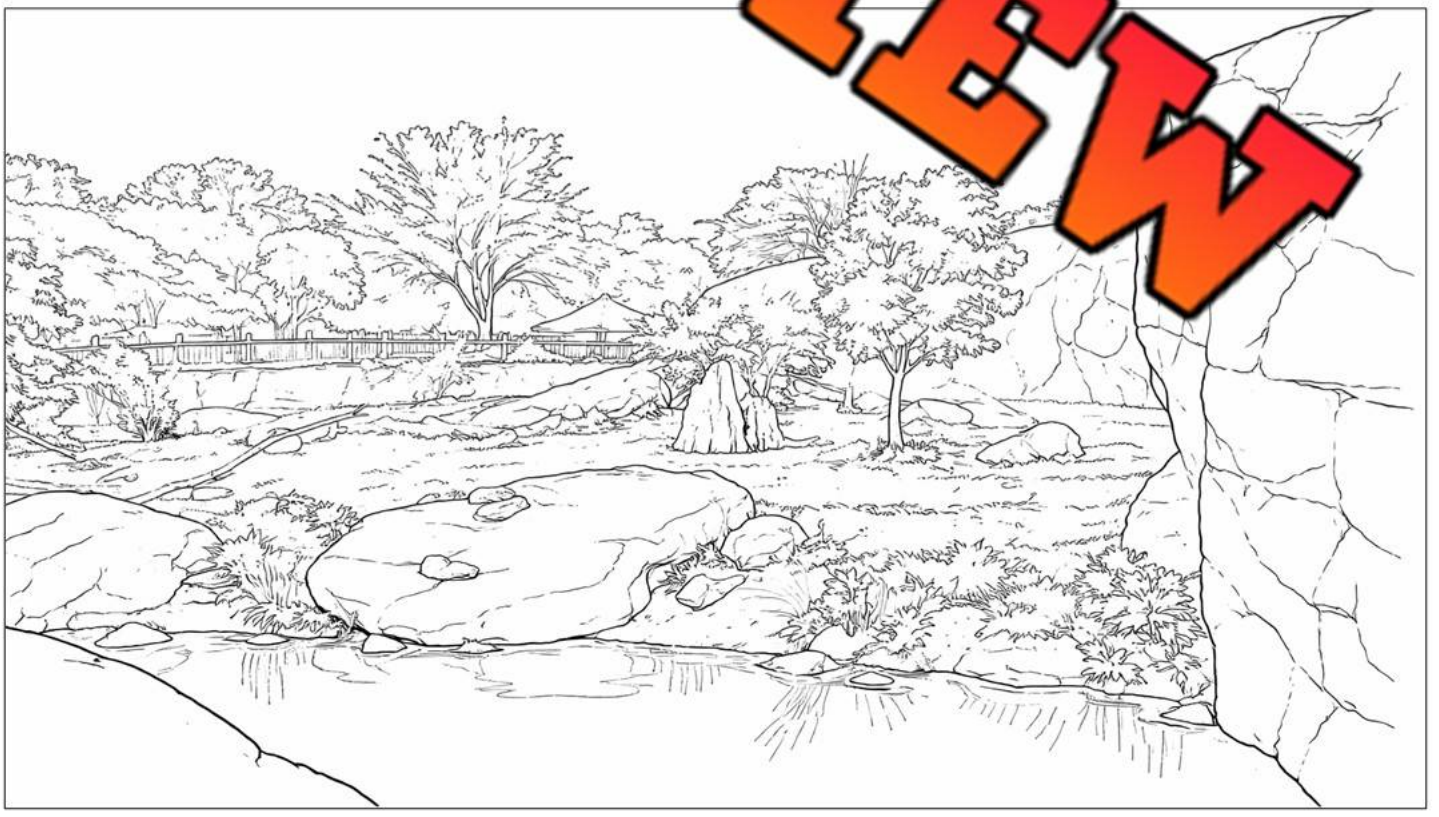
Name: _____ 89

Curriculum Connection
A1.1, A1.3, A1.4

Experiment – Designing a Zoo Enclosure

Examples | Lion Enclosures





PREVIEW

Name: _____ 90

Curriculum Connection
A1.1, A1.3, A1.4

Experiment – Designing a Zoo Enclosure

Planning Answer the questions below.

1) What things do lions and other animals need to survive?

2) What will you put in the enclosure so that the lion can survive?

Draw the things

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

Draw the things

PREVIEW

Name: _____ 91

Curriculum Connection
A1.1, A1.3, A1.4

STEAM – Designing a Zoo Enclosure

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



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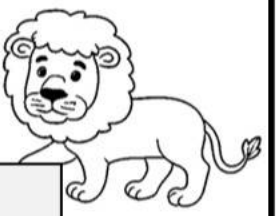
Name: _____ 92

Curriculum Connection
A3.2

STEAM – Designing a Zoo Enclosure

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



Math Answer the questions below.

Material	Cost
P leaners	$1 each
B xes	$5 each
Clay	$1 for one piece
T	$1 each
Wooden D	$2 each
Straws	1 each
Pieces of Paper	$



PREVIEW

How many of each material did you use? Wr e umb ow.

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

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Name: _____ 93

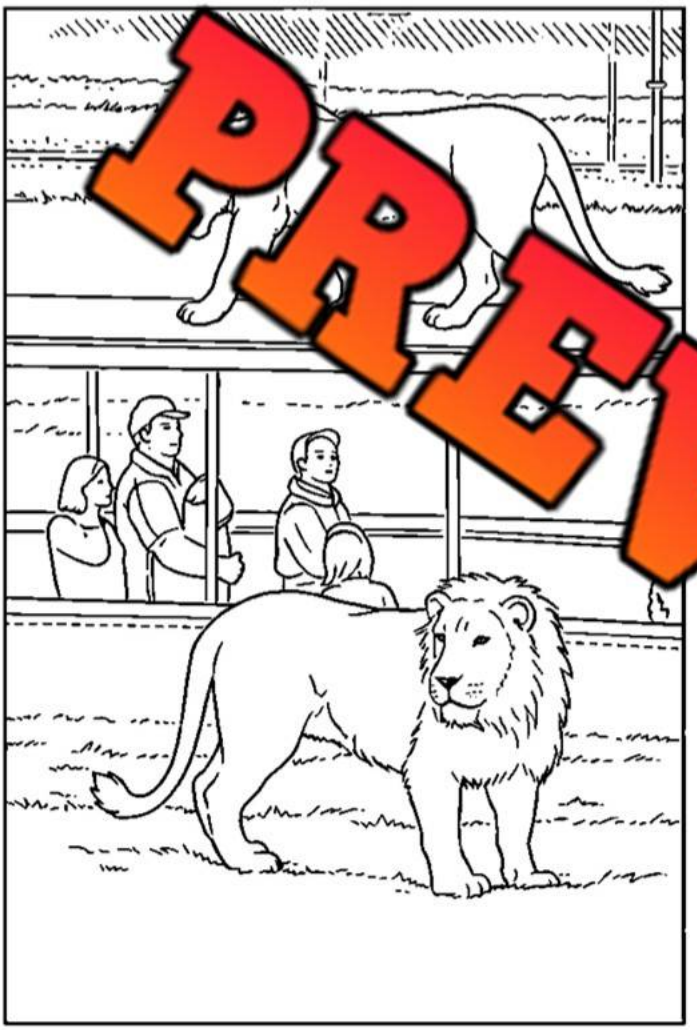
Curriculum Connection
A3.2, A3.3

Zoo Enclosures – Real World Problem

Lions are carnivores. They only eat meat. Also, lions are predators. They hunt and stalk their prey.



Think Look at the picture and answer the questions.



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

2) Do you think the glass is strong?

3) Is the glass thick or thin?

4) Why do [illegible] and not bricks or steel?

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

_____

_____

_____

PREVIEW

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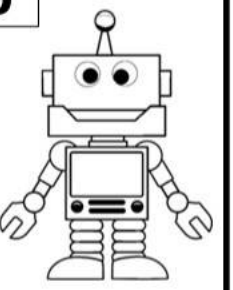
Name: _____ 94

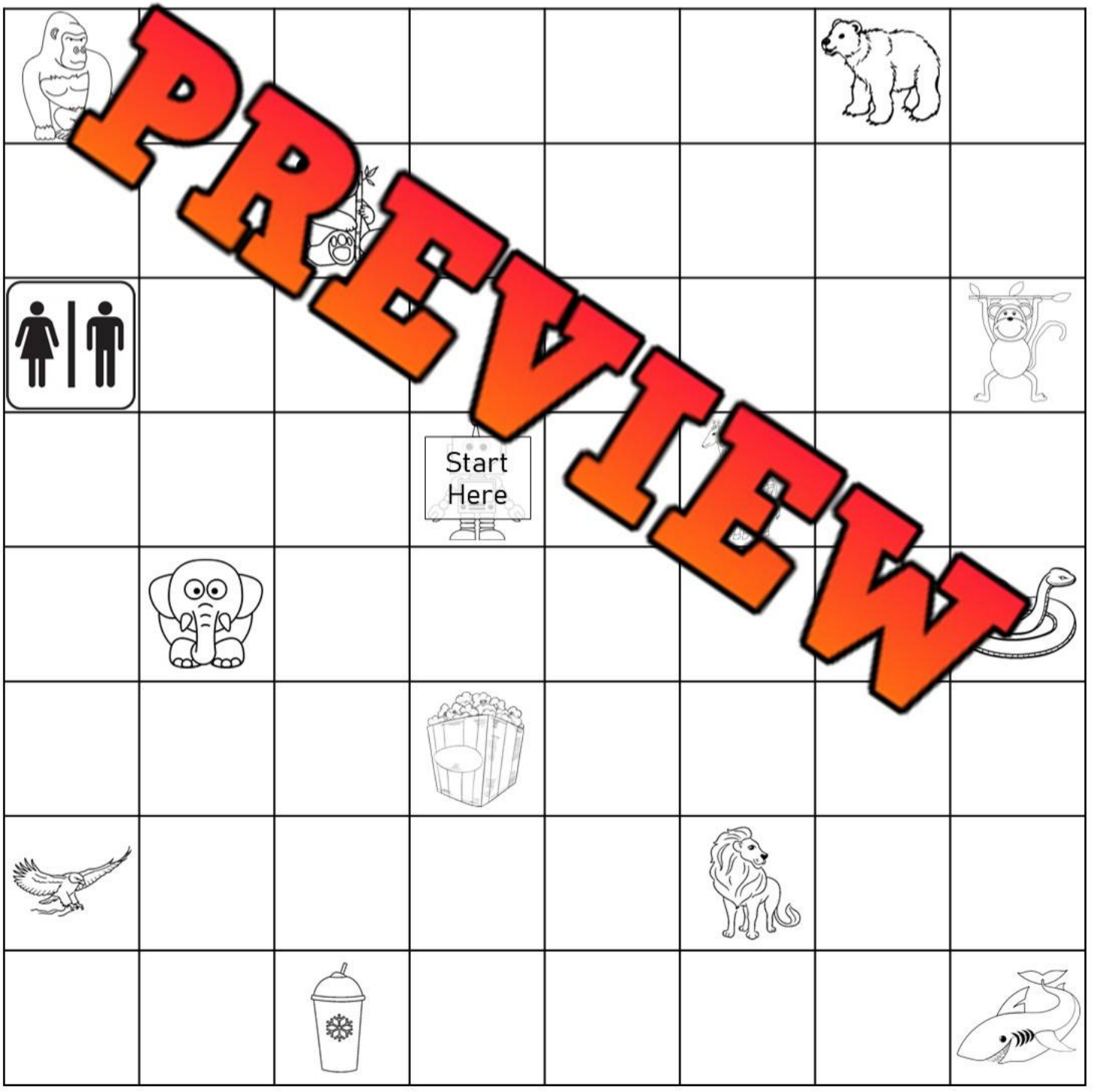
Curriculum Connection
A2.1

STEM – Working at the Zoo – Coding



Rob is a robot that works at the zoo. The staff needs your help to program him to get his work done. Write commands for Rob to do.

Zoo Use this map to write code on the next page.



PREVIEW

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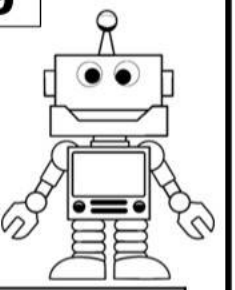
Name: _____ 95

Curriculum Connection
A2.1

STEM – Working at the Zoo – Coding



Commands – use arrows and numbers to fill in the code

Move ↓, 4 times, then move →, 2 times

Zoo

Tell Rob where to go. He always starts in his robot station

1) Rob [illegible] check on the bears and then feed the eagles.




Move _____, _____ time[illegible]ve _____, _____ times,

Move _____, _____ ti[illegible] _____, _____ times.

2) Rob needs to feed the snakes [illegible] then [illegible] bathroom.



Move _____, _____ times, then move _____, _____ [illegible]

Move _____, _____ times, then move _____, _____ tim[illegible]

3) Rob needs to make more popcorn, then check on the monkeys, and then feed the lion.





Move _____, _____ times,

Move _____, _____ times, then move _____, _____ times,

Move _____, _____ times, then move _____, _____ times.

PREVIEW

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Name: _____ 96

Curriculum Connection
A2.1

STEM – Working at the Zoo – Coding

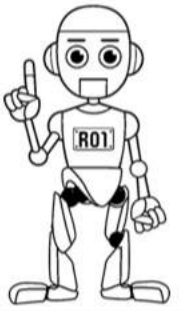
4) Rob needs to feed the pandas, then make more drinks, and then swim with the shark.



Move _____, _____ times, then move _____, _____ times,

Move _____, _____ times, then,

Move _____, _____ times, then.



5) Rob needs to [illegible] in the [illegible] enclosure, feed the gorillas, and then play with the mon[illegible]



Move _____, _____ times, then,

Move _____, _____ times, then move _____, _____ times,

Move _____, _____ times, then move _____, _____ times,



6) Rob needs to feed the elephant, play with the snakes, feed the bears, and then make popcorn.

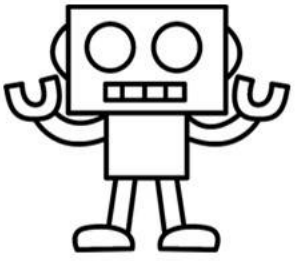


Move _____, _____ times, then move _____, _____ times,

Move _____, _____ times,

Move _____, _____ times, then move _____, _____ times,

Move _____, _____ times, then move _____, _____ times.



PREVIEW

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Name: _____ 97

Curriculum Connection
A2.2

STEM – Working at the Zoo – Coding



Coding How does coding help zoos?

1) How does having a robot like Rob help the workers at the zoo?

_____

_____

2) Tim[illegible]re us[illegible]to keep track of when animals need to be fed. Codes are used to set th[illegible]go [illegible]t different times.

If your job was [illegible]the m[illegible]ons, and otters, what times would you feed them?

Monkeys	
Lions	
Otters	

3) For some animals, they can press a button t[illegible]lo[illegible]d [illegible]r. The code to work the machine would be:

If animal presses button
then open door to food

How would using a code like this help zoo workers?

Faster	Slower	Less Work	More Work	Better for Animals	Worse for Animals

4) When you buy tickets to the zoo, you can now buy them online. The code for buying online could be:

If customer pays
then send ticket



How does buying tickets online help people?

Faster	Slower	Less Work	More Work	Less Lineups	More Lineups

PREVIEW

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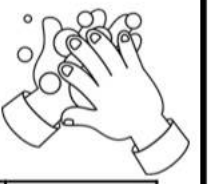
Name: _____ 98

Curriculum Connection
B1.2, B2.5

Helping Other Living Things



Survey Do you help living things? Complete the survey below.

1) Stay on the path of a forest.	☑	☒
2) Feed b[illegible]ds in the winter. (bird feeder)	☑	☒
3) Have [illegible] on your property where animals can live.	☑	☒
4) Lea[illegible]plants [illegible]als alone in the wild.	☑	☒
5) Don't waste [illegible]	☑	☒
6) Don't throw out tox[illegible]ials li[illegible]or batteries.	☑	☒
7) Don't throw garbage on the gro[illegible]o lit[illegible]	☑	☒
8) Don't use plastic water bottles.	☑	☒
9) Don't put paint, oils, or grease down the dra[illegible]	☑	☒
10) Wash your hands so you don't spread germs.	☑	☒

PREVIEW

Write Do you help other living things? Explain using some examples.

_____

_____

_____

_____

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Curriculum Connection
B1.2, B2.5

Exit Cards

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

Name: _____

Fill in the blanks using the word bank.

water	garbage
trees	feed
path	

Mark

1) We can help animals when we _____ them.
2) We should not throw _____ on the ground.
3) We can help plants by giving them _____.
4) We can plant _____ to help the environment.
5) We should stay on the _____ in the forest.

Name: _____

Fill in the blanks using the word bank.

water	garbage
trees	feed
path	

Mark

1) We can help animals when we _____ them.
2) We should not throw _____ on the ground.
3) We can help plants by giving them _____.
4) We can plant _____ to help the environment.
5) We should stay on the _____ in the forest.

PREVIEW

Name: _____

Fill in the blanks using the word bank.

water	garbage
trees	feed
path	

Mark

1) We can help animals when we _____ them.
2) We should not throw _____ on the ground.
3) We can help plants by giving them _____.
4) We can plant _____ to help the environment.
5) We should stay on the _____ in the forest.

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Name: _____ 100

Curriculum Connection
B1.2, B2.5

Assignment – Healthy Environment Poster

Plan Follow the instructions below to complete your plan.

1) Choose one of the ideas below to create a poster about. Your poster will tell others one way they can keep the environment healthy.

- Stay on the path in a forest
- Feed birds using a bird feeder
- Help animals have a place to live
- Don't waste water
- Don't throw toxic waste (paints, batteries, cleaning supplies)
- Don't litter
- Don't use plastic water bottles
- Don't put paint, oils, or grease down the drain
- Wash your hands so you don't spread germs

2) Practice writing the title of your poster b

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

PREVIEW

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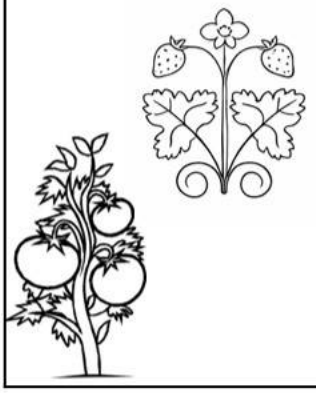
Name: _____ 102

Curriculum Connection
B1.1, B2.6

Living Things Helping Other Living Things

Directions Circle the ways humans help and are helped by plants and trees.

Trees	Help	Humans
	Give humans oxygen	
	Give humans carbon dioxide	
	Absorb the carbon dioxide	
	de to humans	

Plants - Fruits		Humans
	Give f and e	
	Give medi	
	Used to make ice crea	
	Used to make clothing	

Humans	Help	Plants/Trees
	Plant seeds in the ground	
	Water plants on dry days	
	Don't waste paper	
	Cut down trees for farmland	

PREVIEW

Name: _____ 103

Curriculum Connection
B1.1, B2.6

Living Things Helping Other Living Things

Draw Draw a picture of a healthy environment with the things from the word bank.

Word Bank					
Plants	Grass	Trees	Animals	Humans	Water
					

PREVIEW

Write How do plants help humans? How do we help plants?

_____

_____

_____

_____

© Super Simple Sheets

Name: _____ 104

Curriculum Connection
B1.1, B2.6

Misinformation – Living Things

Misinformation

Many of the things we see about plants and animals are not true. Plants and animals (other than humans) do not speak English. Plants cannot grow through the clouds.



True/Fals the example from movies true or false?

1) Ani can t other.	True	False
2) Animals ca nglish	True	False
3) Humans can unde anim saying.	True	False
4) A bean stock can grow int sk	True	False
5) Animals have thoughts and feelin	True	False
6) Lions like to live with tigers, hippos, bird none	True	False
7) Cats and dogs can live as pets together.	ue	False
8) Lions protect other animals in their kingdom.		lse
9) Pandas can do kung fu.		False
10) Animals can have real jobs like doctor or police officer.	True	False
11) Animals work together to meet their needs.	True	False
12) Dogs can walk on 2 feet all day.	True	False
13) When all the humans leave, pets begin talking English.	True	False
14) If you kiss a frog, it will turn into a prince.	True	False
15) Bears are friendly towards humans.	True	False

PREVIEW

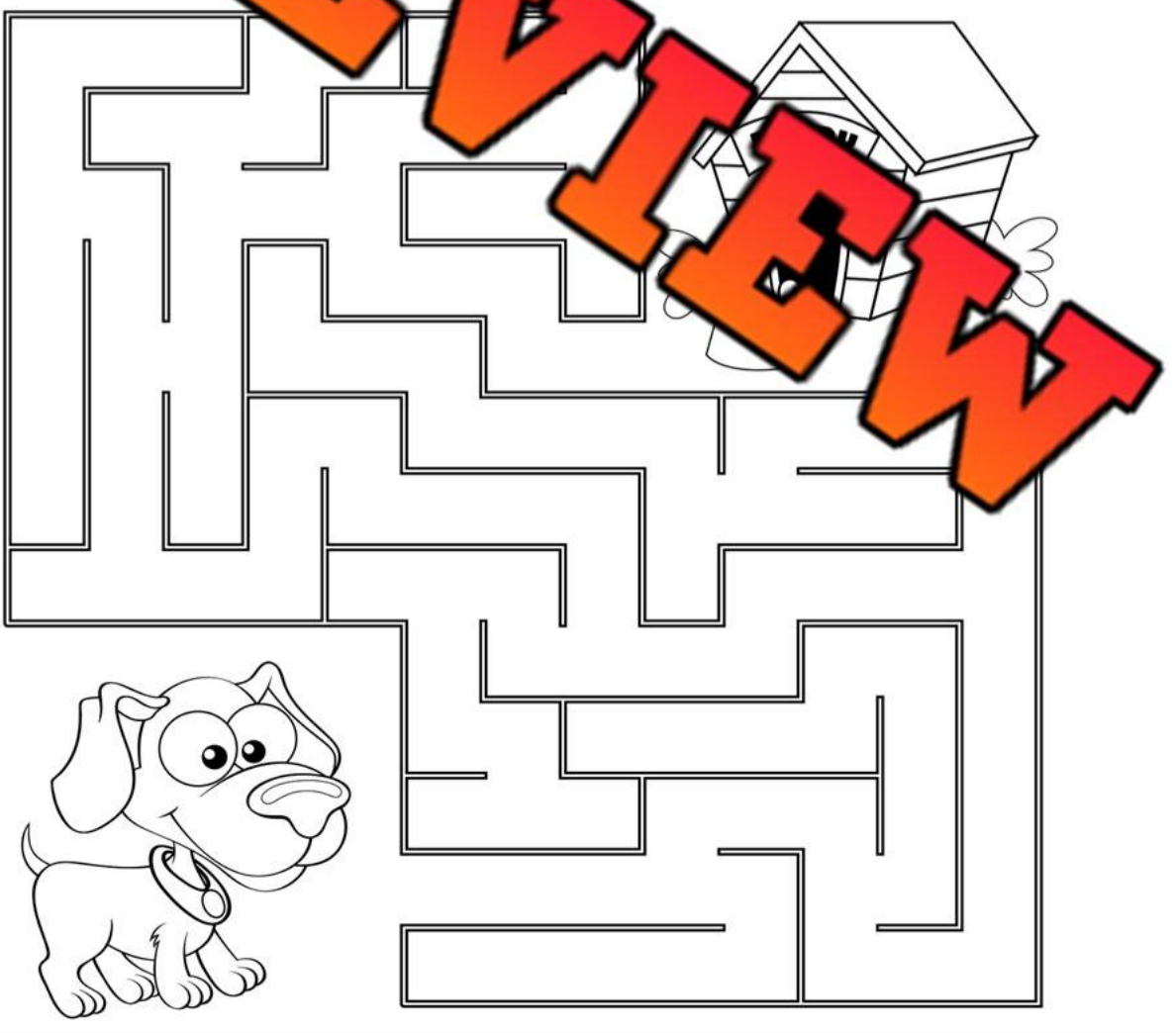
Name: _____ 106

Curriculum Connection
A2.1

Coding – Animal Maze

Directions Follow the code to get the dog to the doghouse.

run program					
1) →	5) →	9) ←	13) ←	17) →	21) →
	6) ↑	10) ↑	14) ↓	18) ↑	22) ↓
		11) ←	15) ←	19) →	23) →
4) ↓			16) ↑	20) ↓	24)



PREVIEW

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Name: _____ 107

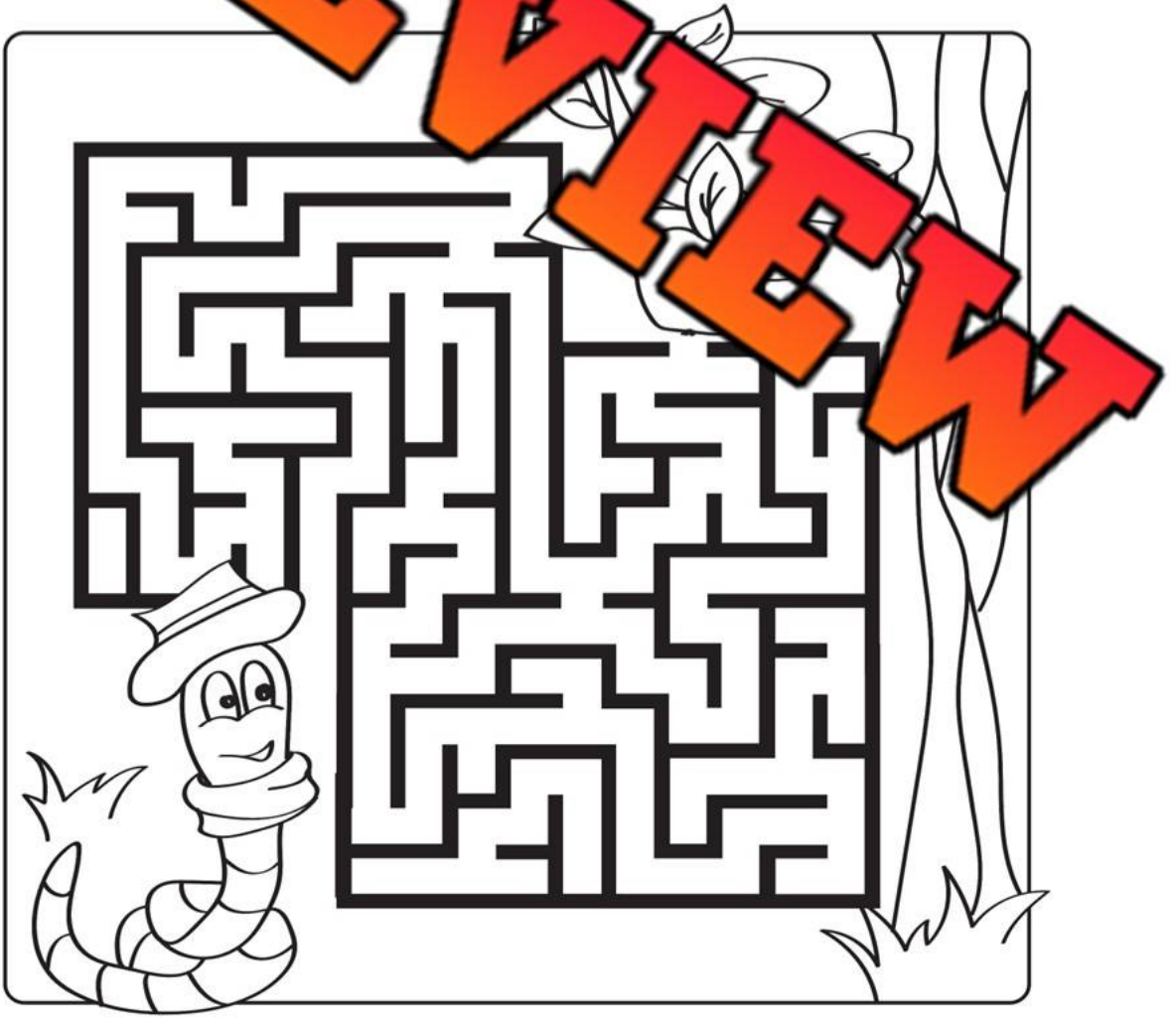
Curriculum Connection
A2.1

Coding – Animal Maze

Directions Draw your own arrows to get the worm to the apple.

run program						
1)	5)	9)	13)	17)	21)	25)
2)		10)	14)	18)	22)	
3)	7)	11)	15)	19)	23)	
4)	8)	12)	16)	20)	24)	

PREVIEW



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Name: _____ 108

Curriculum Connection
B1.2, B2.6

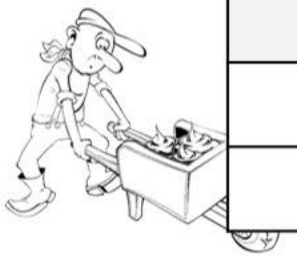
Returning Used Things

When animals use things from our environment, they are returned back to the environment in different forms. Check out the examples below.

Things Used	Things Returned
Animal[illegible]food (seeds, fruits)	Animals return manure - good soil
An[illegible]w	Animals return urine
Food scraps ([illegible]od)	Compost – good soil
Animals use wo[illegible]r sh	Old wood is broken down and becomes soil

PREVIEW

Fill in the Blanks What is the [illegible]word



Word B[illegible]	
Urine	Soil
Manure	Compost



1) Animals eat food and return the food as _____.

2) Old food scraps will be returned as _____.

3) Old wood used to make shelters will become _____.

4) Water that is drank is returned as _____.

5) When something from the environment is used, it is _____.

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Curriculum Connection
B1.2, B2.6

Exit Cards

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

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) Animals return waste back to the environment.	T / F
2) Food scraps stay the same forever.	T / F
3) Old food can turn into compost.	T / F
4) Manure can help make soil better.	T / F

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) Animals return waste back to the environment.	T / F
2) Food scraps stay the same forever.	T / F
3) Old food can turn into compost.	T / F
4) Manure can help make soil better.	T / F

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) Animals return waste back to the environment.	T / F
2) Food scraps stay the same forever.	T / F
3) Old food can turn into compost.	T / F
4) Manure can help make soil better.	T / F

PREVIEW

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Name: _____ 110

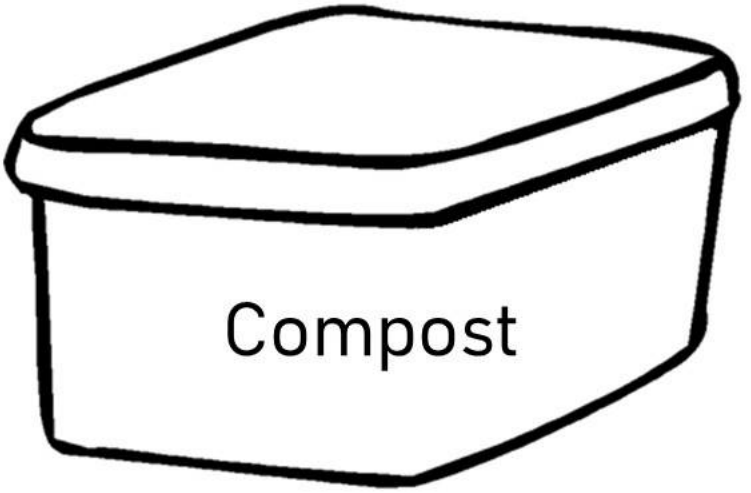
Curriculum Connection
B1.2, B2.6

Composting

Directions

1) Colour the pictures that can be composted.
2) Draw a line from the pictures that can be composted to the bin.





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Name: _____ 111

Curriculum Connection
B1.1, B2.6

Scat – Seeds Being Spread



When animals eat fruits, they eat the seeds inside. When they poop later, the seeds in their scat will grow into new plants. This is a healthy cycle that allows plants to continue to survive.

Colour Colour the fruits that have seeds.

PREVIEW



Draw Draw pictures of the fruits below.

Apple	Watermelon	Cucumber

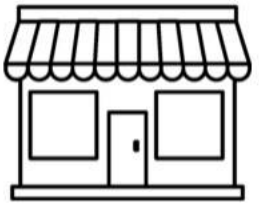
Name: _____ 112

Unit Test – Living Things

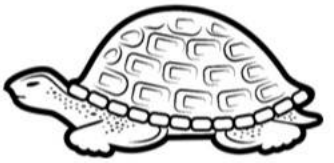
Directions Circle whether the thing is living or non-living.



Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living

PREVIEW

Questions Answer the questions below.

1) Circle the animals that have tails.



2) Circle the animals that have 4 legs.

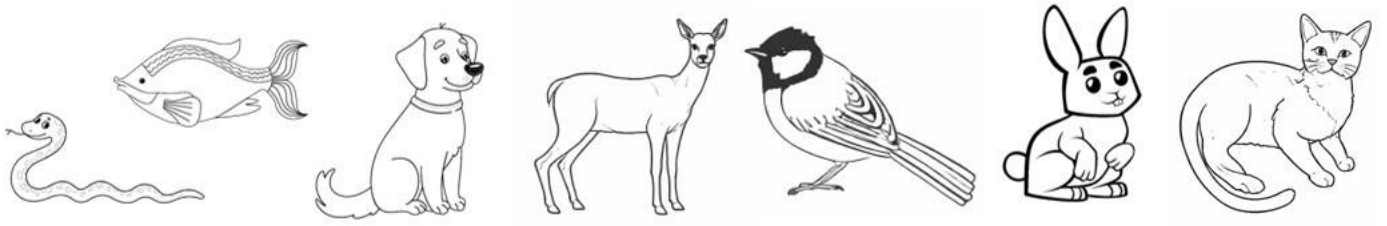


Diagram Label the parts of the plants below. Use the numbers if you can't fit the word.

Word Bank

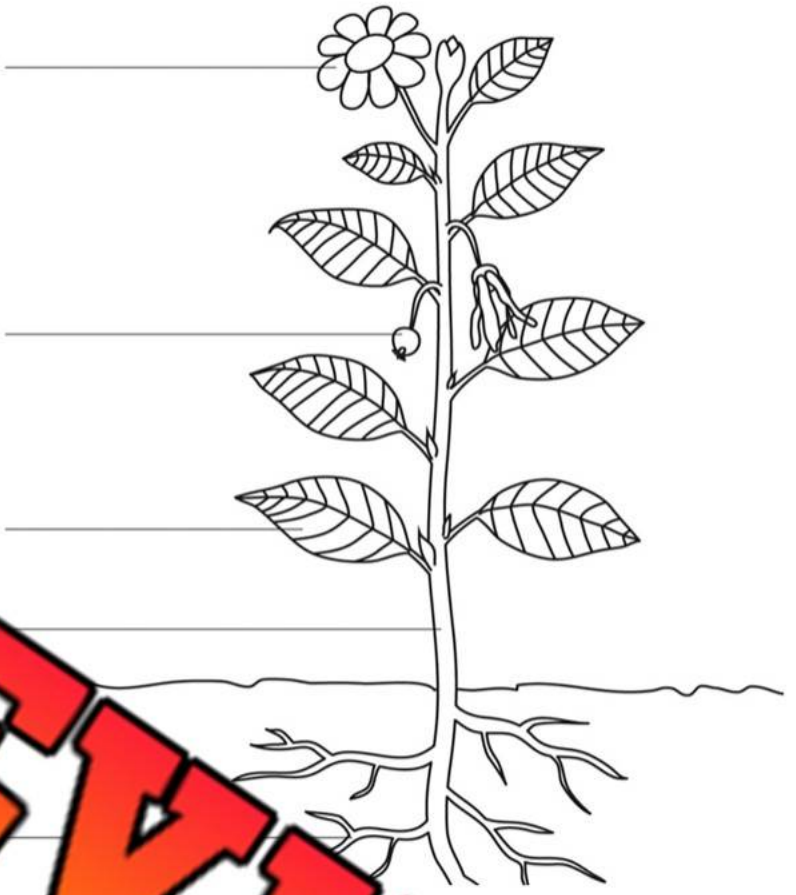
1) Stem

2) Roots

3) Flo

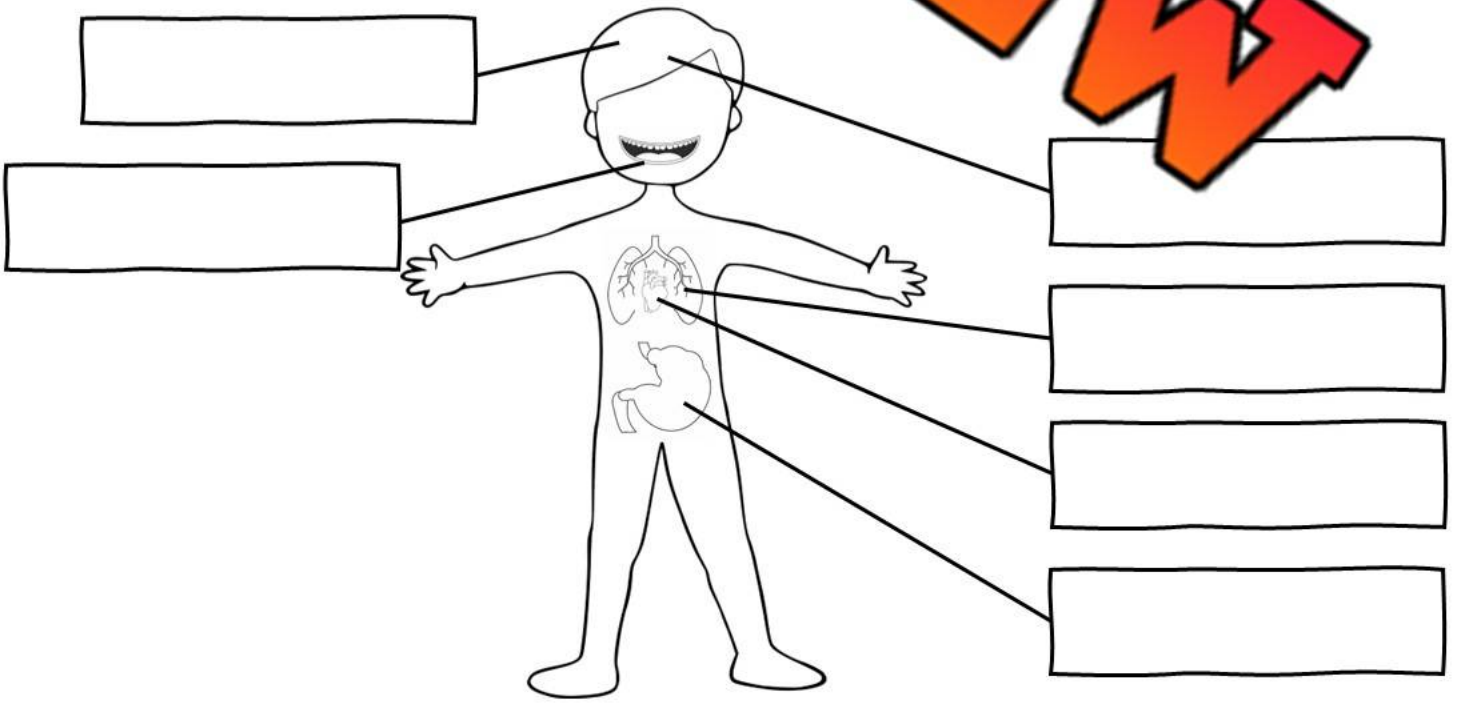
4) Leaf

5) Seeds



PREVIEW

Word Ban				
Heart	Brain	Hair	St ach	Teeth



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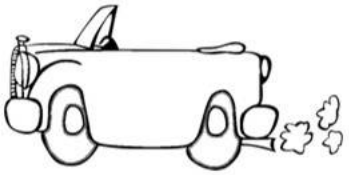
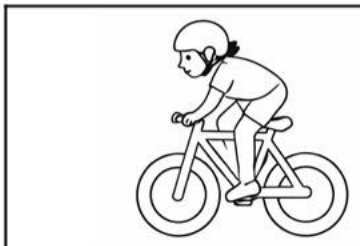
Directions Circle the basic things you need to survive.



Directions Circle whether the picture sh… ean a… …lution.



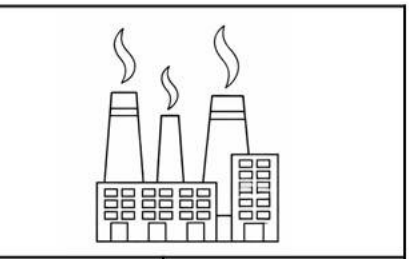
Clean Air | Air Pollution



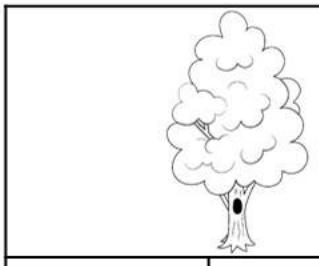
Clean Air | Air Pollution



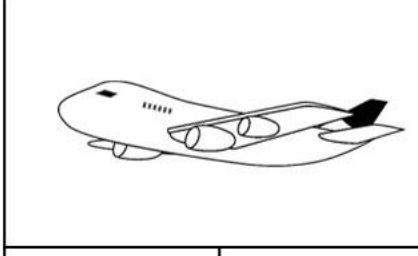
Clean Air | Air Pollution



Clean Air | Air Pollution



Clean Air | Air Pollution



Clean Air | Air Pollution

PREVIEW

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