Preview - Information

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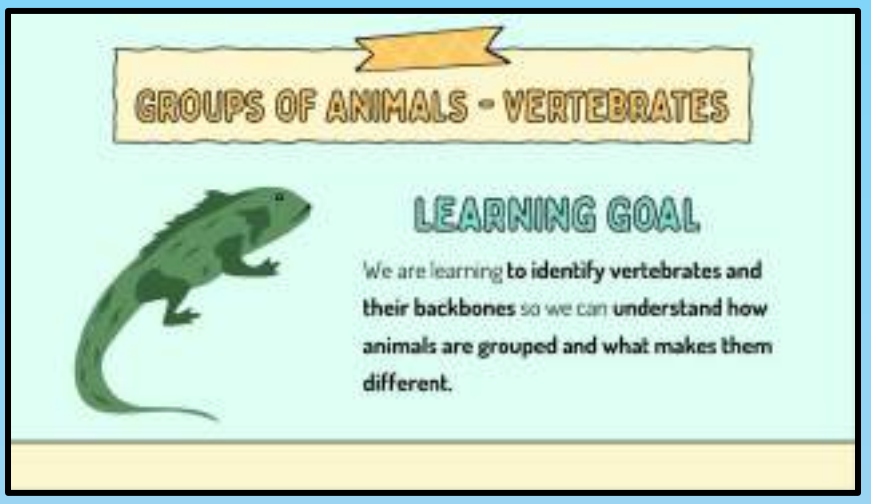
Google Slides Lessons Preview

Alberta Science Curriculum
Living Systems Unit – Grade 2

3-Part Lesson Format

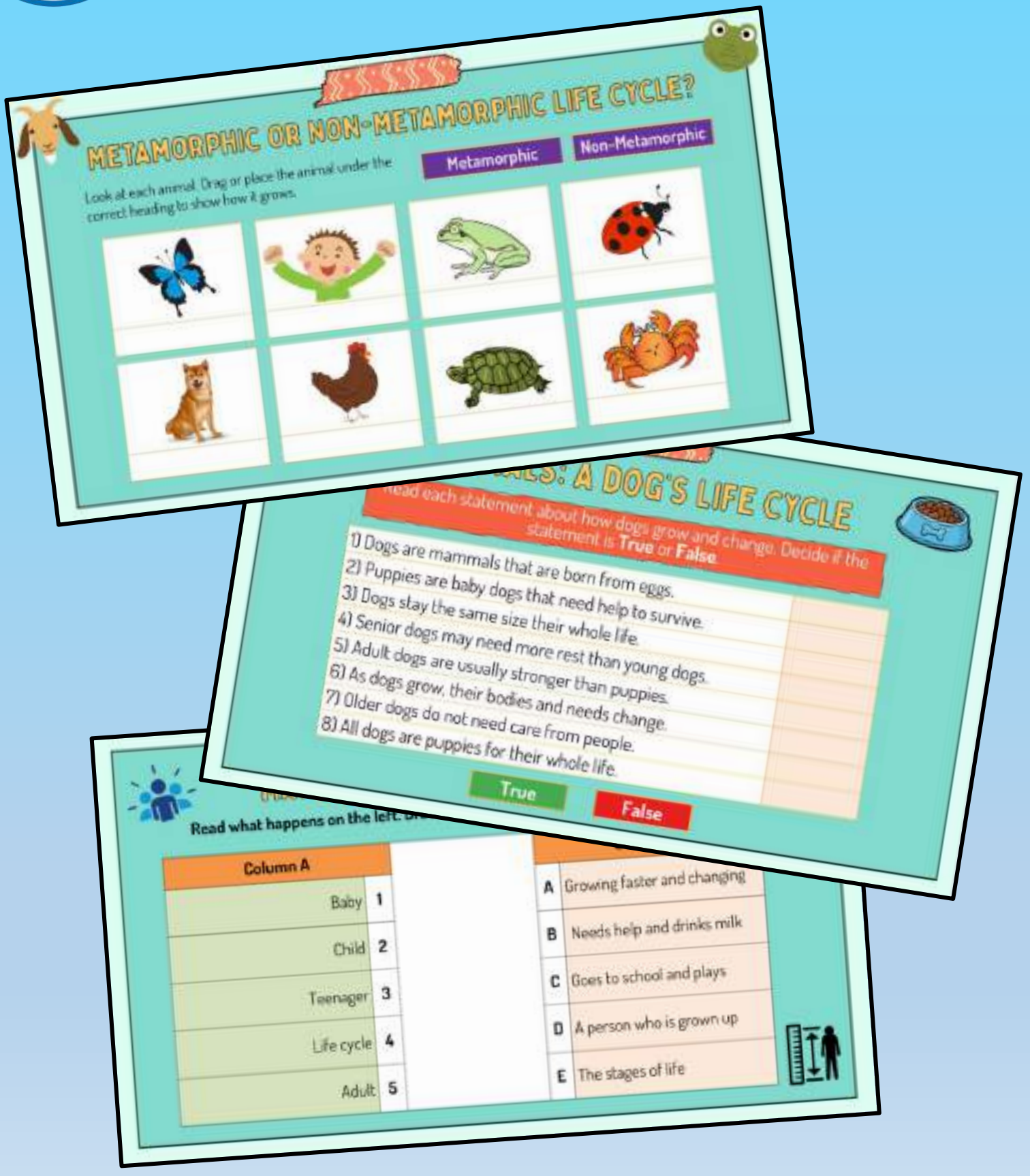
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!

Alberta Science Curriculum
Living Systems Unit – Grade 2



Alberta Science Curriculum
Living Systems Unit – Grade 2

Workbook Preview

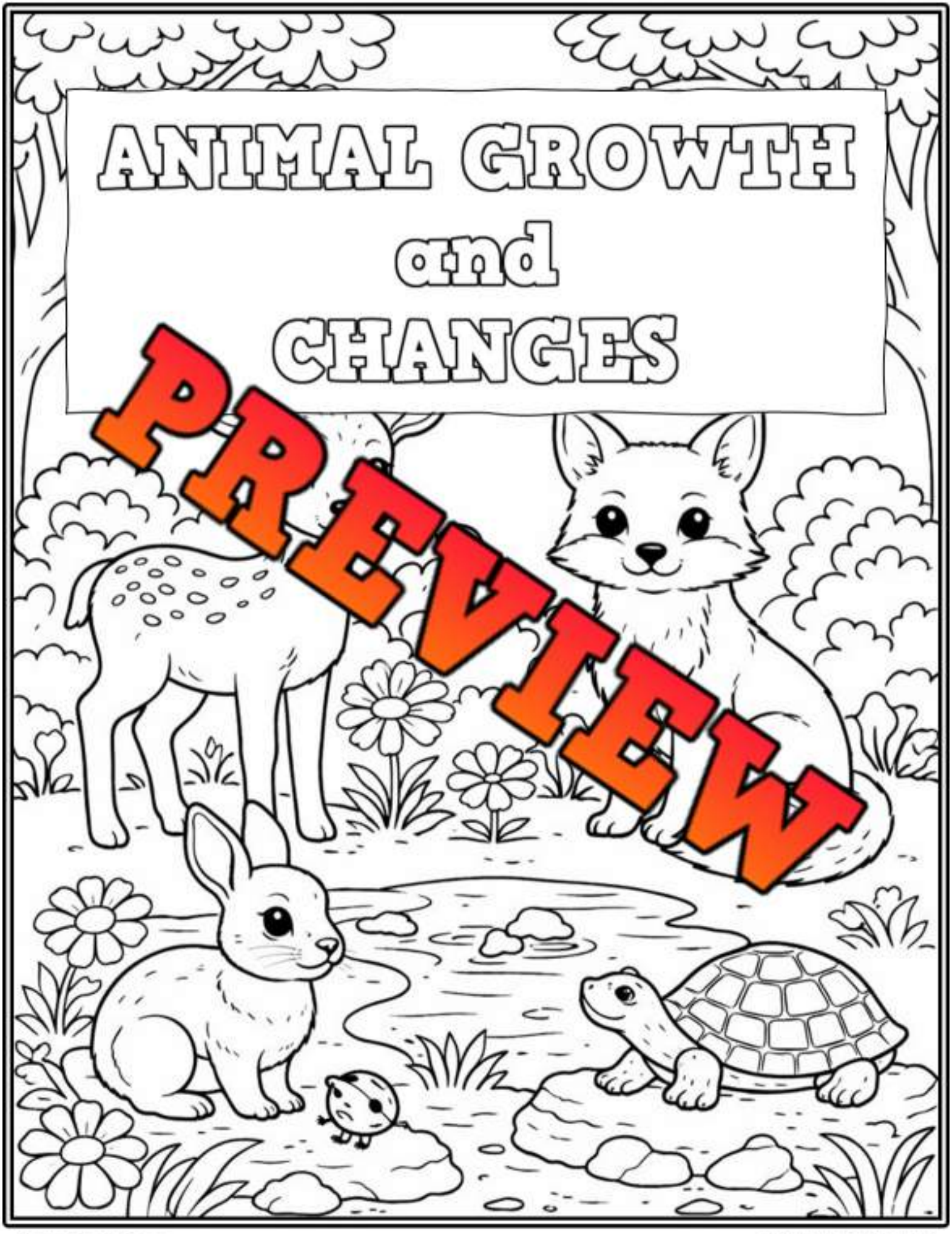
Grade 2 – Science Unit

Organizing Idea Matter: Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.

Guiding Question: How do plants and animals live and grow?

	Learning Outcome - Students investigate the growth and development of plants and animals and consider their relationship to humans.	**Pages**
LS.1	Some human behaviours can positively affect plants and animals, such as ▪ reducing, reusing, recycling, and repurposing ▪ recovering natural areas ▪ protecting natural spaces	82 – 87, 90 – 96
LS.2		– 81, – 89
LS.3		– 64
LS.4	A life cycle shows the different stages of life that a plant or an animal goes through. Life cycles can be represented in many ways, such as illustrations diagrams models stories	6 – 58, 65 – 71
LS.5	First Nations, Métis, and Inuit relate to land, plants, and animals as equals. ▪ Care and consideration for land, plants, and animals can be demonstrated through cultural practices, such as ▪ taking only what is needed ▪ using the whole plant or animal ▪ protecting water and soil ▪ treating land, plants, and animals as relatives	104 - 12
Computer Science:		
CS.1	Students apply creativity when designing instructions to achieve a desired outcome.	97 – 103

ANIMAL GROWTH and CHANGES



Name: _____ 6

Curriculum Connection
LS.4

Groups of Animals - Vertebrates

Animal Kingdom – Vertebrates vs Invertebrates

We can split the animal kingdom into two groups: Vertebrates and Invertebrates. **Vertebrate** animals have a backbone, while **invertebrate** animals do not.

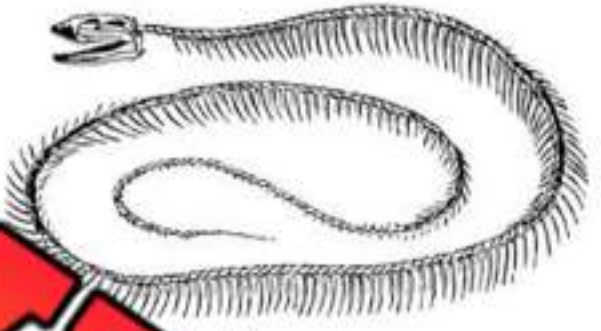
Horses h[illegible]

Grouping Animals – Vertebrates

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

What ar[illegible]ckbone

A **backbone** is [illegible] and we have spines. [illegible]an fe[illegible]t to the back of your head, [illegible] neck and back, and into your hip[illegible]ians have around 33 bones in our spines. The[illegible]s are [illegible]ertebrae.



Snakes are reptiles and they have backbones [illegible]ell. T[illegible]kbone has way more bones than we have. Snakes have between 200 a[illegible] ver[illegible] lot of bones!

Search and Find

Follow the instructions below

1. Circle all of the numbers in the text. How many bones in a human s[illegible] _____
2. Circle the word backbone. How many times do you see it in the text? _____
3. What two words make up the word backbone? _____ + _____

True or False

Is the statement true or false

1. Humans have more backbones than snakes	True	False
2. Snakes have between 200-400 bones	True	False
3. Mammals, fish, reptiles, birds, and amphibians all have backbones	True	False
4. Humans are not vertebrates	True	False
5. Horses are vertebrates with long spines	True	False

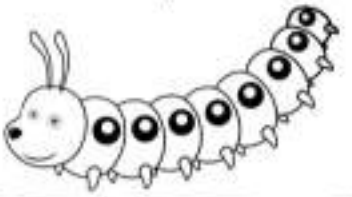
Name: _____ 8

Curriculum Connection
LS.4

Metamorphic Life Cycles

Metamorphic vs Non-Metamorphic Life Cycles

Some animals have a metamorphic life cycle. A **metamorphic life cycle** means the animal's body changes completely. A **non-metamorphic life cycle** means the animal keeps their same body structure but their size changes as they grow.



An a[illegible]l that goes through a metamorphic life cycle undergoes [illegible]**orphosis**. This means their body changes.

Ex[illegible] Life Cycle
- ✓ From cat[illegible]
- ✓ From tad[illegible]g
- ✓ From larva to [illegible]
- ✓ From zoea to crab

Examples of Non-Metamorphic Life Cycle
- ✓ Humans – baby to adult
- ✓ Dogs – puppy to adult
- ✓ Chicken – chick to adult
- ✓ [illegible]rtle – juvenile to adult

Draw Draw an example of a [illegible]morph[illegible]etamorphic animal

Metamorphic	[illegible]hic

Yes/No Is the answer yes or no?

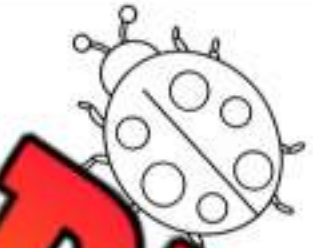
1) Does a butterfly go through a non-metamorphic life cycle?	Yes	No
2) Does a metamorphic life cycle mean the animal doesn't change its body?	Yes	No
3) Will you go through a non-metamorphic life cycle?	Yes	No
4) Does metamorphosis mean change?	Yes	No
5) Is an adult the last stage in many non-metamorphic life cycles?	Yes	No

Name: _____ 9

Curriculum Connection
LS.4

Metamorphic or Non-Metamorphic Life Cycles

Choose Does the animal have a metamorphic or non-metamorphic life cycle?



[illegible]	Metamorphic

Metamorphic	Non-Metamorphic

Metamorphic	Non-Metamorphic

[illegible]	Non-Metamorphic

Metamorphic	Non-Metamorphic

Metamorphic	Non-Metamorphic

Metamorphic	Non-Metamorphic

Metamorphic	Non-Metamorphic

Name: _____ 10

Curriculum Connection
LS.4

Types of Animals - Amphibians

What are Amphibians?

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

Amphibians are animals that have these things in common:

Cold- [illegible]	Lay eggs	Moist skin	Webbed feet

Amphib[illegible]oded

Like fi[illegible] reptil[illegible]ians are cold-blooded. Being cold-blooded means their bodies don't a[illegible]nar[illegible]ir temperature. They need to use their surroundings to cool off or warm[illegible]uma[illegible]blooded. This means our bodies change our temperature to keep it a[illegible]s Cels[illegible]n we get too warm, we release water as sweat to cool our skin.

Examples of Amphibians

- Frogs, salamanders, newts, and toads

Search and Find — Follow the instructions [illegible]

1. Underline the word cold in the text. How many times did y[illegible]t?
2. What are four types of amphibians?

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

3. Shade in the boxes with the 4 things amphibians have in common. Write one thing below

_____

Questioning — What questions do you have after reading the information?

1)	
2)	

Name: _____ 11

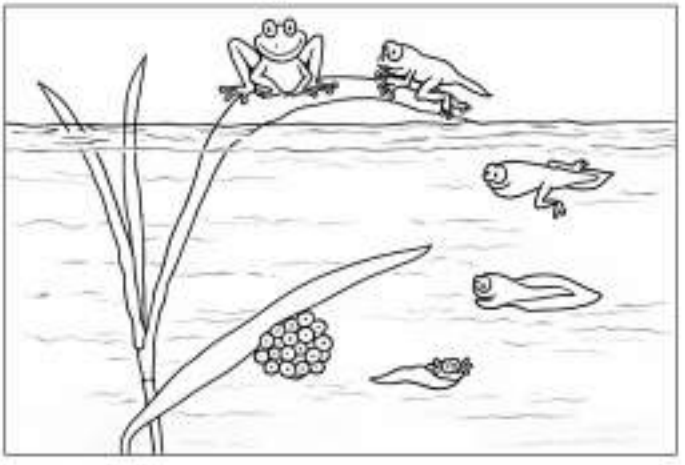
Curriculum Connection
LS.4

Frog Life Cycle – Stages of Development

Life Cycle of a Frog

A life cycle refers to the stages or changes an animal goes through while it is alive. A frog goes through four stages throughout its life.

- Stage 1: Egg – A frog begins life as an egg. A female frog lays a lot of eggs at one time in water. The eggs float on the water in a jelly mass or cluster. The eggs will hatch into tadpoles.
- Stage 2: Tadpole – When the tadpole hatches, it looks more like a fish than a frog. It has gills instead of legs to allow it to breathe underwater. A tadpole will survive by eating plants and algae from the water. Over several weeks, a tadpole will grow two hind legs so it can start walking instead of only swimming.
- Stage 3: Young Frog – The tadpole grows two front legs and the tail becomes shorter and shorter. The tadpole uses the tail as food. It doesn't need any other food until its tail is gone. When the tail is gone, it now looks like a young frog. It hops right out of the water to land for the first time. The frog is very small.



- Stage 4: Adult Frog – The frog's tail will completely disappear and it will start to eat insects instead of plants from the water. A young frog needs to grow for 2-4 years before it becomes an adult. The female adult frogs then lay their eggs and more tadpoles hatch to begin the cycle again.

Name: _____ 12

Curriculum Connection
LS.4

True or False

Circle whether the statement is true or false

1. A frog will grow its front legs first	True	False
2. A frog begins its life as a tadpole	True	False
3. Frog eggs are commonly laid in a pond	True	False
4. A young frog takes 2-4 years to develop into an adult frog	True	False
5. Tadpoles ore like fish than frogs	True	False

Di

each stage of a frog's life cycle

Egg	Tadpole	ung F	Adult Frog

Questions

Use information from the text to yo

1) What does a life cycle mean? What is our life cycle?

2) What is the life cycle of a frog? Explain the stages they go through.

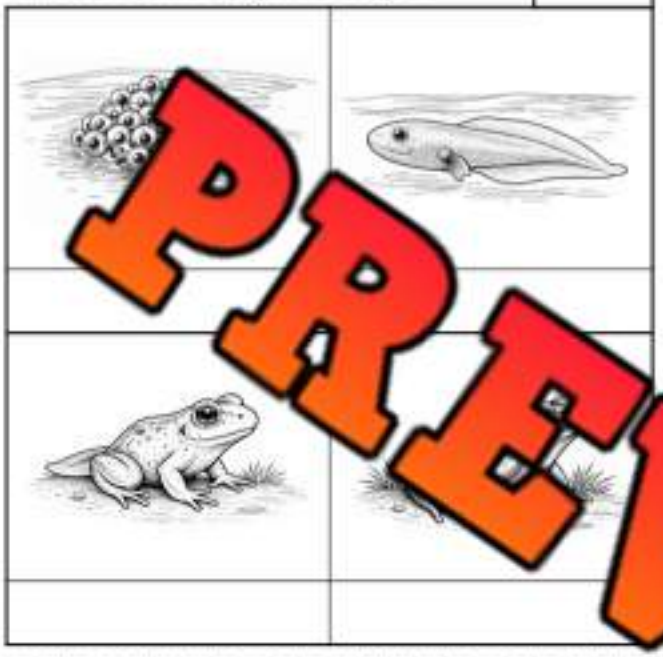
Curriculum Connection
LS 4

Exit Cards

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

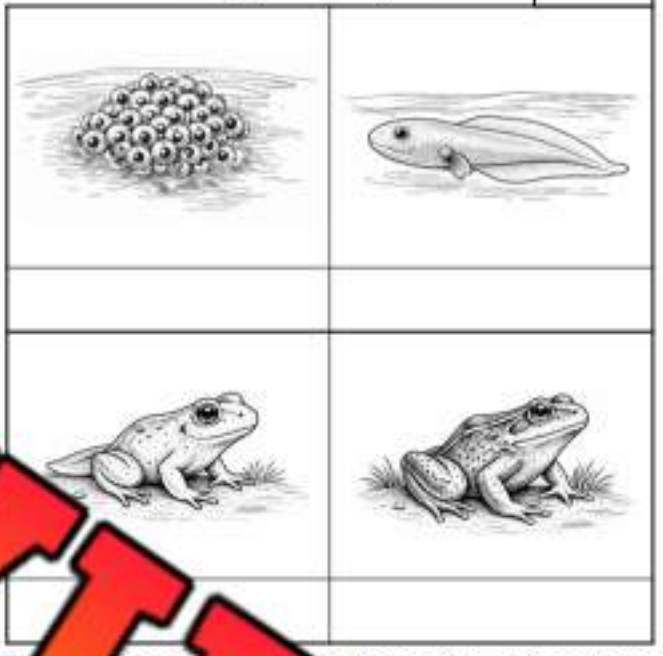
Name: _____ Mark

Label each frog life stage.



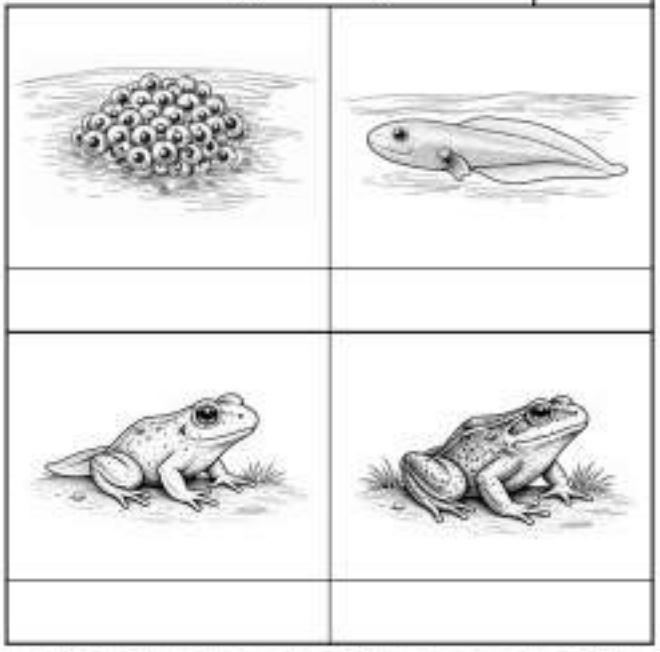
Name: _____ Mark

Label each frog life stage.



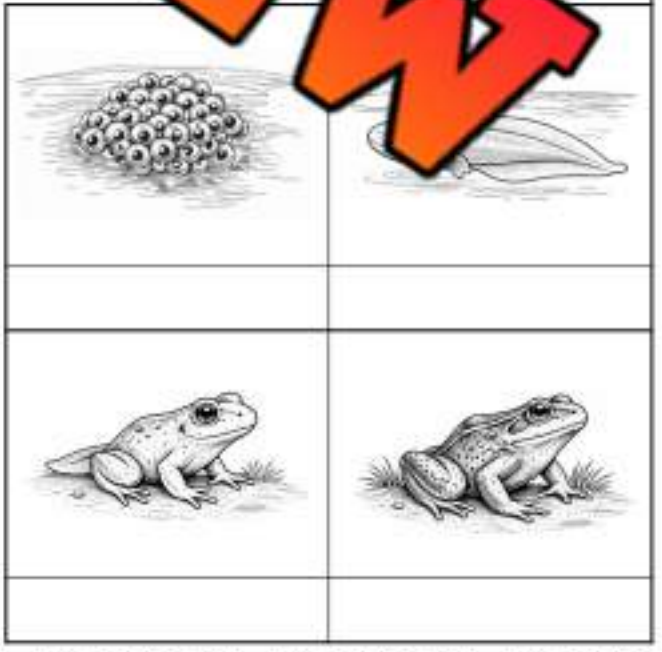
Name: _____ Mark

Label each frog life stage.



Name: _____ Mark

Label each frog life stage.



Name: _____ 14

Curriculum Connection
LS.4

Types of Animals - Mammals

Mammals

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

- Breathe air
- Has a backbone
- Grows hair or fur
- Gi[illegible]th to live young
- D[illegible]rom their mothers

Mammal[illegible]re the [illegible]imals on earth. We are mammals. You were born from your mother, not fro[illegible]rou ar[illegible]blooded, and have a backbone. Almost all humans have hair and we all [illegible]he[illegible] could make us milk when we were babies.

Examples of Mammals

There are over 6,000 different ty[illegible] of m[illegible] list of some mammals: humans, gorillas, rats, mice, dogs, cats, whales, [illegible]ns, lion[illegible]s, [illegible]ws, bats, horses, and more!

Fill in the Blanks

Write the missing wor[illegible]e lin[illegible]

1. There are more than _____ types of mam[illegible]
2. Mammals are the _____ animals on earth.
3. Mammals are born from their mothers, not from an _____.
4. Mammals are warm-_____ animals.

Making Connections

What does this reading remind you of in your life?

Name: _____ 15

Curriculum Connection
LS.4

Dog Life Cycle

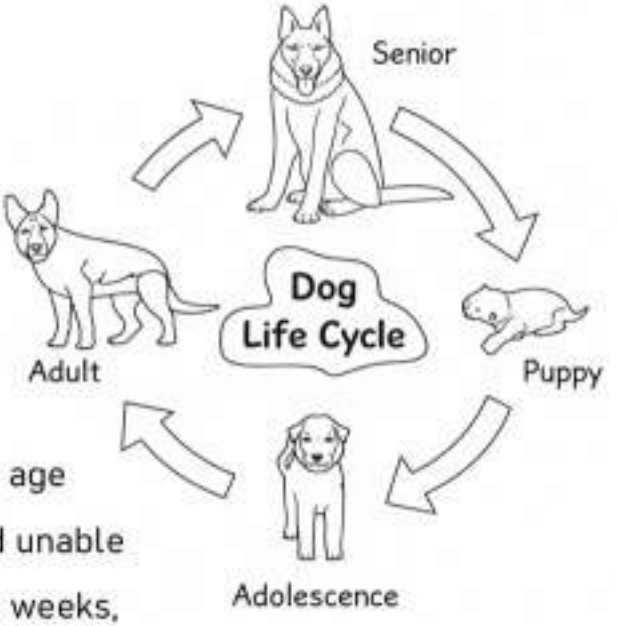
Dog Life Cycle

Dogs are mammals who are not born from eggs.

Instead, mothers give birth to live young.

Dogs go through a non-metamorphic life

cycle that [illegible] stages.



Stage [illegible]: Puppy

The puppy sta[illegible]rth[illegible]lasts until the age

of 6-18 months. [illegible] are [illegible]lind, and unable

to regular their body t[illegible]. At a[illegible]2-3 weeks,

they begin to see and hear. [illegible]gro[illegible]

Stage 2: Adolescence

Begins around the age of 6-18 months. The hor[illegible]s th[illegible]stage change a

dog's behaviour. They will want to explore more duri[illegible]ge. Th[illegible]ey also begin

to mark their territory. They are still growing.

Stage 3: Adult

A dog becomes an adult at the age of 1. This is much faster than humans, who become adults at the age of 18. Dogs will become more mature, as they begin to understand the world around them better. They do not grow as much in this stage.

Stage 4: Senior

The senior stage begins between 6 and 10 years of age. Dogs are fully grown by this stage. They may begin to have health issues that stop them from being as active.

Name: _____ 16

Curriculum Connection
LS.4

True or False

Circle whether the statement is true or false

1) Dogs have 4 stages in their life cycle	True	False
2) Dogs undergo a metamorphic life cycle	True	False
3) Dogs grow a lot during their senior and adult stages	True	False
4) Dogs slow down in their senior stage of life	True	False
5) Adolesc listen well and do not like to explore	True	False

Colo

Co tages in a dog's life cycle

Name: _____ 17

Curriculum Connection
LS.4

Humans – Growth and Changes

How Humans Change

As we get older, some body parts change and grow and some do not. Check out some of the things about our bodies that change and some that do not.

What Changes	What Doesn't Change
☑ We [illegible]taller	☒ Our eye colour
☑ W[illegible]	☒ The shape of our head, arms, and legs
☑ [illegible]hands a[illegible]row	☒ The number of organs we have: 1 heart, 2 lungs, 1 stomach, etc.
☑ We gro[illegible]	

Yes or No Is [illegible]er yes [illegible]?

1) Do we grow more organ[illegible]as w[illegible]	Yes	No
2) Do our hands and feet grow?	Yes	No
3) Do we grow more teeth as we get old[illegible]	Yes	No
4) Does our eye colour change as we get old[illegible]	[illegible]	No
5) Does the shape of our head change as we age?	[illegible]	No

Draw Draw a kid and an adult version keeping in mind what [illegible] above

Kid	**Adult**

Name: _____ 18

Curriculum Connection
LS.4

Humans – Growing Rate

Why Do We Grow Differently?

1) Everyone is different - Some people may be taller or shorter than others, and some people may develop muscles at different times in their lives.

2) We have different genes - Our genes tell our bodies how to grow. Everyone has a different set of genes that they get from their parents. If your parents are tall, you will likely get their tall genes.

3) Eating A person who eats a healthy diet and exercises may grow faster than someone who is eating unhealthy doesn't mean you will grow tall though.

We are all different and matter how fast or slow you grow, remember that you are special just the way you are.

Yes or No — Is the answer yes or no?

1) Can you eat healthy food and expect to grow tall?	Yes	No
2) Can you eat healthy food and expect to grow [illegible]?	Yes	No
3) Can we change the genes we get from our parents?	[illegible]	No
4) If your parents are short, will you likely be really tall?	[illegible]	[illegible]
5) Are we all different?	[illegible]	No

Growing Rate — Answer the questions below about your growing rate

1) Are your parents short, tall or average height?	
2) Do you eat healthy foods – fruits, vegetables, proteins?	
3) Do you exercise for at least 60 minutes a day?	
4) Are your grandparents, aunts, or uncles tall or short?	

Name: _____ 19

Curriculum Connection
LS.4

Human Life Cycle

Human Life Cycle

- Baby (0-2 years): When we are born, we are called babies. Babies drink milk and sleep a lot. They learn to cra[illegible]hen walk. They also [illegible]rds.

- Preschooler [illegible] Ne[illegible] we become preschoolers. Preschoolers can run, play, and ta[illegible] hey [illegible]reschool, daycare, or stay at home. They learn about colours, sh[illegible]

- Elementary Student (4-12 [illegible]): A[illegible]ome elementary students. This is when we go to a bigger school. [illegible]rn to [illegible] and do math. We make lots of friends and play fun games.

- Teenager (13-19 years): Then, we become teenag[illegible]agers [illegible]igh school. They grow a lot and start looking like grown-ups. They [illegible]n ab[illegible] things and start to figure out what they want to do when they

- Adult (18-65 years): A teenager becomes an adult when they turn 18. It is a big age group. Young adults often go to school. As adults get older, they may start families where they take care of their children. They may get a job or stay home, or both.

- Senior (65+ years): Finally, we become seniors. Seniors are older adults who have worked for many years. They might retire, which means they stop working. They enjoy their hobbies, spend time with family and friends, and share stories about their lives.

Name: _____ 20

Curriculum Connection
LS.4

True or False

Circle whether the statement is true or false

1) Babies learn to crawl and walk.	True	False
2) Preschoolers go to school when they are 2	True	False
3) Teenagers grow a lot	True	False
4) The adu tage is longer than the teenager stage	True	False
5) The ad is the last stage	True	False
6) Se er 65 years old	True	False
7) Seniors oft y stop working	True	False
8) Preschoolers sl	True	False

Label

Label eac ife cycle

Word Ban				
Senior	Teenager	Student		Baby

Curriculum Connection
LS.4

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!

Baby	Student	Adult
Preschooler	Teenager	Senior

Mark

1) I go to school to read, write, and learn math.	
2) I like to play, run, and learn new things at home or daycare.	
3) I drink milk, sleep a lot, and cannot walk yet.	
4) I may have a job and take care of my family.	
5) I am an older adult who may be retired.	

Name: _____

Guess who I am and write the answer!

Baby	Student	Adult
Preschooler	Teenager	Senior

Mark

1) I go to school to read, write, and learn math.	
2) I like to play, run, and learn new things at home or daycare.	
3) I drink milk, sleep a lot, and cannot walk yet.	
4) I may have a job and take care of my family.	
5) I am an older adult who may be retired.	

Name: _____

Guess who I am and write the answer!

Baby	Student	Adult
Preschooler	Teenager	Senior

Mark

1) I go to school to read, write, and learn math.	
2) I like to play, run, and learn new things at home or daycare.	
3) I drink milk, sleep a lot, and cannot walk yet.	
4) I may have a job and take care of my family.	
5) I am an older adult who may be retired.	

Name: _____ 24

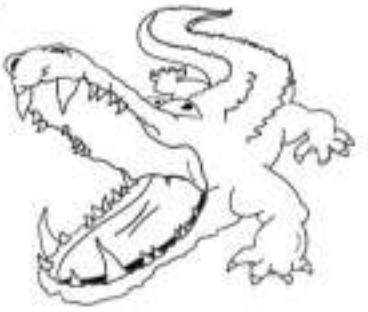
Curriculum Connection
LS.4

Types of Animals - Reptiles

What are Reptiles?

Reptiles are vertebrate animals that share these things in common:

- Four legs (snakes do not, but use to)
- Most lay eggs but some have live young
- Are cold-blooded
- Have scales for skin, not fur or hair
- Breathe air with their lungs
- Have dry



What Do R... ...t and Hunt?

Most ... hu... they eat mostly insects. Larger reptiles like lizards and snakes will hunt ...ds an... ...e s...kes kill their prey with venom before they eat them.

When so... ... are i... they will hide or camouflage themselves to look like their surroundi... ...am... ...the colour of their skin to hide from predators.

Examples of Reptiles

There are about 10,000 types of r...iles ... ...are lizards, turtles, snakes, crocodiles and ...inosaur...

Search and Find

Follow the instructio... ...low

1. Underline the word reptile in the text. How many times ... fin...
2. Put a circle around the food that reptiles eat? Write 3 things they ...

1. _____ 2. _____ 3. _____

3. Put a box around the 6 things reptiles have in common. Write one thing ...elow

_____

Multiple Choice

Circle the best answer

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

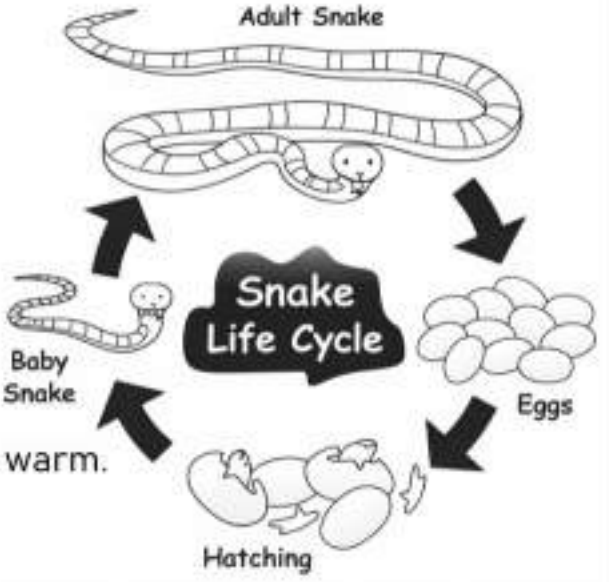
Name: _____ 25

Curriculum Connection
LS.4

Reptile Life Cycle - Snakes

Reptile Life Cycle

Most female reptiles lay eggs, meaning snakes are born from eggs. Check out the life cycle of a snake below.



Stage 1: E

Snak s embryos in eggs.

Eggs ar ten b gground to keep them warm.

Stage 2: Hatchling

When a snake is ready t will gg tooth to break through the shell of the egg. Once the shell is cr ed ing will stay in the shell for 12-48 hours. The little hatchling can def nd tak emselves at birth.

Stage 3: Baby Snake

Baby snakes look like small adult snakes. They grow ntil ecome adults, which can take about 2-4 years. A growing baby sn ke g ng its skin up to 4 times a year!

Stage 4: Adult Snake

It can take a baby snake 2-4 years to become an adult snake. Adult snakes only shed their skin once a year. They do not grow as much as baby snakes as they have reached their full size.

Adult female snakes will lay about 10-15 eggs in shallow holes or under rocks. The female adult snake will guard the eggs and look after them until they hatch.

Name: _____ 26

Curriculum Connection
LS.4

True or False

Circle whether the statement is true or false

1) Most female reptiles lay eggs	True	False
2) Most snakes are born out of eggs	True	False
3) When a snake hatches, it needs its mom to take care of them	True	False
4) Adult snakes grow the fastest	True	False
5) Adult fe kes lay about 10-15 eggs	True	False

Dra r own version of a snake life cycle

Name: _____ 27

Curriculum Connection
LS.4

Types of Animals - Fish

What are Fish?

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

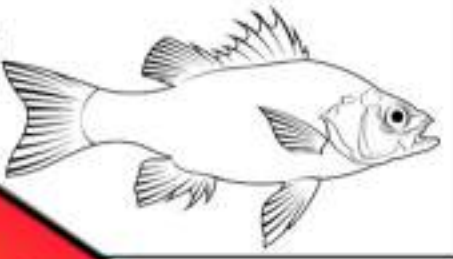
Cold-blooded	Vertebrates – have backbones	Have fins
Have scales, not fur	Breathe underwater using gills	Lay eggs

How Fish B

All fish h a ow them to breathe water. When we breathe, we use our lungs to brea xygen. F eir gills to do the same thing. Fish still need oxygen to live, but they get the h t ater.

Fun Fish Facts

- The longest fish is the k whi er 40 feet long
- The smallest fish is the dw at
- Fish are great pets
- Whales can't swim backwards



Search and Find Follow the instructio le

1. Underline the word <u>breathe</u> in the text. How many time find
2. What do fish use to breathe? _____
3. Fish are vertebrate animals. What does that mean they have? _____
3. What do fish need from the water to breathe? _____

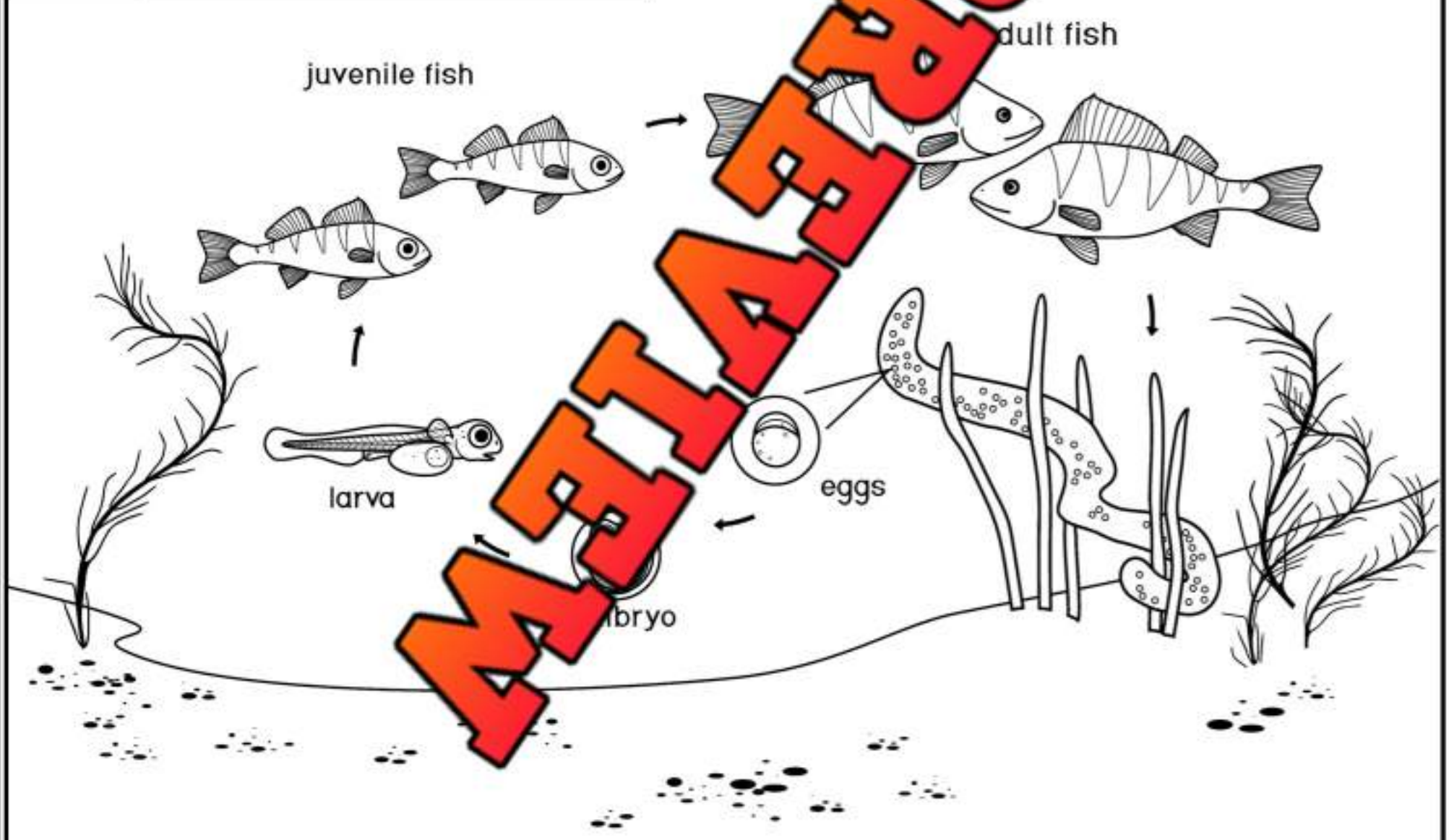
Visualizing Draw what you were picturing while you were reading. Explain the picture

Name: _____

Curriculum Connection
LS.4

Fish Life Cycle

Colour Colour the fish life cycle below



Name: _____ 29

Curriculum Connection
LS 4

Types of Animals - Birds

What are Birds?

Birds are very cool animals that are a lot different than other animals. There are over 9000 different types of birds. Birds have these things in common:

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

How Do Birds Fly?

Almost all birds can fly because they have wings. Birds flap their wings to change the air pressure around their wings. This gives them lift, just like an airplane.

The peregrine falcon is one of the fastest birds. It can fly at speeds of over 160km per hour! Some birds, like penguins, don't fly.

Examples of Birds

- Parrots, penguins, hummingbirds, finches, toucans, swallows, herons, woodpeckers, eagles, owls and geese.

Search and Find

Follow the instructions below

1. Underline the word birds in the text. How many times did you find it? _____
2. What do all birds have that no other animals have? _____
3. How fast does the peregrine falcon fly? _____ km
4. Put a box around the 5 things birds have in common. Write one thing below.

_____

Multiple Choice

Circle the best answer

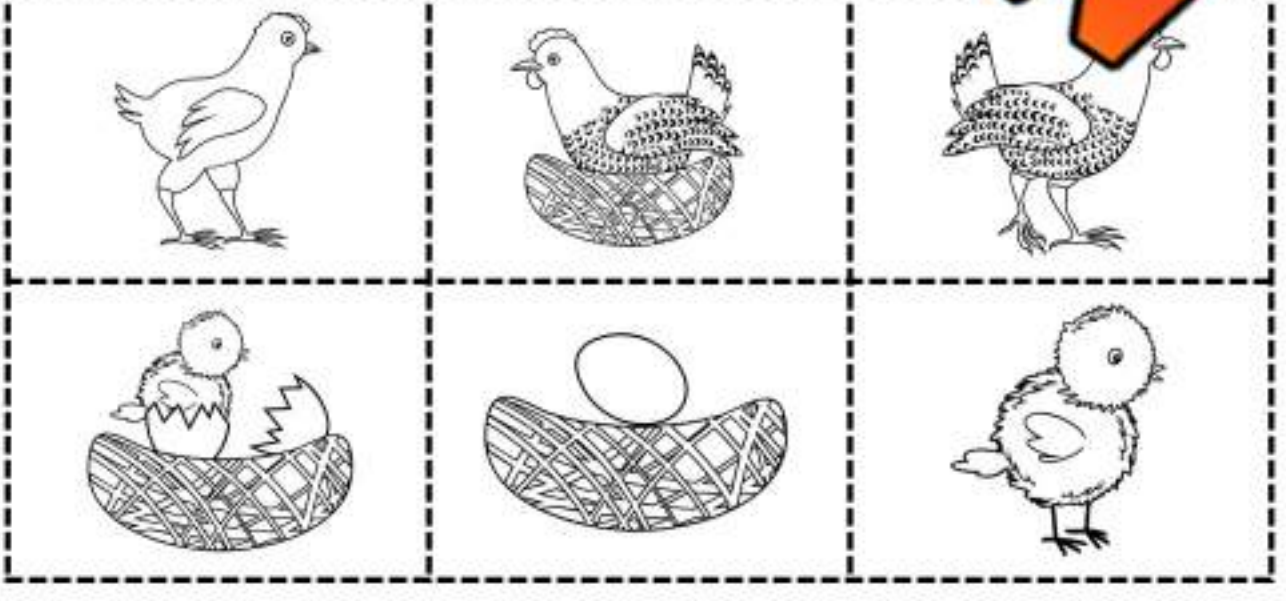
1) Which bird cannot fly?	Toucan	Penguin
2) Which bird is one of the fastest?	Peregrine Falcon	Eagle
3) All birds have	Feathers	Scales
4) All birds have	Fins	Wings
5) Birds can fly because of changing	Air pressure	Weather

Name: _____ 30

Curriculum Connection
LS.4

Birds Life Cycle

Instructions Cut and paste the stages of a bird's life cycle in the correct order



Curriculum Connection
LS.4

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 correct statements.

- ☐ Birds lay eggs.
- ☐ All birds can fly.
- ☐ Birds are warm-blooded animals.
- ☐ Birds breathe with gills.
- ☐ Birds have fur, not feathers.
- ☐ Birds have backbones.
- ☐ All birds have wings.
- ☐ The peregrine falcon flies very fast.

Name: _____ Mark

Check only the correct statements.

- ☐ Birds lay eggs.
- ☐ All birds can fly.
- ☐ Birds are warm-blooded animals.
- ☐ Birds breathe with gills.
- ☐ Birds have fur, not feathers.
- ☐ Birds have backbones.
- ☐ All birds have wings.
- ☐ The peregrine falcon flies very fast.

Name: _____ Mark

Check only the correct statements.

- ☐ Birds lay eggs.
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- ☐ Birds breathe with gills.
- ☐ Birds have fur, not feathers.
- ☐ Birds have backbones.
- ☐ All birds have wings.
- ☐ The peregrine falcon flies very fast.

Name: _____ Mark

Check only the correct statements.

- ☐ Birds lay eggs.
- ☐ All birds can fly.
- ☐ Birds are warm-blooded animals.
- ☐ Birds breathe with gills.
- ☐ Birds have fur, not feathers.
- ☐ Birds have backbones.
- ☐ All birds have wings.
- ☐ The peregrine falcon flies very fast.

Name: _____ 32

Curriculum Connection
LS.4

Groups of Animals - Invertebrates

What are Invertebrates?

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

Types of Invertebrates

Worms, ins[illegible]nd spiders are the most common types of invertebrates. These animals are small[illegible]backbones. Insects make up the largest group of invertebrates in the w[illegible]re[illegible]million different types of insects.

The[illegible]are a[illegible]ebr[illegible]e animals living in water. Jellyfish, sponges, starfish, and corals are a[illegible]es of i[illegible]tes living in water.

Exoskeletons

Spiders, insects and scorpio[illegible]xos[illegible] **exoskeleton** is a skeleton on the outside of their b[illegible]ies. I[illegible]t protects the animal's insides. It may seem like they have a backbone, b[illegible] just th[illegible]on.

Search and Find

Follow the instructio[illegible]ow

1. Underline the word invertebrate in the text. How many [illegible]y[illegible]? _____
2. How many different types of insects are there? _____
3. Circle the types of invertebrate animals living in water. Write one here _____
4. Underline where it tells us what an exoskeleton is.

Multiple Choice

Circle the best answer

1. Spiders, insects, and scorpions have...	backbones	exoskeletons
2. Jellyfish are...	vertebrates	invertebrates
3. What percent of animals are invertebrates?	97	87
4. Invertebrates have no...	backbone	skeleton
5. The largest group of invertebrates are...	worms	insects

Name: _____ 33

Curriculum Connection
LS.4

Invertebrates Animals

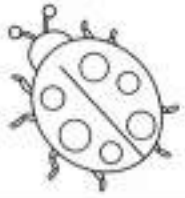
Backbone or Not? Circle the invertebrate animals

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

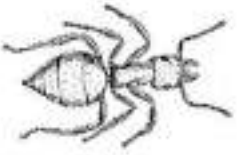
1)   

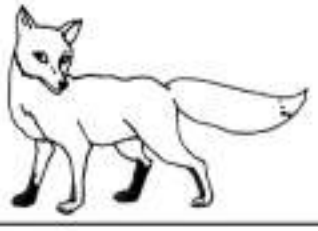
2)  

3)  

4)   

5)  

6)   

7)   

Name: _____ 35

Curriculum Connection
LS 4

Experiment - Vertebrate or Invertebrates

Research Question

What are we learning more about?

Can invertebrates or vertebrates support more weight?

Materials

What do we need for our activity?

1) [illegible] to make two animals
2) One pipe [illegible]
3) Weights – wood [illegible] will work

Method

How do we complete the [illegible] time

1) Make an animal like the one in the pictur
   i. Make 4 legs
   ii. Make a body
   iii. Attach the legs to the body
   iv. Put a head on the body
2) Make another animal using the same steps as above

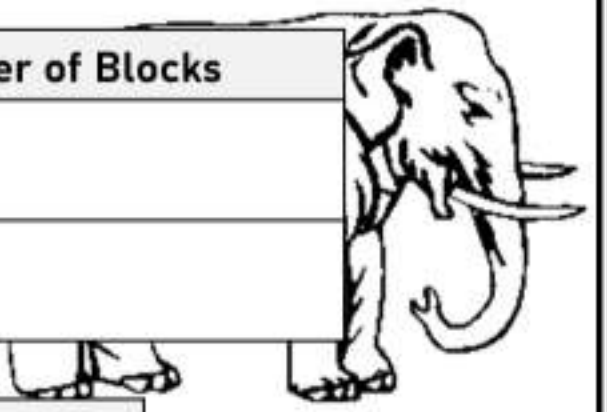
3) Put a pipe cleaner through the body to act as a backbone
4) Put one block on each animal and observe
5) Keep adding blocks until one of the animals collapses

Name: _____ 36

Curriculum Connection
LS 4

Observations

How many blocks did each type of animal hold?



	Number of Blocks
Vertebrates	
Invertebrates	

Res wer the questions below

1) Which ty nal c d more weight?

Verteb	Invertebrates

2) Which type of animals ou lly bigger?

Vertebrates	tebrates

3) Why do you think the bigger animals a

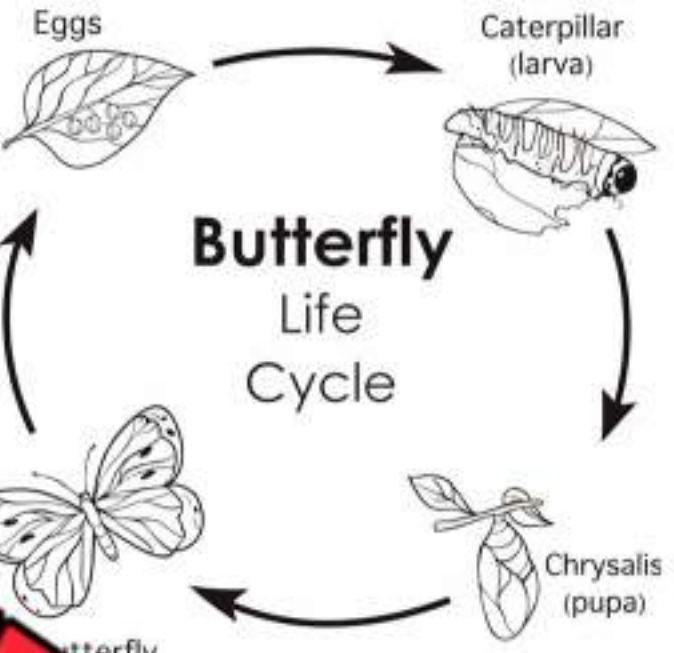
4) If an invertebrate animal gained a lot of weight, what could happen?

Name: _____ 38

Curriculum Connection
LS.4

Butterfly Life Cycle

Butterfly Life Cycle



Stage 1: The Egg

A butterfly will begin its life cycle as an egg. It all starts when a female butterfly lays her eggs, usua leaves or stems of plants. Inside the is where caterpillars grow.

Stage 2: terpilla

When the egg cater ill leave its egg home gin outside world. A caterpilla mport tterfly job to eat as much as they can. will ow into the next stage. Caterpillars eat leaves from the plant t g was l

Stage 3: Pupa (Chrysalis)

One day, the caterpillar will stop eating because they h enou ey will hang themselves upside down from a twig or leaf and they spin th lve chrysalis is almost like a blanket they wrap around themselves.

While the caterpillar is inside the chrysalis, they are turning themse nto a butterfly. They are growing organs, wings, legs, and an antennae. The chrysalis protects the caterpillar while they change into a butterfly.

Stage 4: Butterfly (Adult)

When the butterfly has fully grown inside the chrysalis, they are ready to come out. The chrysalis will split open and the butterfly will hang upside down for awhile. They can't fly yet, as their wings are too wet, soft, and wrinkled. After their wings dry, the butterfly will fly around looking for food and other butterflies to mate with. This completes the cycle!

Name: _____ 39

Curriculum Connection
LS.4

True or False

Circle whether the statement is true or false

1. Butterfly eggs have little caterpillars inside	True	False
2. During the chrysalis stage, the caterpillar eats lots of plants	True	False
3. A caterpillar eats a lot of plants and grows a lot too	True	False
4. A butterfly can fly as soon as it comes out of the chrysalis	True	False
5. A chrysa[illegible]ects the caterpillar as it grows into a butterfly	True	False

Dia[illegible]

[illegible]each stage of a butterfly's life cycle

Eggs	Caterpillar (Larva)	[illegible]salis	Butterfly

Questions

Use information from the text to [illegible]yo[illegible]

1) What are the different stages of a butterfly's life?

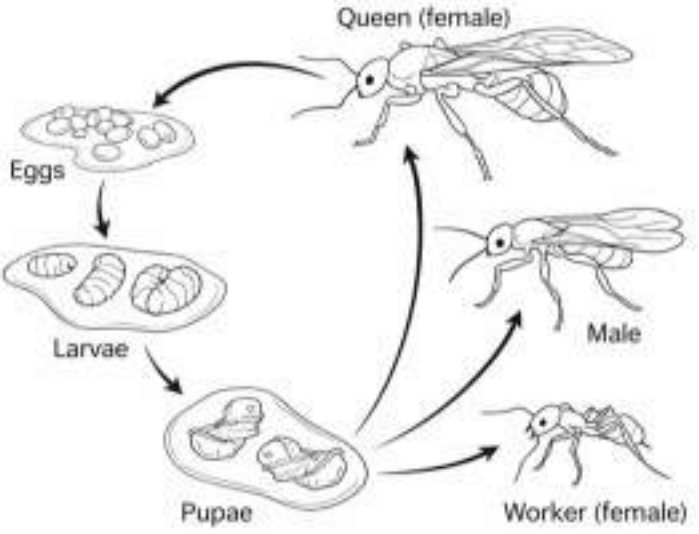
2) How does the butterfly grow so much? In what stage does it eat?

Name: _____ 45

Curriculum Connection
LS.4

Ant Life Cycle

Ant Life Cycle



Stage 1: Egg

An ant's life begins as an egg. An ant egg is soft, oval and very tiny. It is about the size of a perio[illegible] end of a sentence! Not all ant eggs [illegible]dults. Some of the eggs are e[illegible]t [illegible]food.

Stage 2: Larva

After a couple weeks [illegible] a worm-shaped larva with no eyes or legs. The larva eat, eat, and ther[illegible] m[illegible]ed adult ants to regurgitate food for them to eat. Regurgitate means [illegible] nd then bring it back up again (vomit) for the larva to eat.

Stage 3: Pupa

When the larva grows large enough, it turns into a pupa[illegible]oo[illegible]dult ants, but their legs and antennae are folded against their bodies. [illegible] a silk-like cocoon around itself. The cocoon protects the pupa inside whi[illegible]anges into an adult ant. The cocoon is usually built against a solid object, like a wall.

Stage 4: Adult

When the pupa has finally formed into an ant, it will come out of the cocoon. This can take anywhere from a few weeks to a few months. When they emerge from the cocoon, they are fully grown adults. Their exoskeletons stop them from growing larger. There are three types of adult ants: queen, worker, or male. Worker and male ants can live up to 7 years, while some queens live over 15 years.

Name: _____ 46

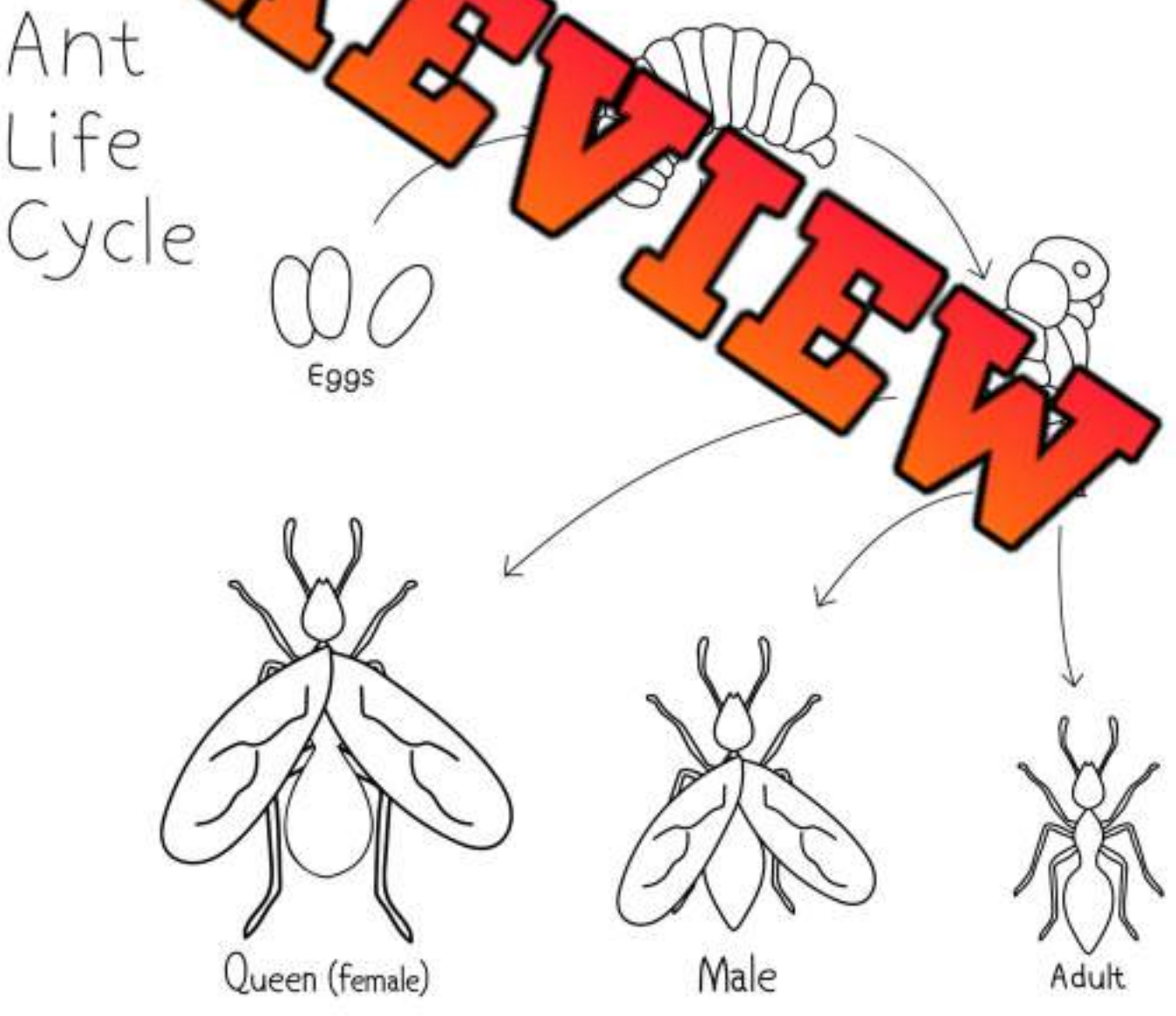
Curriculum Connection
LS 4

True or False

Circle whether the statement is true or false

1. Ant eggs will all become adult ants	True	False
2. A larva is shaped like a worm	True	False
3. A larva eats regurgitated food from adult ants	True	False
4. All adult ants are the same	True	False
5. Larva u on to protect themselves while they change into an ant	True	False

Colou the stages in an ant's life cycle



Name: _____ 47

Curriculum Connection
LS.4

Types of Animals - Spiders

What are Spiders?

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

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

Spider We Spiders Hunt

A spid hat spiders make to trap their prey. Spiders mainly eat insects. When ins s fly o the ilk web, they get stuck and the spider eats them. Spiders spin silk to mak s. The h of spider silk is stronger than steel when comp th f material.

Examples of Spiders

There are over 40,000 types of spi rs, s tarantulas, brown recluse spiders, and b widow s

True or False — Is the statement true or f

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

Questioning — Write two questions you have after reading the text

1)	
2)	

Name: _____ 48

Curriculum Connection
LS.4

Spider Life Cycle

A spider goes through 4 stages in its life cycle. Use the word bank to fill in the blanks below. Then, draw pictures of each stage

- Egg Sac
- Adult
- Eggs
- Spiderlings

Draw a spider's life cycle below

Name: _____ 49

Curriculum Connection
LS.4

Life Cycle Activity – Making a Book

Choose an animal that you want to write a book about. You will write how the animal grows from its first stage to its last. You can choose an animal that undergoes a metamorphic or non-metamorphic change.

Plan Fill in the plan below to make it easier to write your book

1) Wh[illegible]oose?	
2) Write the stages [illegible]. Write what happens to the animal in each stage.	
1	
2	
3	

Name: _____ 50

Curriculum Connection
LS.4

Plan Fill in the plan below to make it easier to write your book

4	
5	

3) Draw pictures of each stage.

1)	2)	
4)	5)	6)

Name: _____ 51

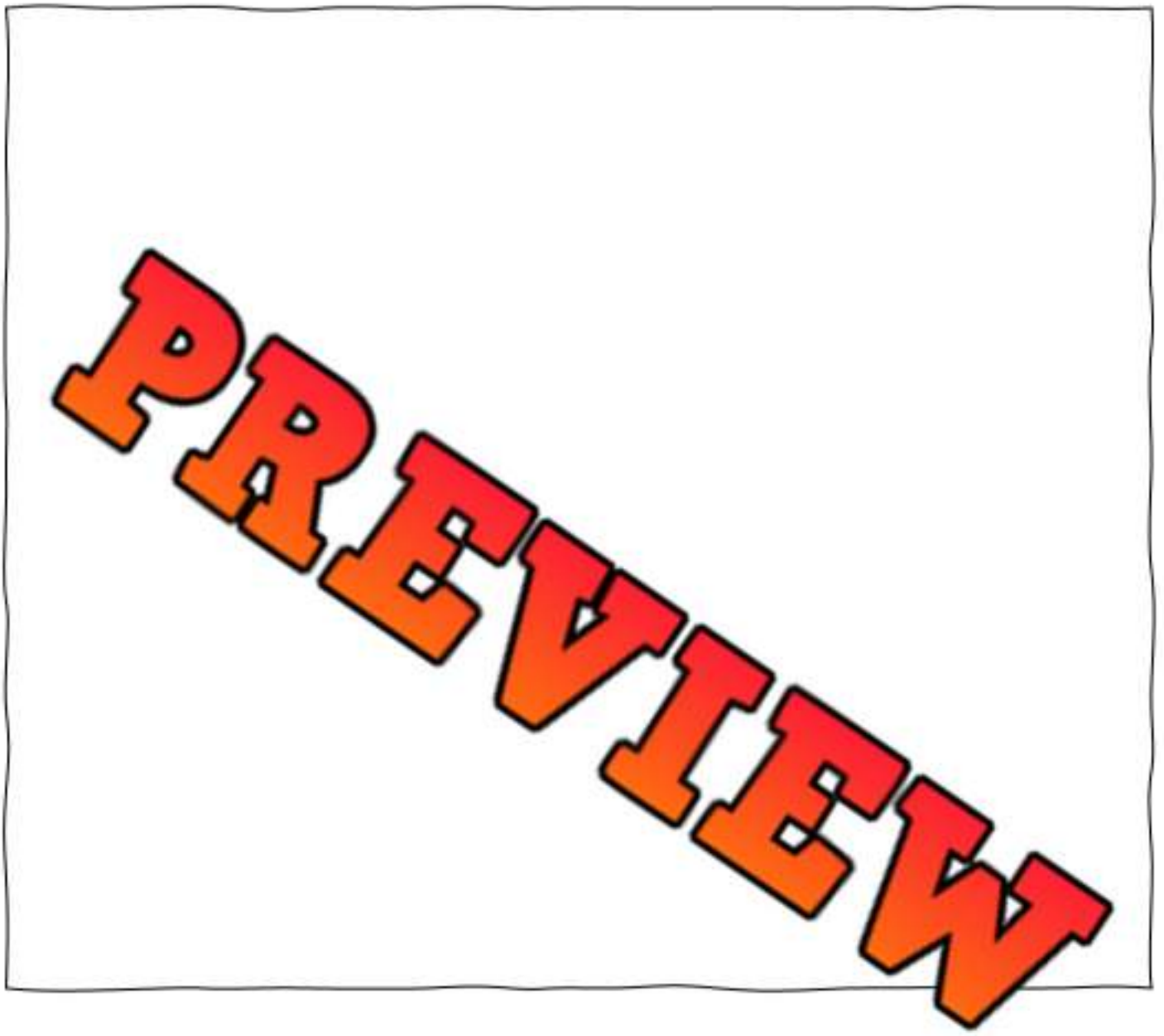
My Animal Life Cycle Book

_____

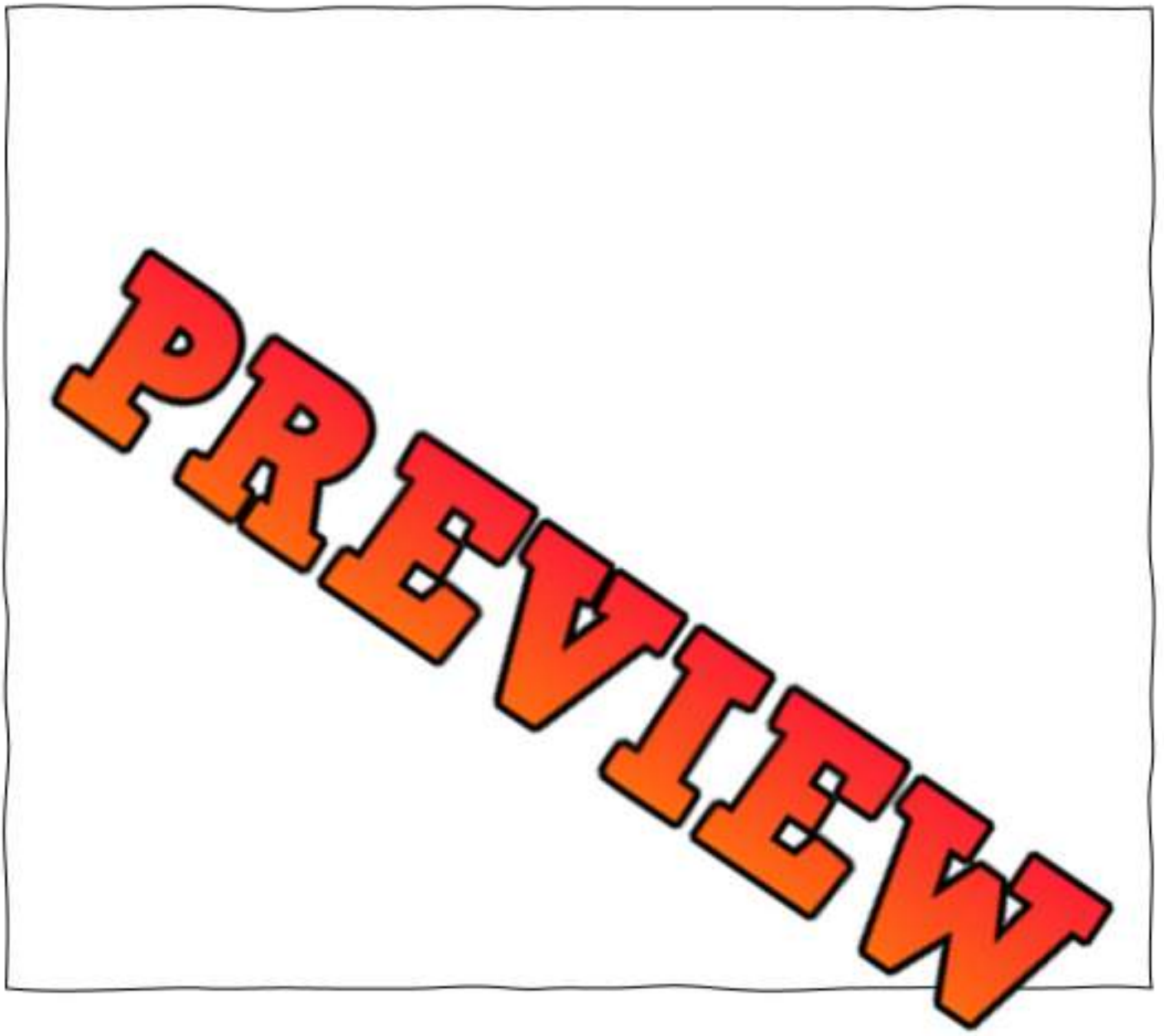
_____

By: _____

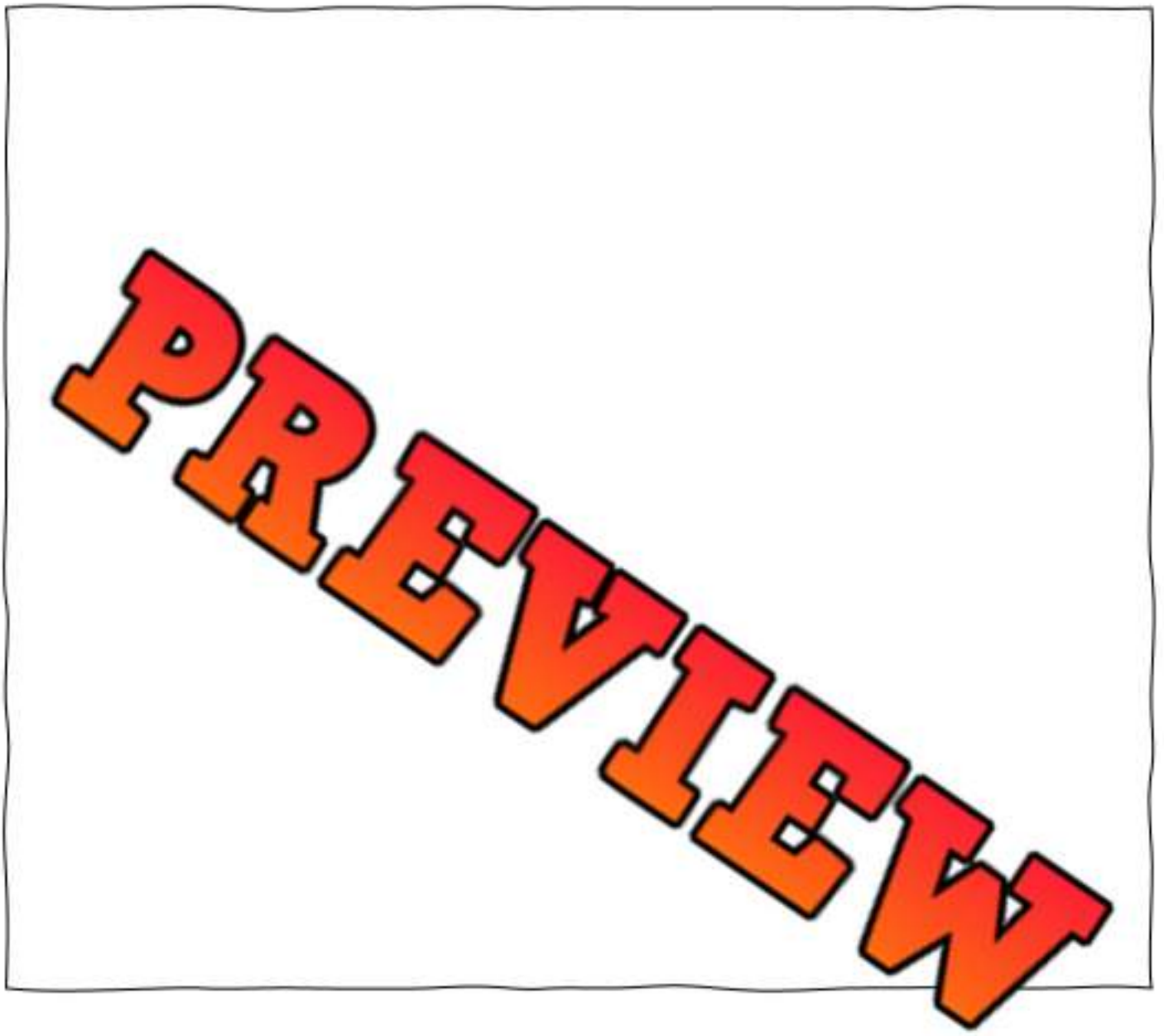
Stage 1: _____



Stage 2: _____



Stage 6: _____



Name: _____ 58

Physical Characteristics of Animals

Word Search

Find the words from the word bank

❑ Animals	❑ Invertebrate	❑ Vertebrate	❑ Backbone	❑ Insects
❑ Mammals	❑ Reptiles	❑ Birds	❑ Worms	❑ Spiders

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

Word Scramble

Unscramble the words from the word bank

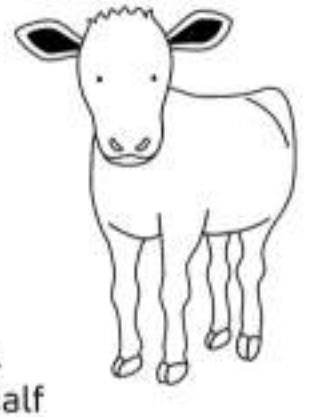
MMAAMLS		VBRETREATE	
AMINLAS		IECTNSS	
WROSM		BRDIS	
RLPTEIES		ITREAENRTBVE	
BBOACKNE		SDIRPES	

Name: _____ 59

Curriculum Connection
LS.3

Story: Benny and the Farm of Changes

Benny and the Farm of Changes



Once upon a time, there was a little boy named Benny who lived on a big, bustling farm. Benny loved the farm with all his heart, especially the animals who lived there.

One morning, Benny woke up to a delightful surprise. His cow had given birth to a little calf. Benny named the calf Daisy. Daisy was covered in soft fur and big, curious eyes. She was unsteady on her feet, but she was determined and always followed her mother, Bessie, around.

Benny loved to watch and frolic around the farm. He also loved feeding Daisy from the bottle when Bessie was resting. As weeks turned into months, Benny started noticing that Daisy was growing! She was no longer the small, wobbly calf that she used to be. Her legs were becoming strong, and she was getting bigger each day. By the end of the year, Daisy had become as big as Bessie. She had turned into a beautiful young cow.

On another part of the farm, Benny had a little chick named Goldie. Goldie was a fluffy, yellow chick who loved to peep and follow her everywhere she went. Benny loved Goldie and enjoyed watching her chase after butterflies in the grass.

As the months passed, Benny noticed that Goldie was changing. Her fluffy yellow feathers started to turn white, and she grew bigger and stronger. She no longer peeped but clucked instead. And one day, Goldie laid an egg! She had turned into a chicken.

Benny was amazed to see his animals grow and change. He understood that just like him, animals also grow up. This realization made Benny love his farm and his animals even more. Every day became a new adventure, watching and learning about the amazing changes in his farm animals.

And so, life on Benny's farm was always full of wonder and discovery, reminding us all that change is a part of life, and it's a beautiful thing to witness.

Name: _____ 60

Curriculum Connection
LS.3

True or False

Circle whether the statement is true or false

1) Animals don't change much	True	False
2) A calf will grow into a cow	True	False
3) A chick will grow into a horse	True	False
4) A calf has strong legs	True	False
5) A chick [illegible]eir yellow feathers, and they turn white	True	False

Dia[illegible]

Draw each animal below

Chick	Chicken	Calf	[illegible]w

Question

How did Benny's animals change?

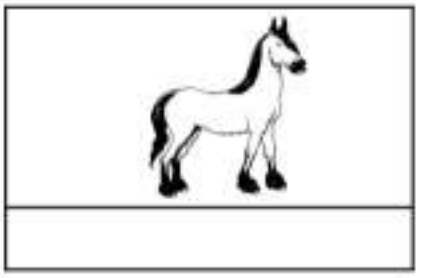
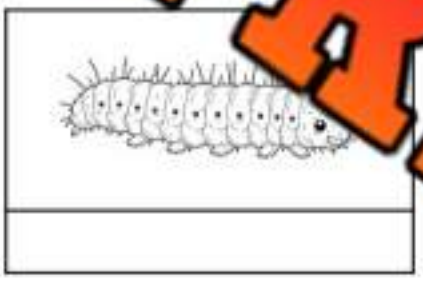
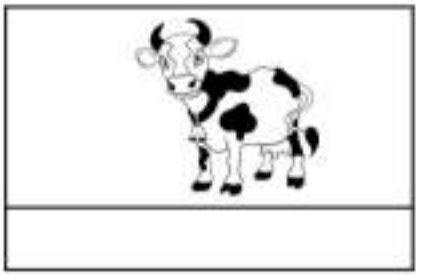
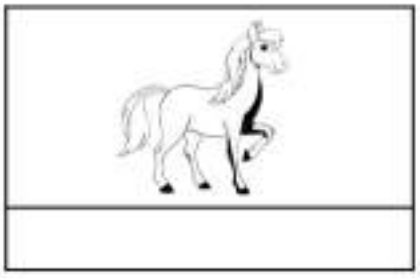
Name: _____ 61

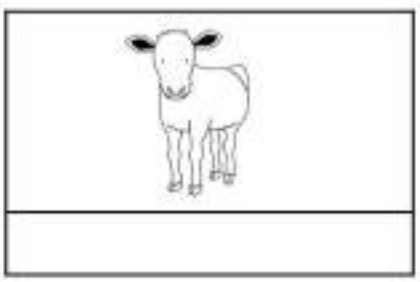
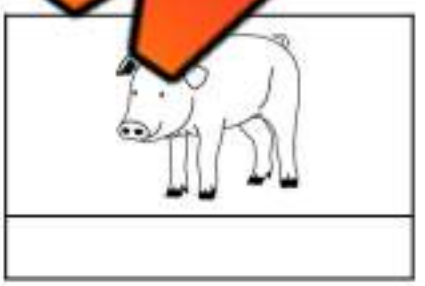
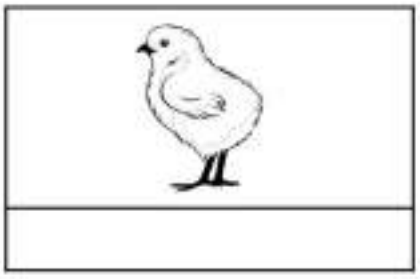
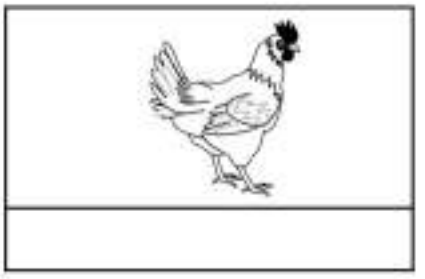
Curriculum Connection
LS.3

Changing Animals

Matching Label the names of the animals and draw a line matching the baby to the adult

Pig	Larva	Cow	Chick	Piglet	Chicken	Horse	Calf	Butterfly	Foal

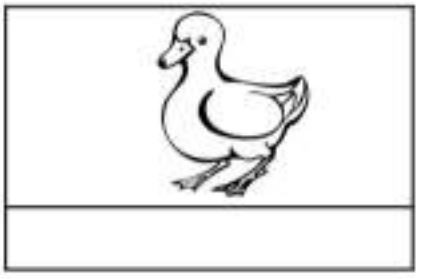





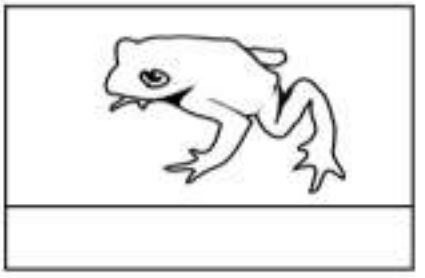
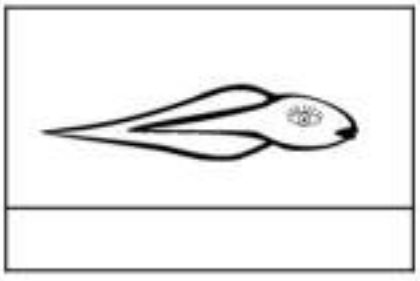
Name: _____ 62

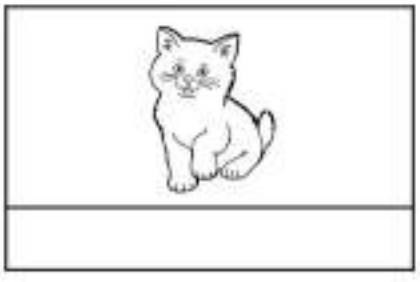
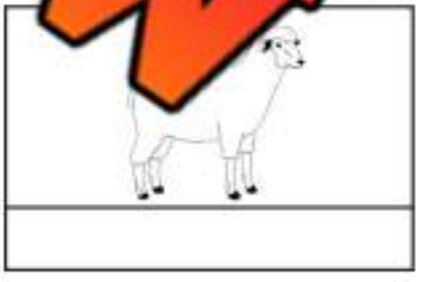
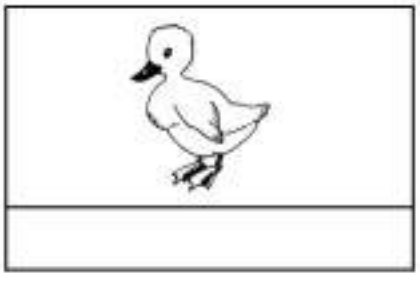
Curriculum Connection
LS.3

Matching Label the names of the animals and draw a line matching the baby to the adult

Duck	Puppy	Sheep	Frog	Duckling	Dog	Tadpole	Kitten	Lamb	Cat


Curriculum Connection
LS.3

Exit Cards

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

Name: _____ Mark

Sort the names into "Babies" or "Adults."

Items	
Tadpole	Chick
Sheep	Calf
Frog	Horse
Babies	**Adults**

Name: _____ Mark

Sort the names into "Babies" or "Adults."

Items	
Tadpole	Chick
Sheep	Calf
Frog	Horse
Babies	**Adults**

Name: _____ Mark

Sort the names into "Babies" or "Adults."

Items	
Tadpole	Chick
Sheep	Calf
Frog	Horse
Babies	**Adults**

Name: _____ Mark

Sort the names into "Babies" or "Adults."

Items	
Tadpole	Chick
Sheep	Calf
Frog	Horse
Babies	**Adults**

Name: _____ 65

Curriculum Connection
LS 4

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 re seed plants.

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

Life Cycle of a

1. **Seed –** The s t will e as a seed. The seed has a hard shell that protects the e

2. **Germination –** The seed falls to the nd a the water and warmth from the air and the soil. This starts proces erm on, which is when a plant grows from a seed to a sprou eed d split in the soil and a sprout will form.

3. **Growth** – The plant will keep growing through the process of ph The plant provides its own food and will grow if it receives its ba 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!

Name: _____ 66

Curriculum Connection
LS.4

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 do germination of a seed mean?

Ordering

Put the images of the cycle 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

Name: _____ 67

Curriculum Connection
LS.4

Seed Plant – Describe and Draw

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

Seed	
Germin	
Growth	
Reproduction	
Spreading Seeds	

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

Seed	Germination	Growth	Reproduction	preading Seeds

Name: _____ 68

Curriculum Connection
LS.4

Lab – Germinate Seeds on a Window

Research Question
What are we trying to learn more about?

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

Hypothesis
What do you think will happen?

Materials
we d for this experiment?

- Small plastic zipp ag
- Dried, uncooked bean seed
- Paper towels
- Water

Procedure
What do you need to do?

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

Name: _____ 69

Curriculum Connection
LS.4

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

Day	What is happening to the seed?

Day	What is happening to the seed?

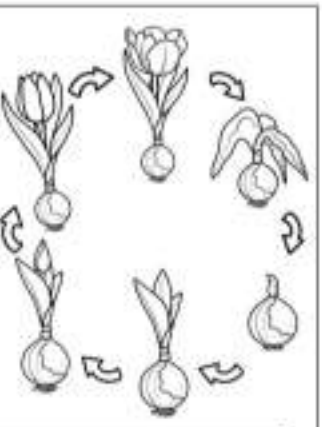
Name: _____ 70

Curriculum Connection
LS.4

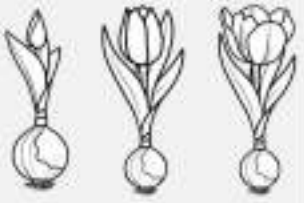
Bulb Plant – Life Cycle

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 Cycle of Bulb Plants – Stages

1) Dormant 	Bulb prepares for winter by forming roots in the ground. It gathers energy from the soil around it. The bulb is in the dormant stage. It is half-asleep as they don't grow in size or [illegible] ground. But, they do quietly work away at growing [illegible] and [illegible] roots.
2) Waking Up 	As the temperature warms in [illegible] bulb begins to grow. You will see the shoot [illegible] grow through the soil.
3) Bloom 	The bulb blooms after spending the winter and [illegible] 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.

Name: _____ 71

Curriculum Connection
LS.4

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.

Questions

A[illegible] the [illegible]low

1) Where does a bulb plant g[illegible]ug[illegible] cycle?

Underground A[illegible]round

2) What is the difference between a bulb pla[illegible]a see[illegible]

_____

_____

_____

Visualizing

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

Describe your picture

_____

_____

_____

Name: _____ 73

Curriculum Connection
LS.2

Where Animals Live

Where Animals Live

Every animal has a special home that is just right for them. These homes provide the food, water, and shelter that they need. Different environments are perfect for different animals.

Forest: In the forest there are lots of trees and bushes. Animals like bears and squirrels love the forest. The trees give them lots of food and places to hide.

Ocean: The ocean is big. Fish, whales, and dolphins live here. They are great swimmers and can hold their breath.

Desert: Deserts are very hot and dry. Camels, snakes, and scorpions live here. They can handle the heat and don't need much water.

Polar Regions: Polar regions are very cold places. Polar bears, penguins, and seals live here. They have thick fur or blubber to stay warm.

Grassland: Grasslands are full of tall grasses. Lions, elephants, and zebras live here. They can find plenty of food and space to roam.

Rainforest: Rainforests are wet and warm. Monkeys, toucans, and frogs live here. They love the tall trees and plentiful rain.

Mountain: Mountains are tall and rocky. Goats, eagles, and bears live here. They are good climbers and can handle the thin air.

Name: _____ 74

Curriculum Connection
LS.2

Choose Circle the environment the animal lives in

#	Animal	Environment 1	Environment 2
1	Bear	Forest	Ocean
2	Whale	Desert	Ocean
3	Camel	Desert	Grassland
4	Penguin	Rainforest	Polar Region
5	Lion	Grassland	Ocean
	hant	Grassland	Forest
7	hir	Forest	Ocean
8	Monke	Forest	Rainforest
9	M	Mountain	Rainforest
10	Zeb	assland	Mountain
11	Squirrel		Desert
12	Scorpion	rest	Desert
13	Toucan	nfo	olar Region
14	Seal	Polar	nforest
15	Deer	Forest	

Draw Draw one animal that you would find in each of the env nents

Forest	Ocean	Polar Region	Grassland	Desert	Mountain

Name: _____ 82

Curriculum Connection
LS.1

Reducing, Reusing, Recycling, and Repurposing

Animals Love a Clean Home

Animals live in forests, oceans, and all around us. When we reduce, reuse, recycle, and repurpose, we keep their homes clean. This helps ani[illegible]tay healthy and happy.

Redu[illegible]Waste

When we us[illegible]make[illegible]waste. This means fewer pla[illegible]ags[illegible]bird nests or water where fish live. Fewer soda cans won't [illegible]pl[illegible]e small animals could get stuck.

Reusing Items

When we reuse items, like water bottles [illegible]ppin[illegible] make less trash. This helps keep animals' homes clean. [illegible]on't m[illegible] trash for food.

Recycling Things

When we recycle, we give trash a new life. It can turn into new bottles, cans, or even playgrounds! This way, less trash goes into landfills or oceans where animals might eat it or get caught in it.

Repurposing Stuff

Repurposing is like recycling. It means using something old to do a new job. An old boot can become a plant pot. This way, less trash can hurt animals.

Name: _____ 83

Curriculum Connection
LS.1

Write Write about what is happening to this fish

_____

_____

_____

_____

Draw a your ov re of an animal living in a polluted home

Think What do each of the terms below mean?

Recycle	
Reduce	
Reuse	
Repurpose	

Name: _____ 85

Curriculum Connection
LS.1

How Long Does Garbage Take To Decompose?

Questions

Answer the questions below

1) What surprised you about how long garbage takes to decompose?

2) How does this graphic show the importance of recycling? What happens when we don't?

Uninvited Guests: New Plants and Animals

Uninvited Guests: New Plants and Animals

Just like we have our home, animals and plants have their own homes too. They are in special areas where they grow the best. But what happens when they move to a new place where they don't belong? Let's find out.

Plants T[illegible]

Som[illegible] p[illegible]me to a place where they didn't live before. They can come from pe[illegible]s [illegible]rom other countries. These plants can grow very fast and take up [illegible] spac[illegible]ing room for the plants that were there before.

In Alberta, a plant ca[illegible] ple[illegible] from Europe and Asia has done this. It grows quickly and takes up sp[illegible]aking [illegible] for local plants to grow.

Animals Moving In

New animals can also be a problem. They might ea[illegible]sh of [illegible]in food, leaving none for the animals that lived there before.

In Alberta, the American bullfrog from the eastern part [illegible]ica is a problem. It eats so much that other animals, like local frogs and small mammals, don't have enough to eat.

Too Many Changes

When new plants or animals come to an area, they can change it a lot. This can make it hard for the original plants and animals to live.

In Alberta, the wild boar, a kind of pig from Europe, is causing trouble. It eats a lot of different foods and can damage the places where it lives.

Name: _____ 89

Curriculum Connection
LS.2

True or False

Circle whether the statement is true or false

1) When plants and animals move, it is good for everyone	True	False
2) When animals move, they affect other animals and plants	True	False
3) The wild boar is from Alberta	True	False
4) The American bullfrog eats a lot of food	True	False
5) Animals move to new areas	True	False

Questioning

Write 2 questions you have about the reading?

1)	
2)	

Questions

Use information from the text to support your answer

1) How do you think animals move to new places?

2) What can happen when an animal moves to a new area?

Name: _____ 90

Curriculum Connection
LS.1

Helping Animals

Fixing Up Natural Areas

Natural areas are places like forests, beaches, or deserts where plants and animals live. Sometim these places get hurt or sick, like whe et cut down or trash is left help them get better. This is ver natural areas.

We can p w tre trash, and make sure these places have clean water.

Protecting Natural Spaces

Protecting natural spaces is very importa s me ping them safe from harm. These places will not be sold to or y t the same for plants and animals to enjoy. Humans on this t not

- ☒ Cut down trees or plants
- ☒ Build factories that pollute the water
- ☒ Make air pollution from cars

Making Parks

One great way to protect natural spaces is by making parks. Parks are places where we can go to enjoy nature. We can see trees, flowers, animals, and more in parks. Parks help keep nature safe, because people take care of them. People can't cut down trees or leave trash in parks.

Name: _____ 91

Curriculum Connection
LS.1

Yes or No

Is the answer yes or no?

1) Can humans buy protected land?	Yes	No
2) Can humans cut down trees on protected land?	Yes	No
3) Is protected land left alone?	Yes	No
4) Do a l[illegible] of animals live on protected land?	Yes	No
5) Are [illegible]tected land?	Yes	No

Draw

[illegible] near a park? Draw it and explain it.

Question

What would happen if we didn't protect land and if we l[illegible]mans buy all the land in the world?

Name: _____ 92

Curriculum Connection
LS.1

Humans Fighting For Animal Rights

Animal Rights

Humans have rights that need to be followed. For example, you have the right to use the bathroom, eat lunch, go to school, and feel safe. If someone took those rights away from you, you could call the police.

Oth als do not have the same rights. Animals are the proper imals are not free to live like humans. Many nizatio ng PETA, are fighting for more rights for animals. t of they want for animals.

- No experiment ani
- No breeding and kill ls fo clothes or medicine
- No use of animals for wor exam es to pull carts)
- No hunting
- No zoos or use of animals in entertainm

What You Can Do

If you want to help animals get the rights above, try som th ideas below.

- Only visit zoos that have proper enclosures for the animals
- If you have a pet, treat them right! Feed them regularly and take care of them
- Consider eating more plants and less meat
- Do not feed wild animals human food
- Adopt pets from animal shelters to save them
- Do not use pesticides on your lawn that kill animals
- Don't wear or buy things made out of animals
- Spread the word about animal rights!

Name: _____ 93

Curriculum Connection
LS.1

Questions

Use information from the text to support your answer

1) Do animals have the same rights as humans? Explain.

2) Do you [illegible]mals should have the same rights as humans?

True or False

Is the [illegible] tr[illegible]

1) Animals have the same rights as hum[illegible]	True	False
2) If someone takes your rights away, you can c[illegible]polic[illegible]	True	False
3) Animals are property of humans	[illegible]e	False
4) Humans will go to jail if they hunt and eat wild animals	[illegible]	[illegible]lse
5) Some zoos have small cages for animals		False

Making Connections

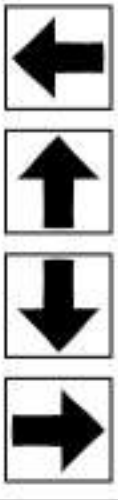
What does the reading remind you of in your life?

Name: _____ 98

Curriculum Connection
CS.1

Coding – Deer Crossing

Direction Code the deer across the highways to the bush using arrows



1st Move	2nd Move	3rd Move	4th Move	5th Move	6th Move

7th Move	8th Move	9th Move	10th Move	11th Move

Name: _____ 99

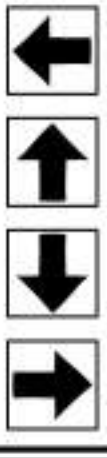
Curriculum Connection
CS.1

Coding – Self Driving Car

Self-driving cars use codes to drive around obstacles. Many self-driving cars are on the road now. By 2040, it is possible that we will all enjoy safe, self-driving cars.

Direction

Code the car around the deer.
The car can only be in the passing lane for 3 spaces in a row



1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19

Name: _____ 101

Curriculum Connection
CS.1

If Then Conditional Statement - Activity

Directions Follow the if/then statements to migrate the butterfly to warmer weather

1)	If a butterfly is a vertebrate	then	Move ↓ 4 spots
2)	If a lion is a mammal	then	Move → 2 spots
3)	If a horse has a backbone	then	Move ↓ 3 spots
4)	If a [illegible] is an invertebrate	then	Move → 2 spots
5)	If a [illegible] survive	then	Move ↓ 3 spots
6)	If a snake [illegible]	then	Move ← 5 spots
7)	If an ant [illegible]	then	Move → 4 spots
8)	If a rabbit slith[illegible]	then	Move ↑ 4 spots
9)	If a crocodile is an am[illegible]	then	Move → 3 spots
10)	If a foal is a baby horse	then	Move ↓ 1 spots

Name: _____ 102

Curriculum Connection
CS.1

Coding – Else Statements

An **else** statement works like an if statement. When an if statement is false, we can have another command, instead of nothing happening.

Is the den dark?

IF it is dark	ELSE
TH down and	Keep looking for a dark den

Direction LSE commands below with your own ideas

Is it getting cold?

t is	ELSE
THEN	

Do I see my prey

If I see my prey	ELSE
THEN	

Name: _____ 103

Curriculum Connection
CS.1

Directions Fill in the ELSE commands below with your own ideas

Is a predator coming?

IF a predator is coming

THEN

ELSE

If I see a car coming

THEN

Is it getting cold?

IF it is getting cold

THEN

ELSE

Name: _____ 104

Curriculum Connection
LS 5

Indigenous Groups – Sacred Animals

Why Animals are Sacred

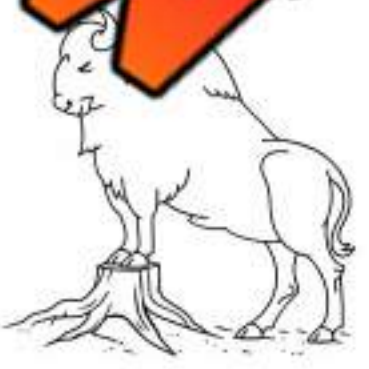
First Nations, Métis, and Inuit are groups of people in Canada. They think animals are very important. Here's why:

- Animals are like presents from nature.
- Anima[illegible] like teachers, showing us how to live.
- Ani[illegible] stories.
- A[illegible]s are [illegible]. They represent ideas, like a turtle means patience.
- Animals [illegible] us [illegible] special place we can't see, called the spirit world.

Indigenous Groups – Sacred [illegible]

Each group has some animals they [illegible] are ex[illegible]cial:

- First Nations: There are over 600 First N[illegible] in C[illegible] They do not all find the same animals sacred. Some First Nat[illegible] [illegible] the eagle and the bear are sacred. The eagle flies high and se[illegible] thi[illegible] The bear is strong and teaches us about power. Others believe the ra[illegible] [illegible]t created life.



- Métis: The Métis believe the bison as sacred. The bison gives many gifts like food and clothing. The Métis followed and hunted the bison for many years.

- Inuit: The Inuit believe the polar bear and the seal are sacred. The Inuit hunted these animals for food, clothing, and tools. They used polar bear fur for clothing, seals for meat and oil, and seal skin for kayak coverings.

Name: _____ 105

Curriculum Connection
LS 5

True or False

Circle whether the statement is true or false

1) There is only one First Nation community	True	False
2) All First Nation communities find the same animals sacred	True	False
3) The bear shows patience	True	False
4) The Inuit find the polar bear to be sacred	True	False
5) The Mét[illegible]e the bison as sacred	True	False

Dra[illegible]w an animal that each groups finds sacred

Inuit	Méti[illegible]	[illegible]st Nations

Questions

Use information from the text to [illegible] yo[illegible]

1) Name three indigenous groups in Canada.

2) Why are animals sacred to some groups of people?

Name: _____ 107

Curriculum Connection
LS.5

Indigenous Methods for Classifying Living Things

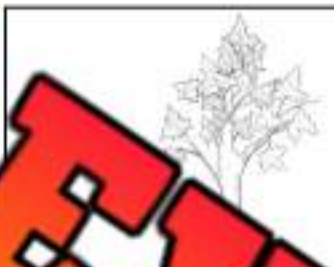
Another Indigenous system for classifying plants and animals is to sort them as being totemic or non-totemic.

Totemic – A plant or animal that is sacred to an Indigenous group

Non-Totemic – A plant or animal that is not sacred to an Indigenous group

Directions: Decide whether the living thing below is totemic or non-totemic to you

Totemic	Non-Totemic
Evergreen Tree (Christmas)	



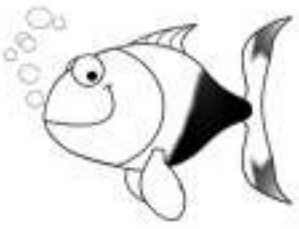
Totemic	Non-Totemic
Tree	

Totemic	Non-Totemic
Cat	

Totemic	Non-Totemic
Bunny	

Totemic	Non-Totemic
Sunflower	

Totemic	Non-Totemic
Bird	



Totemic	Non-Totemic
Fish	

Totemic	Non-Totemic
Roses	

Totemic	Non-Totemic
Dog	

Name: _____ 108

Curriculum Connection
LS 5

Totemic – Indigenous Classification

Directions Draw 3 totemic plants and 3 totemic animals that are important to you

Totemic Animals		

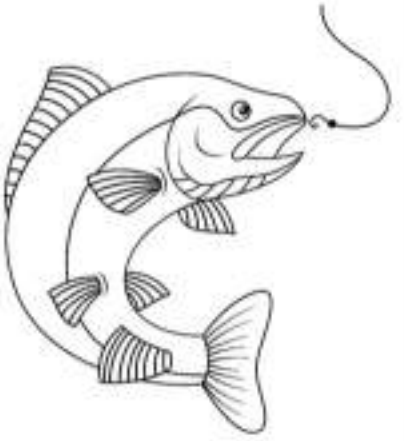
Totemic Plants		

Name: _____ 111

Curriculum Connection
LS 5

Indigenous Groups Respect the Earth

Taking Only What is Needed



Indigenous groups show care for the land, plants, and animals by only taking what they need.

For example, the Nisga'a people of British Columbia have a ru[illegible]fishing. They only catch enough salmon for their co[illegible]et the rest go.

Using th[illegible]Whole [illegible]nimal

Another way t[illegible]espect[illegible]ing the whole plant or animal. Some people use every part of an[illegible]ing, or tools.

For example, the In[illegible]us[illegible]of a seal - its meat for food, its skin for clothes, and its bones for too[illegible]

Protecting Water and Soil

Water and soil are very important because they[illegible]should keep them clean and safe.

For example, the Cree people in Alberta plant trees and [illegible]l erosion and to protect the waterways. They also never use harmful [illegible]eals that damage the water and soil.

Treating Land, Plants, and Animals as Relatives

Just like we care for our family, we can care for the land, plants, and animals. We can think of them as our big Earth family. This means being kind to them, taking care of them, and learning from them.

For example, the Haudenosaunee people think of the Earth as their mother and take care of it as they would take care of their own mother.

Name: _____ 112

Curriculum Connection
LS 5

True or False Circle whether the statement is true or false

1) The Inuit only eat seals and do not use their bones	True	False
2) The Inuit use seal bones for tools	True	False
3) The Nisga'a take more salmon than they need	True	False
4) The Cre use chemicals to keep their soil clean	True	False
5) The H unee believe the Earth is their mother	True	False

Visualizi Draw vere picturing while you were reading. Explain the picture

Question Do the Indigenous take care of the Earth? Exp

Name: _____ Date: _____

Unit Test – Growth and Changes in Animals

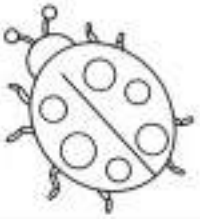
Multiple Choice /10

1. What is the first stage of an ant's life cycle? a) Larva b) Egg c) Pupa d) Adult	2. What is it called when you use something from the recycling bin? a) Recycling b) Repurposing c) Reusing d) Reducing
3. Which [illegible]-metamorphic life cycle? a) Lion b) Butterfly c) Frog d) Crab	4. Which animal does not care very much for their offspring? a) Cats b) Dogs c) Snakes d) [illegible]umans
5. An animal with no backbone is [illegible] of which group? a) Vertebrate animal b) Invertebrate animal c) Amphibian c) Mammal	[illegible]re part of which group? a) V[illegible] b) [illegible]
7. What animal is the baby of a horse? a) Lamb b) Foal c) Chick d) Calf	8. What animal is the a) Lamb b) Foal c) Chick d) Calf
9. What is the second stage in the life of a butterfly? a) Adult b) Larva (caterpillar) c) Eggs d) Chrysalis (pupa)	10. What is the name of a baby bird? a) Adult bird b) Chick c) Juvenile bird d) Senior bird

Diagram Draw the 4 stages of a butterfly's life cycle

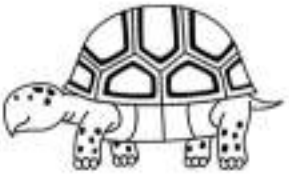
Diag the 4 stages of a frog's life cycle

Choose Does the animal have a metamorphic or non-metamorphic life cycle?



Metamorphic	Non-Metamorphic

Metamorphic	Non-Metamorphic



Metamorphic	Non-Metamorphic

Metamorphic	Non-Metamorphic

Matching Label the names of the animals and draw a line matching the baby to the adult

Pig	Larva	Cow	Chick	Piglet	Chicken	Horse	Calf	Butterfly	Foal