



Preview - Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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Google Slides Lessons Preview





Saskatchewan Social Studies Dynamic Relationships – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

FAMILY TRADITIONS AND CELEBRATIONS

LEARNING GOAL

We are learning to **understand**
family traditions so we can learn
why they are important.



Tradition or Celebration?

Place a 🍁 if it's a Tradition and a 🎆 if it's a Celebration.

Actions	Response
1) Eating a special meal every Sunday with your family.	
2) Saying a special prayer before meals every day.	
3) Having a party with cake and gifts on your birthday.	
4) Reading a bedtime story every night.	
5) Wearing red and white on Canada Day.	
6) Gathering with family for Thanksgiving dinner.	
7) Watching fireworks on Canada Day.	

Use the symbols here for your answers: 🍁 or 🎆

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation – Turn and Talk



Turn to a partner and answer these questions:

- 1) Think of a tradition your family does often. What do you do and why is it special?
- 2) Think of a celebration you know. What happens during this celebration and how do people feel?

Share one idea from your discussion with the class.





Saskatchewan Social Studies

Dynamic Relationships – Grade 1

"Build the Life Timeline: Complete the Stages"

Instructions: Drag the correct stage AND action cards into each box. Make sure they match and are in the correct order from 1 (first) to 4 (last).

1		
2		
3		
4		

Childhood 🧒

Think about the future and grow

Adulthood 👨‍👩‍👧

Go to school and make friends

Infancy 🍼

Work and take care of a family

Adolescence 🧑

Learn to walk and talk

Where They Come From

Instructions: Place each item in the correct box.

Farm (Land)	Water (Lakes/Rivers)

Shrimp 🍤





Berries 🍇

Meat 🍖

Fish 🐟

Wheat 🌾

Clams 🍯

M
P
D
O
R
F
N
Z
T
H
O
C

- 1) Guess the word that connects all four pictures!
- 2) Why is it important to know where our food comes from?



Saskatchewan Social Studies

Dynamic Relationships – Grade 1

From Farms to Families – Fill in the Blanks

Drag and drop items from the word bank to complete the short paragraph below.

Farmers plant seeds in the _____. Seeds need _____ and _____ to grow. Farmers grow foods like _____, peas and canola. When the food is ready, it is called _____. The food is sent to _____ for families to buy.

Word Bank:

- water
- soil
- stores
- harvesting
- wheat
- sunlight

Matching

(Drag each nature gift to its description)

Nature's Gifts	Description
	Used for drinking and keeping us healthy
	Give wood to build and make things
	Grows in fields for us to eat
	Helps us breathe and stay alive
	Gives us many things we need every day

- Nature
- Water
- Trees
- Food

Fill in the Blanks

1) A _____ helps people when they are sick.

2) A _____ helps students learn new things.

3) A _____ puts out fires.

4) A _____ keeps people safe.

5) Community helpers help keep us safe and _____.

Word Bank:

- healthy
- firefighter
- teacher
- farmer
- doctor
- police officer



Workbook Preview



Grade 1 – Social Studies Unit
Dynamic Relationships

	Outcomes	Pages
DR1.1	Relate family events and stories of the recent or distant past to the student's place	6-27, 83-85, 118-119
DR		5,
DR1.3	reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	50-93, 118-119
DR1.4	Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.	77-78, 94-111, 116-119
DR1.5	Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.	96-119

**Preview of 80 pages from
 this product that contains
 148 pages total.**

NAME: _____

DYNAMIC RELATIONSHIPS



Family Traditions and Celebrations

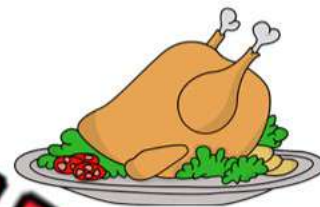
What Are Traditions?

Traditions are special ways families do things together. They help us remember where we come from and enjoy the present.

Celebrations in Saskatchewan

Many cultures in Saskatchewan have their own special ways of celebrating.

- **Birthdays:** Families have a party, eat cake, and give presents to show love.
- **Thanksgiving:** Families gather to eat a big meal with turkey and say what they are thankful for.



- **Canada Day:** Families watch fireworks and wear red and white to celebrate our country.
- **Family Day:** A day in February when families spend time together.



Why Traditions Matter

- Help us learn about our family's past.
- Make us feel connected to our loved ones.
- Teach us about our Saskatchewan and Canadian heritage.

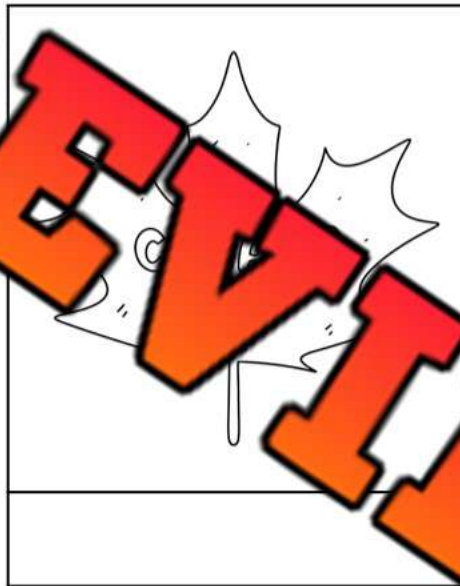
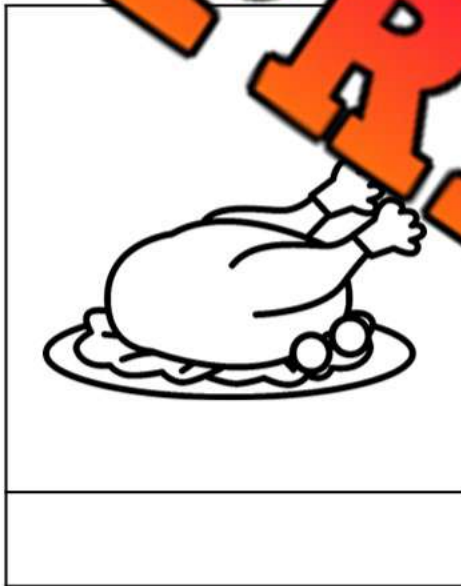
Multiple Choice

Circle the best answer.

1) Canada Day colours are...	Red and white	Green and blue
2) Traditions help us...	Remember the past	Forget the past
3) Thanksgiving meal often has...	Turkey	Pasta
4) Family Day is in the month of...	February	August

Colour

Label these traditions and celebrations in Saskatchewan.



Making Connections

Write about your favourite celebration and why you love it.

Activity – My Family Traditions Booklet

Objective

What are we learning about?

To help students explore and share their family traditions and celebrations by creating a personal booklet.

Materials

What you will need for the activity.

- Crayons, markers, and colored pencils
- Glue sticks and scissors
- Family photos (optional)



Instructions

How you will complete the activity.

1. Begin by discussing what a tradition is and why it is important. Share examples of common traditions or celebrations from your own culture.
2. Provide each student with a planning page. This will help them organize their thoughts and decide what they will include in their booklet.
3. Distribute the materials needed for the booklet. Students will use their planning page to guide their work on each page of the booklet.
4. Assist students as they work on their booklets, helping with ideas, writing, and assembly of the pages.
5. Once completed, encourage students to share their booklets with the class. This can include talking about the traditions they chose to include and why they are meaningful.

Planning

Plan and practice what you will put in the booklet.

Page 1: The Cover

1.1 What will you write on the cover of your booklet?

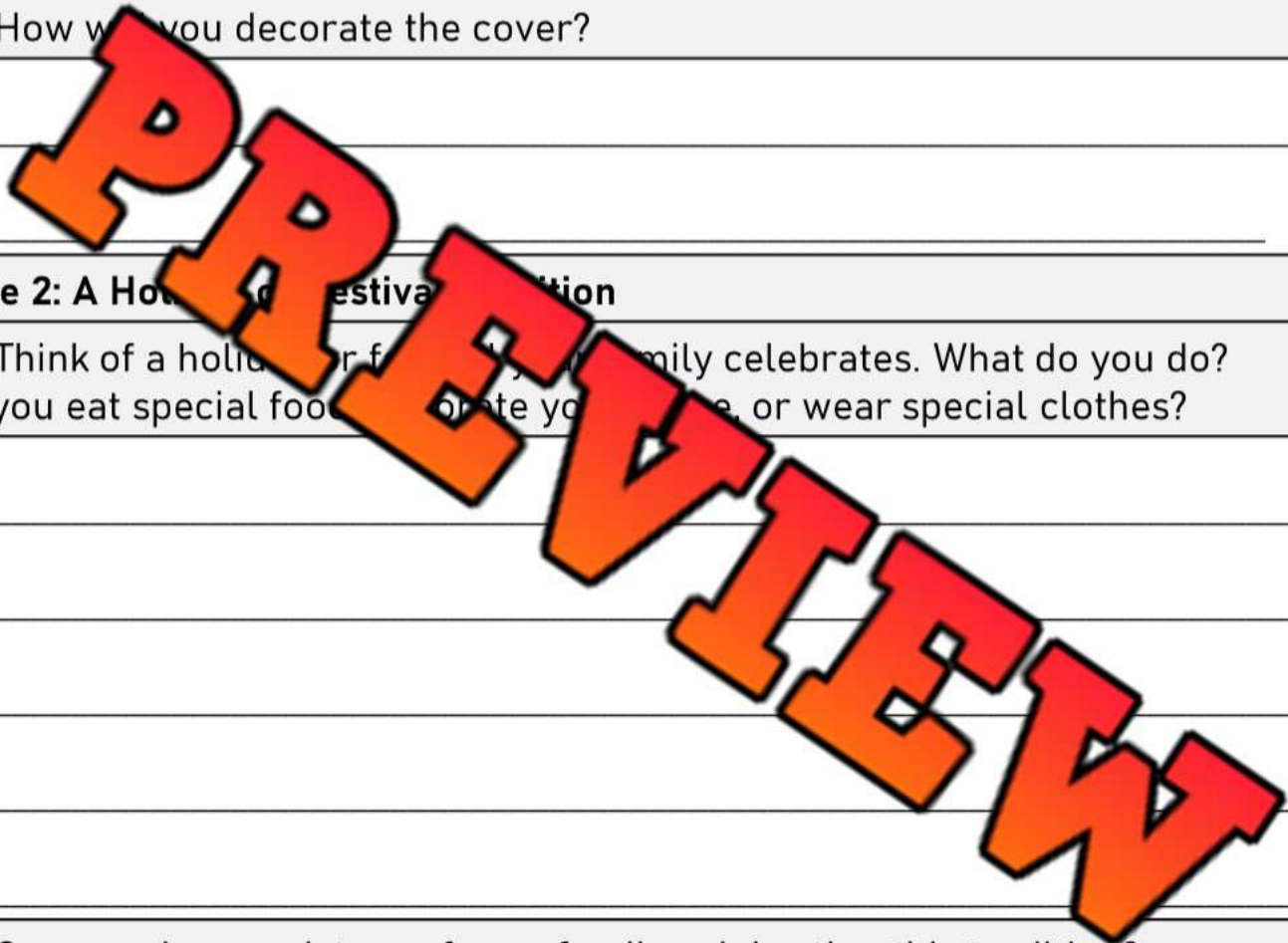
Hint: You can write "My Family Traditions."

1.2 How will you decorate the cover?

Page 2: A Holiday or Festival Tradition

2.1 Think of a holiday or festival your family celebrates. What do you do? Do you eat special food, decorate your home, or wear special clothes?

2.2 Can you draw a picture of your family celebrating this tradition?



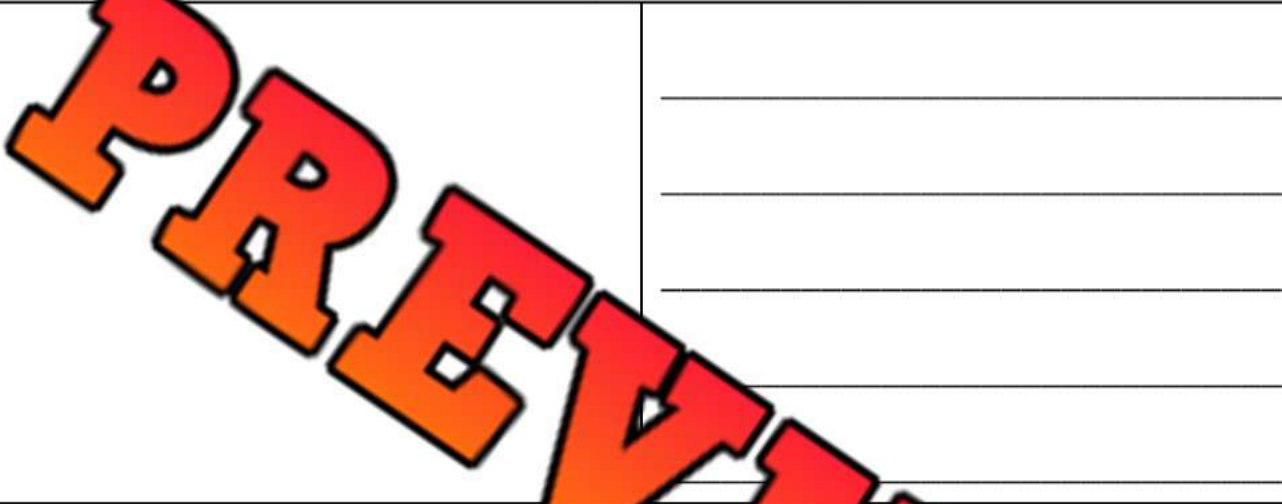
Planning

Plan and practice what you will put in the booklet.

Page 3: A Family Food Tradition

3.1 What is your favourite food that your family makes together?

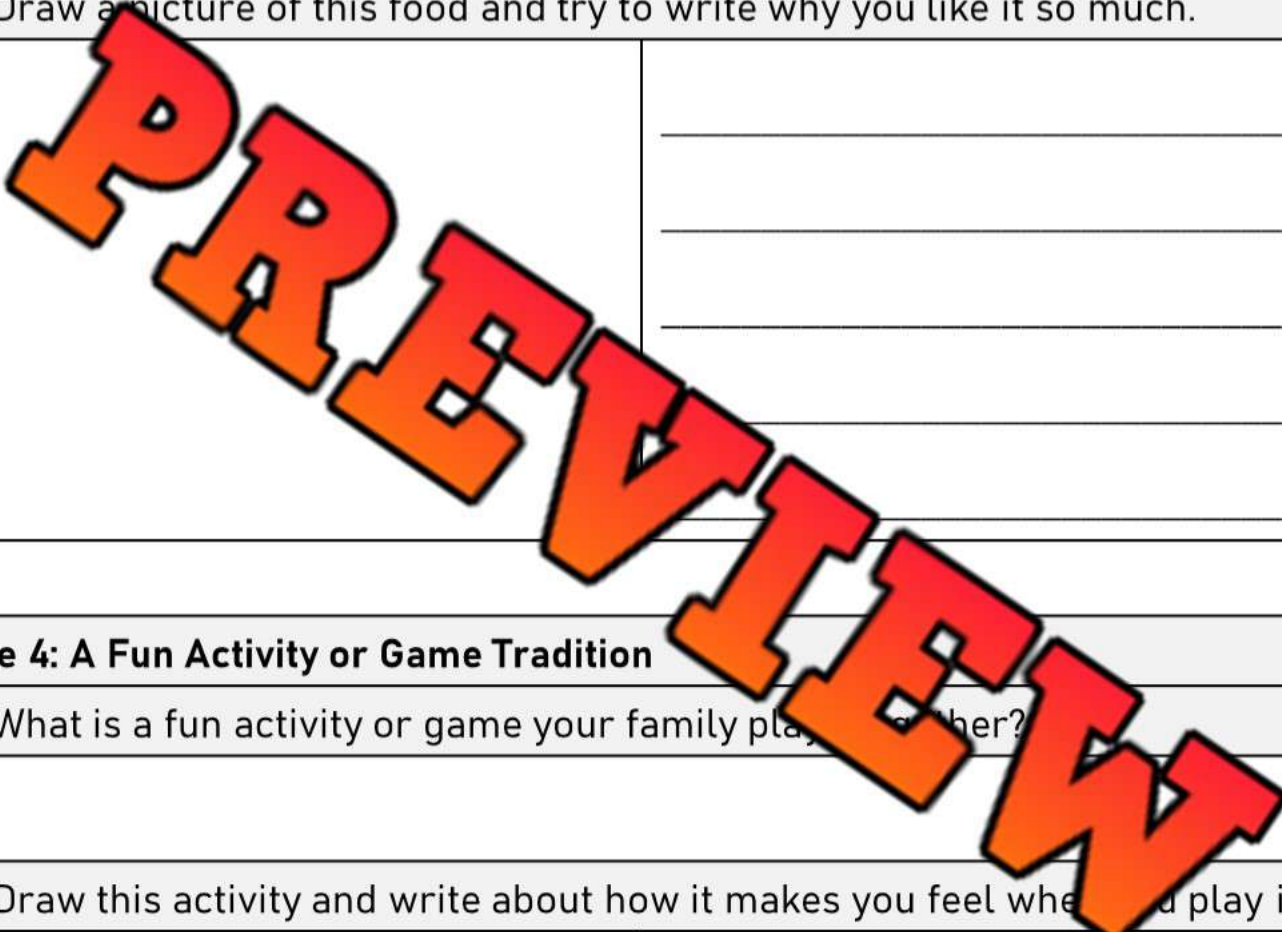
3.2 Draw a picture of this food and try to write why you like it so much.

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Page 4: A Fun Activity or Game Tradition

4.1 What is a fun activity or game your family plays together?

4.2 Draw this activity and write about how it makes you feel when you play it.

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Planning

Plan and practice what you will put in the booklet.

Page 5: My Family

5.1 Draw a picture of your family or use a family photo. Write about your family.

PREVIEW

PREVIEW

PREVIEW

Role Play: Family Fun Day

Objective

What are we learning about?

To understand the different roles and contributions of family members and learn about teamwork within the family through role-play.

Materials

What you will need for the activity.

- Scenario cards with descriptions of the daily routines of various family members
- Props for household activities: toy cooking set, fake documents for work



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a specific situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a specific position within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Grandma's Surprise Birthday	A family prepares a surprise birthday party for Grandma. They secretly bake a cake, decorate the living room while Grandma is out, and hide when she comes home. Then they pop out to shout "Surprise!" and celebrate together.
2	Family Camping Adventure	The family goes on a camping trip. They pack their bags, set up tents together, and then go fishing. At night, they sit around the campfire telling stories and roasting marshmallows.
3	First Day of School	It is the first day of school and the family is getting ready. The parents help their children pack their backpacks and make a yummy breakfast. They take a family walk to school and then walk to the bus stop together.
4	Planting a Family Garden	The family decides to plant a garden. They choose seeds at the store, prepare the soil, and plant the seeds carefully. They water the garden and watch the plants grow over time, excited to see the flowers and vegetables.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Celebrating a School Award	One of the children wins an award at school. The family celebrates by making a special dinner at home. Everyone helps — setting the table, cooking, and making a congratulatory banner.
6	Family Movie Night	The family has a movie night at home. They pick a movie to watch, make popcorn, and create a cozy space with pillows and blankets on the living room floor. Everyone enjoys the movie and spends time together.
7	Mother's Day Breakfast	It is Mother's Day, and the family wants to make it special. The children make handmade cards and help prepare breakfast for Mom. They serve her breakfast and give her the cards they made.
8	Picnic in the Park	The family plans a picnic in the park. They prepare sandwiches and snacks, pack a picnic basket, and choose a perfect spot at the park. They play games like frisbee and hide and seek after eating.

Scenario Cards

Cut out the topics below.

	Scenario	Description
9	Garage Sale	The family hosts a garage sale. They gather items they no longer need, set up a stall in their driveway, and sell things to neighbours. They work together to manage the sale and spend the money they earn.
10	Welcoming a New Pet	A new pet has come into the family. They go to pick up the pet, then set a special place at home for it, and spend the time getting to know their new furry friend.
11	Winter Holiday Preparations	The family prepares for a winter holiday celebration. They decorate the house with lights and a Christmas tree, wrap gifts for each other, and bake cookies. They sing holiday songs and enjoy the festive decorations.
12	Family Cleaning Day	The family has a weekend cleaning day. They assign tasks like dusting, vacuuming, and organizing toys. After the cleaning is done, they make a special snack and play a board game together to relax.

Newspaper Article: Our Diverse World of Families

Families Around the World

Publish Date: April 19, 2024



Did you know that families can look very different from each other? Around the world, families come in many shapes and sizes. Dr. Emily Green, a family expert, says, "Every family is special. Some kids live with their mom and dad, others with just their mom or just their dad."

In some places like India, big families with grandparents, uncles, aunts, and many children live together in one big house. They share meals and play games together.

Tom, a 7-year-old boy from Canada, lives with his mom and his sister. He says, "I love having my mom and sister with me. We read stories and draw pictures together."



It is wonderful how different and special each family can be.

Draw and Write

Draw your family and describe them.

Word Search

Find the words in the wordsearch.

Family	Canada
Mom	Sister
Grandparents	House
Unique	Play
Children	Together

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

Fact or Fiction – World Family Cultures

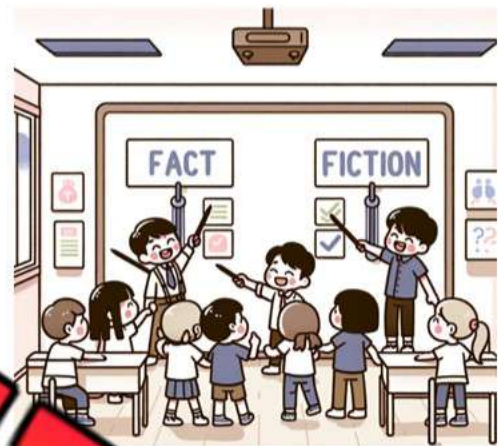
Objective

What are we learning about?

To help students learn about different family traditions and cultural practices from around the world, while promoting cultural awareness.

Materials: _____ what you will need for the activity.

- Fact or Fiction cards
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room.
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side.



Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. Pay close attention to the statement that is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Fact or Fiction

Read the statements to the class

#	Statement	Fact or Fiction
1	In Japan, people eat rice cakes called mochi on New Year's.	Fact
2	In Canada, everyone eats maple syrup with every meal.	Fiction
3	In India, kites are flown to celebrate Independence Day.	Fact
4	In Mexico, children receive gifts on Christmas Day.	Fiction
5	In Norway, children go to school on skis in winter.	Fiction
6	In Brazil, Christmas is celebrated in the summer.	Fact
7	In Brazil, everyone speaks Spanish.	Fiction
8	In France, people say "Bonjour" to greet each other.	Fact
9	In Italy, spaghetti grows in the ground.	Fiction
10	In Egypt, people often have picnics near the pyramids.	Fact
11	In Russia, bears walk in the streets of Moscow.	Fiction
12	In China, the Dragon Dance is performed during New Year's.	Fact
13	In the United States, everyone lives in big cities.	Fiction
14	In South Africa, children learn three languages in school.	Fact
15	In Ireland, people dance jigs every morning.	Fiction
16	In Spain, people take a nap called a siesta in the afternoon.	Fact
17	In Scotland, men wear skirts called kilts.	Fact
18	In Iceland, the sun shines at midnight in the summer.	Fact
19	In Germany, every breakfast includes chocolate cake.	Fiction
20	In Sweden, people celebrate the sun at midnight on Midsummer's Day.	Fact
21	In Thailand, there is a festival where people float lanterns in the sky.	Fact
22	In the Netherlands, children wear wooden shoes called clogs to school.	Fiction
23	In Canada, people say "sorry" if they bump into someone, even if it's not their fault.	Fact

Ordering Births in Lily's Family

Lily has learned about 3 generations in her family. She has figured out the following:

- Her nanny is older than her poppy
- Her nanny and poppy had Aunt Wendy first and my dad second
- My Aunt Wendy had my older cousin James first. James was my grandpa's first grandson
- After my dad was born, I was born!
- Then my poppy had my cousin Claire. Claire is 1 year younger than me.
- Next, my poppy had my younger brother Steven.
- The last person born in our family was my cousin Ruby. Ruby is 2 years younger than me.



Ordering

Put the events below in order from first to last using the letters

First		a) Poppy was born
Second		b) My poppy was born
Third		c) My cousin James was born
Fourth		d) My nanny was born
Fifth		e) My cousin Claire was born
Sixth		f) My brother Steven was born
Seventh		g) I was born
Eighth		h) My dad was born
Ninth		i) My aunt Wendy was born

Name: _____

Births In My Family

Think

Write the names of family members on one side of your family

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREVIEW

Order

Order the births above using 1 as the oldest, 2 as the next oldest and so on

Ben's Life - Ordering Events

Ben was born on November 13, 2016. He learned how to crawl when he was 1 years old. When he was 2, he started walking. At the age of 3, Ben got a tricycle. He rode it to the park all the time. When he turned 4, he got a real bicycle for his birthday! He rode that everywhere! Ben is now 6 and can now ride a dirt bike! He drives his dirt bike behind his house.





Ordering _____ the events below in order from what happened 1st to 6th




Event	Order - 1 to 6
	
	
	
	
	
	

Ben's Life - Ordering Events

Bella is a grade 1 student. She can remember some big events in her life. Her first memory is of her playing at daycare. She loved playing in the sandpit. Then she remembers nap time when she started kindergarten. While she was in kindergarten, her family moved to a new house. She also remembers graduating kindergarten and having a party. One summer before grade 1, Bella fell and broke her arm. She remembers getting a 100 on a test in grade 1, Bella took a trip to British Columbia with her family. Bella just had a bad accident as she finishes grade 1.

Ordering Events Put the events in order from what happened 1st to 7th

Brian's Life Events

Brian is 8 years old. He has learned a lot about his family by asking his parents questions. He found out that his grandpa moved to Canada 60 years ago from Italy. After his grandpa lived in Canada for 5 years, he married his wife who is my grandma.

My grandparents had 3 children – my mom, my aunt, and my uncle. My mom met my dad when she was 22 years old. They got married when my mom was 26.

When my mom was 28, they had their first child, my older brother. Then, they had me! Next, they had my younger sister when I was 3 years old.



Ordering

Put the events in order from first to last

- | | |
|-----------|---------------------------------|
| First ● | ● My brother was born |
| Second ● | ● My mom was born |
| Third ● | ● My grandpa moved to Canada |
| Fourth ● | ● My sister was born |
| Fifth ● | ● My mom and dad got married |
| Sixth ● | ● My grandpa married my grandma |
| Seventh ● | ● I was born |
| Eighth ● | ● My mom and dad first met |

My Life Events

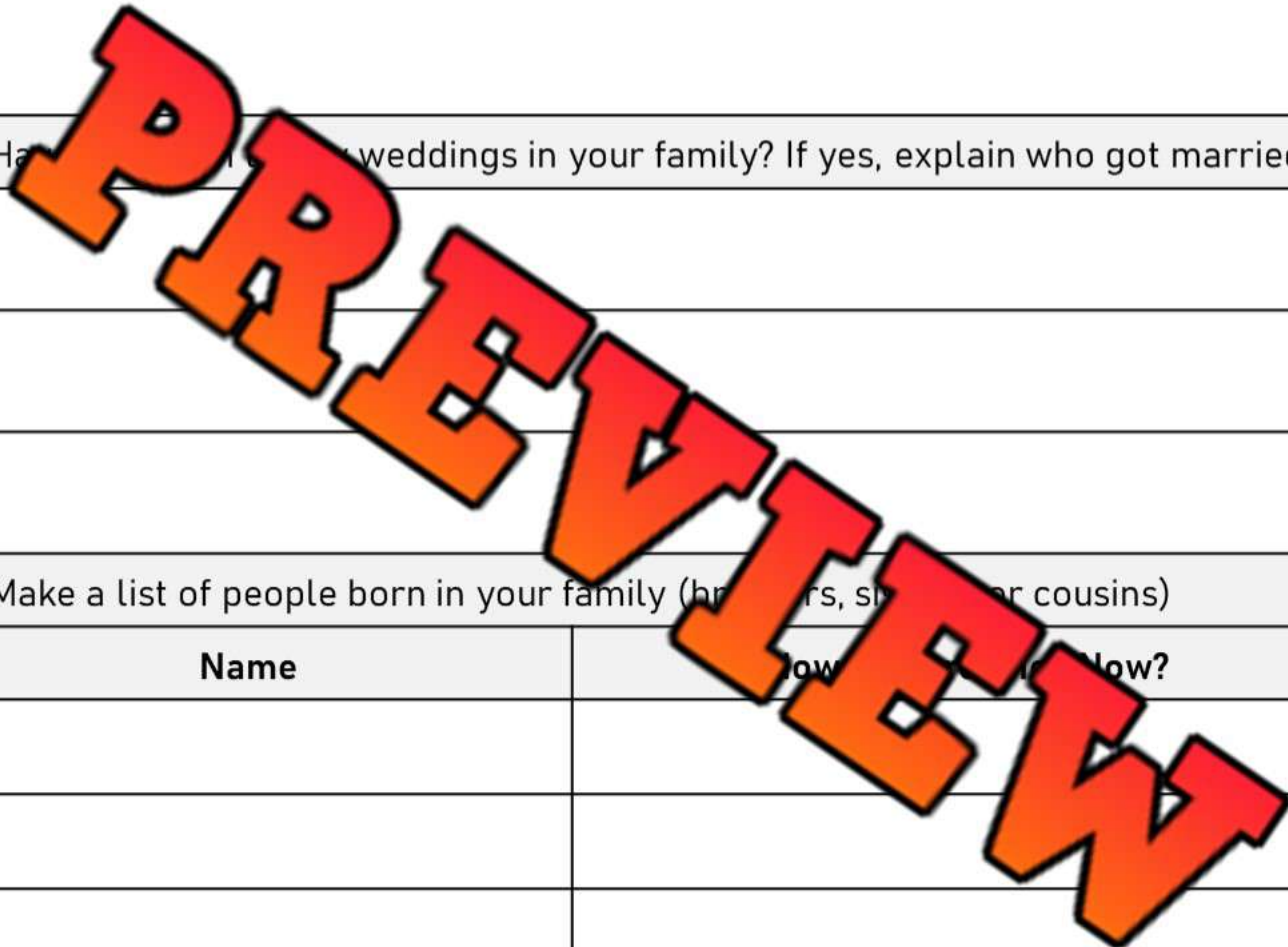
Think Answer the questions below to help remember important events

1) Did any of your grandparents immigrate to Canada? If yes, who and where did they immigrate from?

2) Have there been any weddings in your family? If yes, explain who got married.

3) Make a list of people born in your family (brothers, sisters, or cousins)

Name	How old are they now?



My Life Events

Use the life events from your previous page in order from first to last.

The life events should include the following (if possible)

- 1) If any grandparents immigrated to Canada (moved to Canada)
- 2) Any weddings you remember
- 3) Brothers, sisters, or cousins being born



Order your life events in order what happened first to last

Order	Life Events
First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	
Eighth	
Ninth	
Tenth	

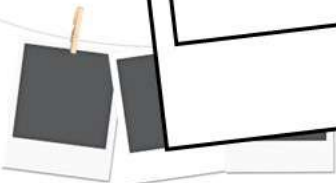
Big Events in My Life - Planning

Big Events

Draw pictures of big events in your life. Explain each event



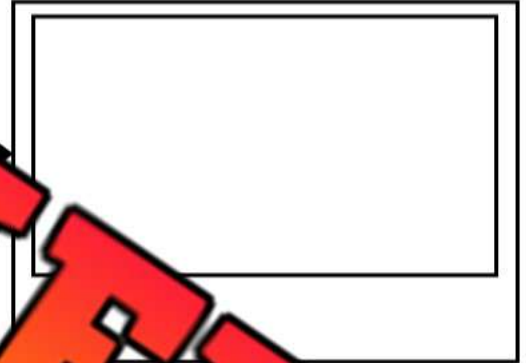
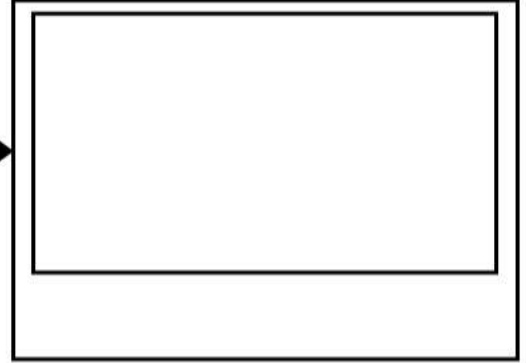
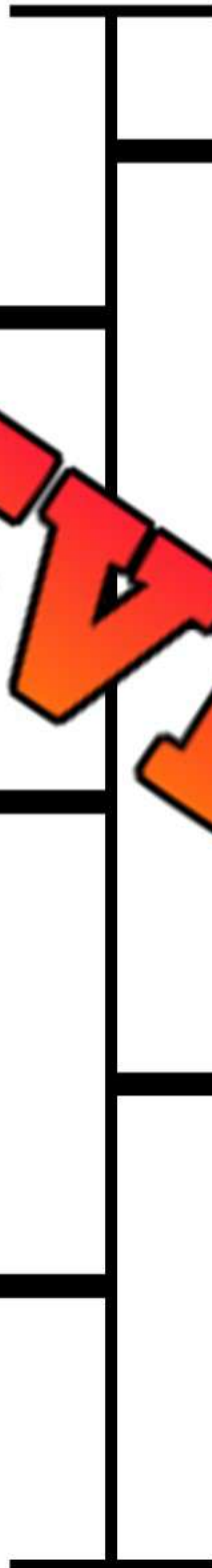
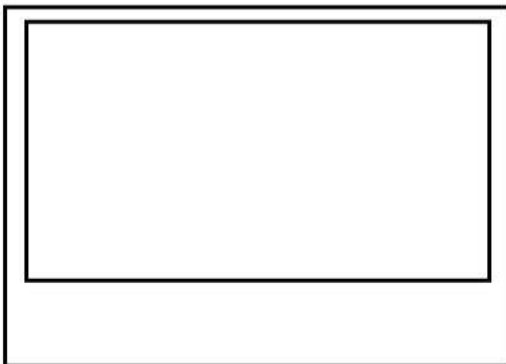
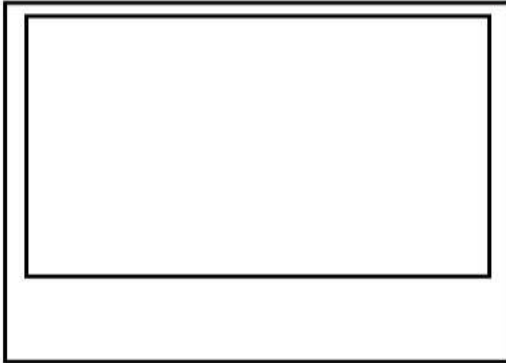
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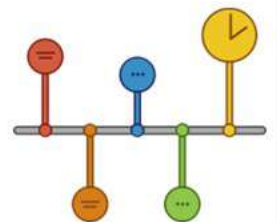
Big Events in My Life - Timeline

Timeline

Use the timeline to put the events in order from earliest to most recent



PREVIEW



Big Events Bingo

Bingo

Ask the students in your class if they have done something below. Write their name if they have.

Has been on a bus	Plays hockey	Has a younger brother	Has been on an airplane	Has a younger sister
Has moved houses	Has attended a different school	Has a dog	Has broken a bone	Plays basketball
Can play an instrument	Has been on a train	Has played baseball	Has been to a baseball game	Has been to an NHL game
Has been to a concert	Lives with their grandparents	Has been to Toronto	Has been on a snowmobile	Has a parent that works at home
Can ride a bike	Has been to the USA	Has been on a motorcycle	Was nervous on the first day of school	Has been to Ottawa

Circle of Life and Family

The Stages of Life

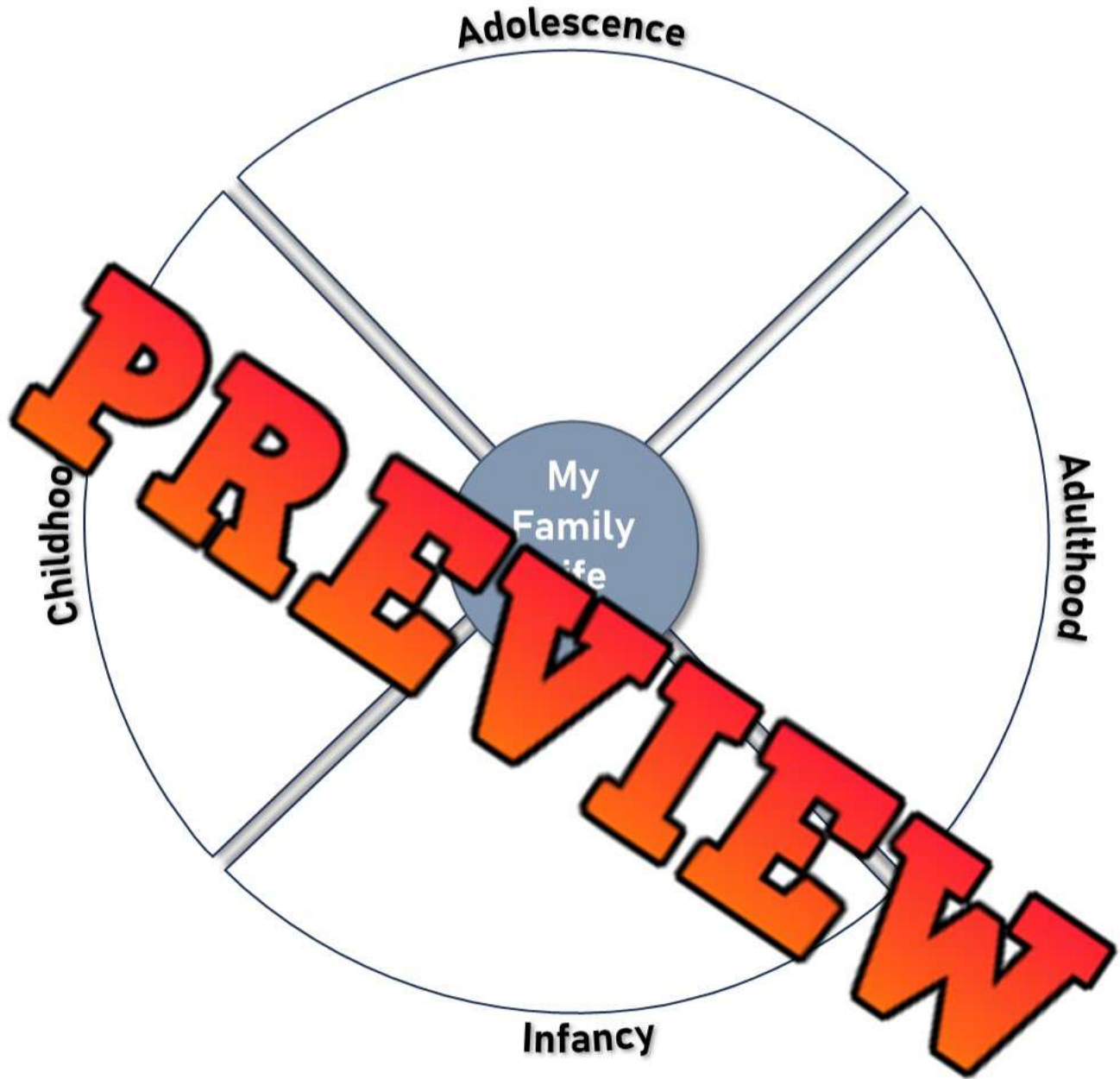
Life is like a circle, and we all go through different stages as we grow.



Each stage is important and teaches us something special about life and our family.

Draw

Draw your family members in the life stages circle where they belong.



Making Connections

What life stage would you love to be in, why?

The Foods We Eat

Where Food Comes From

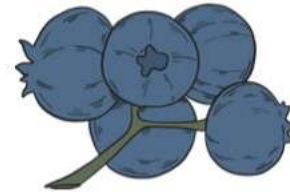
Here are some foods we eat in Saskatchewan and where they come from:

- **Wheat:** Grows in fields. Farmers plant it and it turns into bread and cereal.

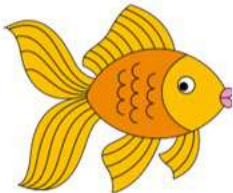


- **Milk:** Comes from cows. Cows live on farms and give us milk to drink.

- **Berries:** Grow on bushes. We pick them in the summer to eat fresh or make jam.



- **Fish:** Come from lakes. Fishers catch fish like salmon and walleye for us to eat.



From Farm to Table

- **Farmers** grow vegetables and wheat.
- **Cows** give milk and farmers collect it.
- We get food from **stores** after it comes from farms and lakes.



We need the **sun**, **water**, and **soil** to help all our food grow and be ready for us to eat. We thank the farmers and nature for our food.

Matching

Match each food with where it comes from

PREVIEW

Colour

Colour the things where the food grow. Write their names

PREVIEW

PREVIEW

PREVIEW

Draw and Write

Draw your lunch and tell where it came from.

Mapping Our Food's Journey

What Is Food Mapping?

Food mapping means finding out where our food comes from. We look at a map and see the places our fruits, vegetables, and other foods are grown.

Foods We Get from Far Away

- **Bananas** - They grow in warmer places like **United States** and **Central America**.



Some come from **Ontario**

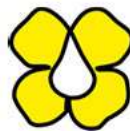
- **Rice** - Comes from very far away in **Asia**, like **China** and **India**.



Food Grown in Saskatchewan

Wheat - We grow lots of wheat here. It is used to make bread.

Canola - Used to make cooking oil.



Why It Matters

It is important to know where our food comes from. This helps us take care of our planet by understanding how food travels to us.

Matching

Connect each food to where we get it from.



PREVIEW

Ontario

India

Saskatchewan

Connecting

Take 3 food items and write down where they are from.

Food: _____ From: _____

Food: _____ From: _____

Food: _____ From: _____

Word Search

Find the words in the wordsearch.

Mapping	Food
Journey	Bananas
Ecuador	Rice
Asia	China
Wheat	Canola

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

From Farms to Families

Farm Life

Farms are big places where our food grows. Farmers plant **seeds** in the soil.

The seeds need **sunlight, water,** and **care** to grow into plants. In Saskatchewan,

farmers grow many foods like **wheat, peas,** and **canola.**

Growing Food

- **Wheat:** Farmers plant it in the spring. Wheat grows tall and is harvested in the **summer.**
- **Peas:** They grow in little green pods. We pick them in the **summer.**
- **Canola:** Has pretty yellow flowers. It turns into oil that we use in cooking.



Harvest Time

When the plants are ready, farmers use big machines to collect the crops. This

is called **harvesting.** The food is then cleaned

and sent to stores where families can buy it.



Thank You, Farmers!

Farmers work very hard to grow food for us. We thank them for all they do to help us eat healthy and delicious meals!

Matching

Draw a line from the term to its meaning.

Farms Pretty yellow flowers turn into oil that we use for cooking.**Harvesting** Big places where our food grows

Canola

 When farmers use big machines to collect the food that has grown.**Draw**

Draw pictures of food going from farms to families

Planting a Seed	Harvesting	A farm producing food

Yes or No

Is the answer yes or no?

1) Do all plants grow in winter?	Yes	No
2) Does canola turn into oil?	Yes	No
3) Do machines help farmers harvest?	Yes	No
4) Is harvesting done before plants grow?	Yes	No
5) Do all farms grow wheat?	Yes	No

Role Play: From Farm to Table Journey

Objective

What are we learning about?

To help students understand the process of how food travels from its origin to their dinner table, emphasizing the connection between nature and our daily meals.

Materials

What you will need for the activity.

- Scenario cards depicting different stages of food production.
- Props or costumes such as hats, vegetable baskets, truck models, and food items.



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a specific situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a specific position within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Planting Day on the Farm	It is a bright, sunny morning, and four young farmers are excited to plant their seeds. Each has a small bag of seeds for carrots, tomatoes, and sunflowers. They chat about how these tiny seeds will grow into big, yummy vegetables and beautiful flowers.
2	Watering the Plants	One week later, the young gardeners return to the farm with watering cans. They carefully water the tiny sprouts that have started to poke up from the ground. Everyone talks about how these little plants will grow bigger every day with enough water and sunlight.
3	Harvest Time	The garden is full of ripe vegetables. One young farmer picks tomatoes, peppers, and cucumbers, putting them into their baskets. They are proud and talk about the colors and shapes of the vegetables they have grown, excited to take them to the market.
4	Driving to the Market	Today, two farmers and a truck driver load a truck with baskets full of fresh vegetables. They arrange everything carefully, making sure the vegetables are safe for the trip. They are excited to meet people at the market and sell their fresh produce.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Selling at the Market	The market is bustling with people. The young farmers set up their stall and arrange their vegetables. They greet customers with big smiles and tell them how they grew each type of vegetable, feeling proud of their hard work.
6	Family Shopping at the Market	A family comes to the market looking for fresh ingredients for the week. They wander around, picking the best tomatoes, cucumbers, and carrots, and discuss what tasty dishes they can make with these fresh ingredients.
7	Cooking Dinner	Back at home, the family gets busy in the kitchen. The children wash the vegetables, and the parents chop the herbs. They work together to follow a recipe, making a big salad and a vegetable pasta dish.
8	Setting the Table	The children set the dinner table with care. They place plates, forks, and knives, and fold the napkins nicely. In the middle of the table, they put a vase with flowers to make everything look beautiful.

Scenario Cards

Cut out the topics below.

	Scenario	Description
9	Family Dinner	The family gathers around the table to eat the meal they prepared together. They talk about the fresh taste of the vegetables and how they enjoyed making dinner together. It is a happy meal, full of laughter and yummy food.
10	Sorting the Compost	After dinner, it's time to sort the leftovers. The family explains how the food scraps will go back to the farm to help the soil. They put the scraps in the compost bin, knowing they are helping the environment.
11	Returning to the Farm	The next day, the farmers take the compost back to the farm. They spread it around the plants, talking about how it will help the new vegetables grow better. They feel good about using everything and not wasting food.
12	Preparing for the Next Planting	The cycle starts again as the farmers prepare the field for new seeds. They discuss what they learned from this year's crops and plan what they will plant next. They are excited to continue farming and growing more delicious food.

Seasons and Changes

What Happens in the Seasons?

In Saskatchewan, each **season** brings different changes to our environment and the foods we can grow and eat. Here's what happens:



Spring

- It gets warm.
- Animals wake up.
- Planting seeds starts.
- we eat fresh greens and rhubarb.



Summer

- It gets warm.
- Trees are leafy.
- Fruits and vegetables grow.
- There are lots of berries and vegetables.



Winter

- Very cold and snowy.
- Lakes freeze over.
- No outside food grows.
- We eat food stored from other seasons like potatoes.



Fall

- Leaves change color.
- Harvest crops like corn.
- Pumpkins and apples picked.
- we have grains and root vegetables like carrots.

Each season helps plants grow and gives us different foods to eat in Saskatchewan.

Choose

Put a check mark beside the correct answer(s) for each question.

1) Summer:

- It gets warm
- Trees are leafy
- Lakes freeze over

2) Winter:

- We harvest crops like wheat
- We eat stored food
- Very cold and snowy.

3) Spring:

- Planting starts
- Leaves get green
- Flowers bloom

4) Fall:

- Leaves change, fall
- We harvest crops like wheat
- Animals wake up

Draw

Draw food that grows in each season below.

1)

Spring

Summer

3)

Winter

4)

Fall



Story: Ellie's World Tour

Ellie the eagle loved soaring through the skies. One bright morning, she decided to discover how families live in different places around the world.

In Canada, she spotted houses made of logs tucked away in the woods. The roofs were steep, so the snow would slide off, keeping the houses warm and cozy.



Next, she flew to Venice, Italy. She was amazed to see houses built right on the water. Families here used gondolas instead of cars to get around. Ellie thought it was like living in a floating city!













Then, Ellie headed to Morocco, where she saw homes called "riads." These houses had walls all around to keep the inside cool and private. Inside, there were beautiful gardens and fountains. Ellie loved the peaceful feeling in these homes.



Ellie learned how homes are specially made to fit their surroundings.

Circle

Reading the clue, circle the climate areas of the house types below.

House Type	Clue	Climate Areas	
 Log Cabins	This house is made of logs (trees from the forest).	 Cold Areas	 Hot Areas
 Adobe Houses	This house has thick mud walls.	 Cold Areas	 Hot Areas
 Mediterranean houses	This house has thick white walls.	 Cold Areas	 Hot Areas
 Igloos	This house can be built during a big snowfall.	 Cold Areas	 Hot Areas

PREVIEW

Making Connections

Is your house made for snow or sun? Explain.

Nature's Gifts

Nature Helps Us

Nature gives us many gifts that help us live every day. In Saskatchewan, we see these gifts all around us.

What Nature Gives Us



• **Water:** Lakes and rivers give us water to drink.

• **Trees:** Forests give us wood for building houses.



• **Food:** Fields grow wheat and corn for us to eat.



Taking Care of Nature

It is important to take care of nature because it gives us so many gifts. We can:

• Plant **trees**.



• Keep **water** clean by not throwing trash in it.



• Help keep the **air** clean by **walking** or **biking**.



Fun Fact

Did you know? Saskatchewan has over **100,000** lakes and rivers! We can play and fish in them, but we must keep them clean.

Fill In The Blank

Fill the blanks using the words from the box below.

Forests	Walking	Biking	Lakes
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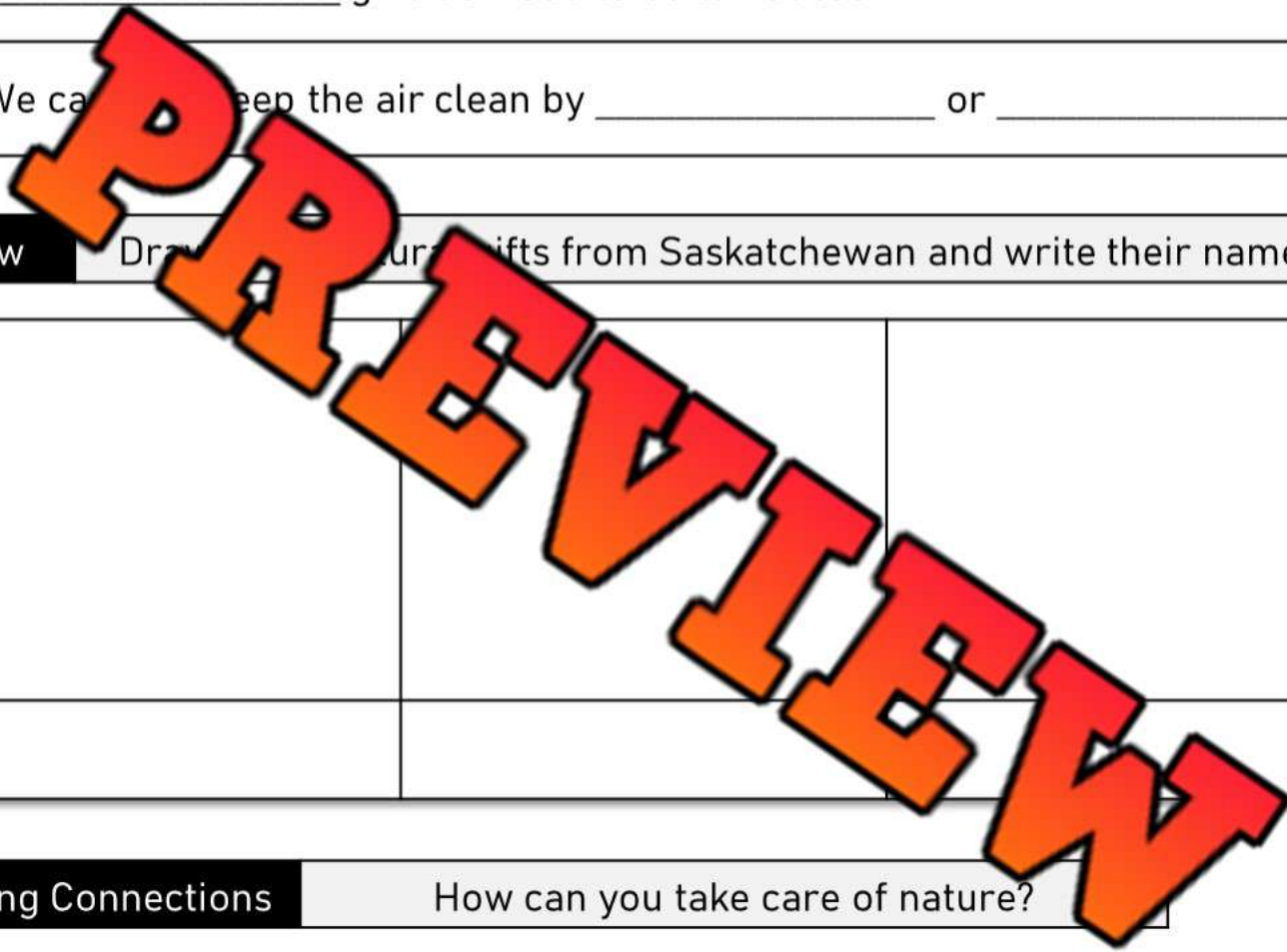
- 1) _____ and rivers give us water to drink.
- 2) _____ give us wood to build houses.
- 3) We can keep the air clean by _____ or _____

Draw

Draw two natural gifts from Saskatchewan and write their names.

Making Connections

How can you take care of nature?



Story: Living Together With the Environment

Draw

Draw pictures that illustrate the story.

Once upon a time, in a big, beautiful forest, there were many animals and plants living happily. The trees were very tall, and they helped clean the air by taking in bad air and giving out good air.

PREVIEW

PREVIEW

One sunny day, a family went camping in the forest. They brought food, played games, and slept under the stars. The family knew how important it was to look after the forest. They made sure to keep the place clean by picking up all their garbage and putting it in bins.

The animals in the forest watched the family. They saw the family taking care of their home and felt happy and safe. The birds chirped louder, and the squirrels played more because the forest was clean and beautiful.

PREVIEW

PREVIEW

Before leaving, the family planted a small tree. They knew the tree would grow big and help the forest stay healthy. They felt proud because they helped nature.

And so, the forest stayed green and happy because everyone helped take care of it. Together, we can all help keep our planet beautiful!

Water Around Us

What is Water?

Water is all around us. It fills up our **oceans, rivers, and lakes**. Water is super important because we need it to drink, grow our food, and clean things.

Where to Find Water

- **Oceans:** These are the biggest bodies of water on Earth.
- **Rivers:** Water that moves across the land.
- **Lakes:** Big pools of water that do not move.



Why Water is Important

- We **drink** water to keep us healthy and strong.
- **Plants** need water to grow. Without water, we would not have fruits and vegetables.
- **Animals**, like fish and frogs, live in water. Some animals drink water to survive.



Water is shown on **globes** and **maps** to help us see where it is. This helps us understand where people might live and grow food. That is why finding water on a map is fun and important!

Matching

Match the picture of the water body to its meaning.



Water that moves across the land.



The biggest bodies of water on Earth.



Big pools of water that do not move

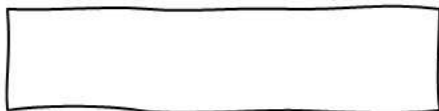
Colour

Colour and label some uses of water.



Colour and Label

Colour the globe and label the parts as water or land.



Fact or Fiction – Environmental Actions

Objective

What are we learning about?

To help students understand the impact of various actions on the environment and to promote critical thinking about ways to protect our planet.

Materials

What you will need for the activity.

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room to place the 'Fact' and 'Fiction' signs, and a sign to encourage students to move to either side



Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. For each statement, you will decide whether it is true or false.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Trees help clean the air we breathe.	Fact
2	All plastic bottles are bad for the environment.	Fiction
3	Cars don't cause air pollution.	Fiction
4	Turning off lights when you leave a room saves energy.	Fact
5	Plants grow without sunlight.	Fiction
6	Recess is good for the Earth.	Fact
7	Recycling is only for paper and glass.	Fiction
8	If it's cold, it must be a lie.	Fiction
9	Bees are important for flowers.	Fact
10	Ocean water is bad for the sky.	Fiction
11	Walking or biking is better for the environment than driving.	Fact
12	Animals can talk to each other like humans.	Fiction
13	Throwing garbage on the ground is okay if you pick it up later.	Fiction
14	Using both sides of the paper helps save trees.	Fact
15	Water can be used up if we waste too much.	Fact
16	All bugs are bad for plants.	Fiction
17	A clean river has no fish.	Fiction
18	Birds help plants grow by spreading seeds.	Fact
19	You can save water by taking shorter showers.	Fact
20	Earth is the only planet with water.	Fiction
21	Clouds are made of cotton candy.	Fiction
22	Leaving the fridge open helps cool the house.	Fiction
23	Littering harms wildlife and the environment.	Fact
24	All snakes are dangerous.	Fiction
25	People need to drink water to stay healthy.	Fact

Newspaper Article: Community Helpers

Community Helpers Keep Us Safe and Happy

Published Date: April 19, 2024

In every town, there are people who help us every day. Dr. Annie Lee, a doctor, says, "Doctors help people stay healthy." She uses her tools to check if kids are growing well. Doctors are important because they help us if we are sick.



Firefighters, like Mr. Joe Carter, also help a lot. "I drive the fire truck and put out fires,"



he says. This keeps our homes safe from fire. Firefighters wear special clothes to protect themselves.






We also have teachers who teach us to read and write. Every day we go to school every day to learn new things.



Police officers keep us safe too. They wear uniforms and drive police cars. They make sure everyone follows the rules.



Fill in the Blanks Use the "community helpers" word bank to fill in the blanks.

Community Helpers Word Bank				
Garbage Collector	Doctor	Teacher	Firefighter	Police Officer
				

- 1) Someone who helps us _____ is a _____.
- 2) A person who puts out _____ is a _____.
- 3) A person who teaches kids at school is a _____.
- 4) Someone who keeps us safe is a _____.
- 5) Someone who picks up the trash is a _____.

Draw and Write Draw the community helper you want to be and write why.

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Activity – Community Helpers Guess Who

Objective

What are we learning about?

To identify and understand the roles of different community helpers through engaging guessing games.

Materials

What you will need for the activity.

- Clue statements about various community helpers
- Bell or buzzer (optional)
- Paper and pencils for recording guesses



Instructions

How you will complete the activity.

1. Divide the students into small groups of 3 to 4.
2. Read a clue statement about a community helper, e.g., "This person helps sick people feel better and works in a hospital."
3. Give the groups a moment to discuss and guess which community helper matches the clue.
4. After each clue, allow one group to share their guess with the class.
5. If desired, use a bell or buzzer to signal when it's time to guess.
6. Repeat the process with different clue statements until each group has had a chance to guess.
7. Facilitate a discussion about the different roles of community helpers and how they contribute to our community.

Guess Who

Read the statements to the class.

#	Question	Answer
1	Guess who helps sick people feel better?	Doctor
2	Guess who makes sure students learn new things at school?	Teacher
3	Guess who brings letters and packages to your doorstep?	Mail Carrier
4	Guess who puts out fires and rescues people from danger?	Firefighter
5	Guess who helps you find books to read and learn new things?	Librarian
6	Guess who fixes things in your home when they are broken?	Handyman
7	Guess who grows fruits and vegetables on a farm?	Farmer
8	Guess who keeps our community safe and helps when there is trouble?	Police Officer
9	Guess who delivers food and packages on a bicycle?	Delivery Person
10	Guess who helps animals when they are sick?	Veterinarian
11	Guess who builds new houses and adds things for people?	Construction Worker
12	Guess who drives a big truck and picks up trash every week?	Garbage Collector
13	Guess who helps you learn about the stars and planets in the sky?	Astronomer
14	Guess who patrols our neighbourhoods and keeps everyone safe?	Security Guard
15	Guess who takes care of our parks and makes sure they are clean and fun?	Park Ranger
16	Guess who helps you recycle your bottles and cans?	Recycling Worker
17	Guess who helps you cross the street safely?	Crossing Guard
18	Guess who works in a hospital and helps sick people get better?	Nurse
19	Guess who drives a big truck and brings food to our grocery stores?	Truck Driver
20	Guess who helps you learn about different animals and their habitats?	Zoologist

Newspaper Article: Models of the World

Our Big World on a Small Globe

Published: April 18, 2024

Have you ever seen a globe? A globe is a small ball that looks like Earth. It has all the lands and waters painted on it.



A globe is a small ball that looks like Earth. It has all the lands and waters painted on it.

Dr. Emily Chen, a geography teacher, says, "Globes are special because they are round like our Earth. They help us see where different countries

and oceans are."

Maps are flat pictures of the Earth. They can hang on your classroom wall or be in a book. They show us the same things as globes but in a different way.

A boy named Lucas says, "I like looking at maps to see where the oceans are."

Globes and maps help us learn about our world. They show us that Earth has lots of water and land where people live.

Circle

Read the clue and circle the word map or globe

Map ←

A small round ball that looks like the Earth

→ Globe

Map ←

It can hang on a classroom wall

→ Globe

Map ←

It is a flat picture of the Earth

→ Globe

It always shows the whole world

→ Globe

Colour

and name the models of the Earth below



Draw

Draw a simple map of your house and neighbourhood.

Activity – My Community Map

Objective

What are we learning about?

Students will create a simple map of their community, focusing on places that are important to them, like their home, school, and landmarks.

Materials

What you will need for the activity.

- A sheet of paper for each student
- Crayons or colored markers
- Planning pages with guiding questions
- A sample map to show the students



Instructions

How you will complete the activity.

1. Start by showing the students a simple map and explain what a map is. Discuss the importance of landmarks and why we put them on a map.
2. Hand out the planning pages and let the students think about the places they want to include on their maps. Encourage them to use the questions on the page to help them decide.
3. Give each student a sheet of paper and crayons or markers.
4. Ask the students to draw their home first, then the road leading from their home to their school.
5. Encourage them to add other important places like parks, a friend's house, a store, or a library. If using stickers, they can place these on their map for each landmark.
6. Once they have finished drawing, help them label each place.
7. Gather the students in a circle and let them share their maps with the class.

Planning

Answer the questions below.

1) Where do you live? What colour is your house?

2) Where is your school? What is something special about your school?

3) What roads do you travel to get from your home to your school?

4) What are your favourite places in your community?

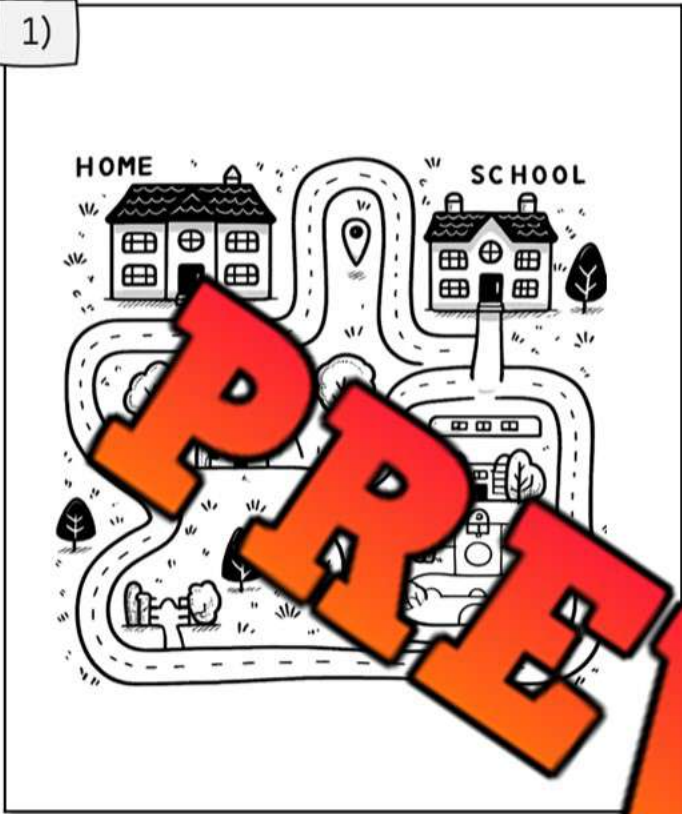
5) Are there any important buildings or landmarks in your community?



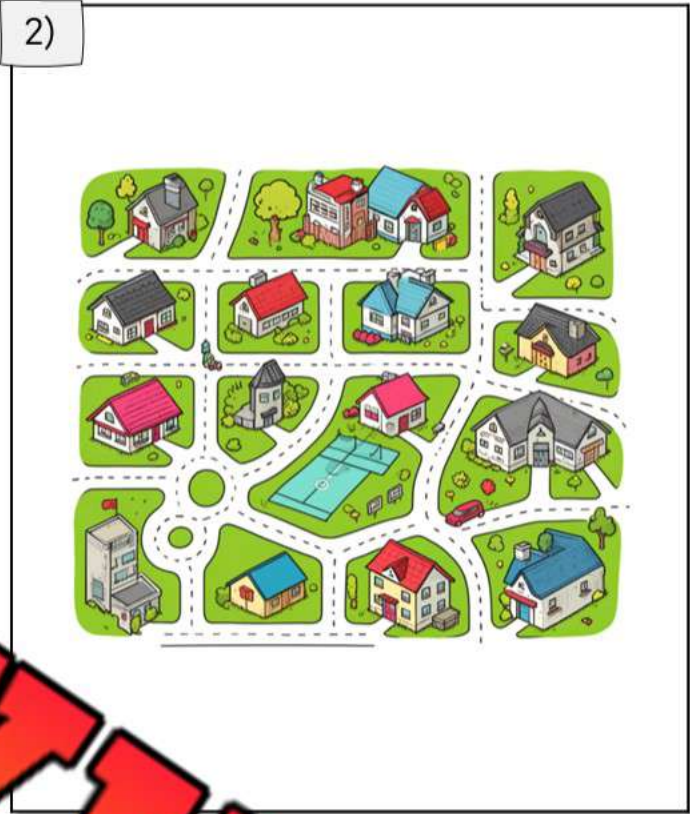
Reference Sheet

Examples of community map drawings.

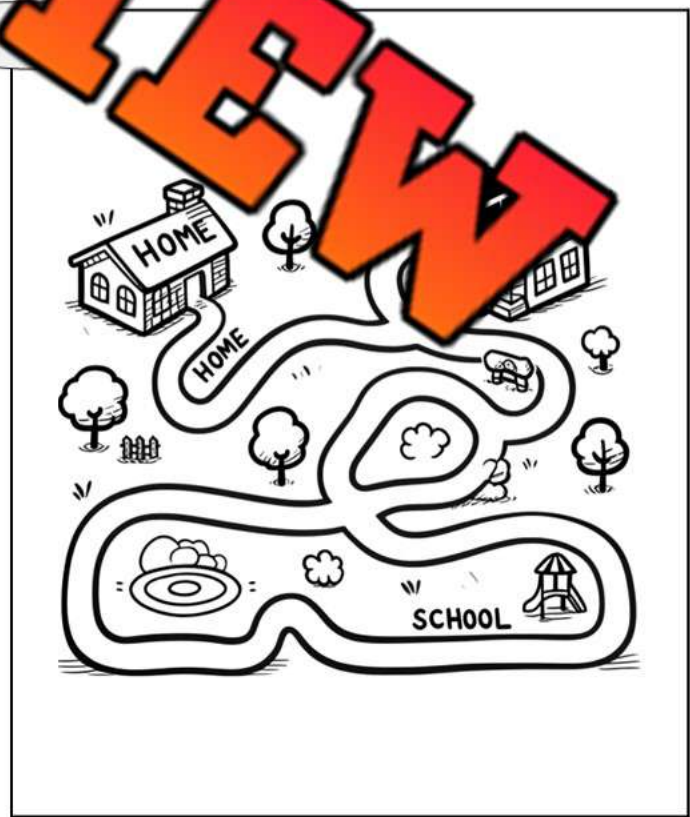
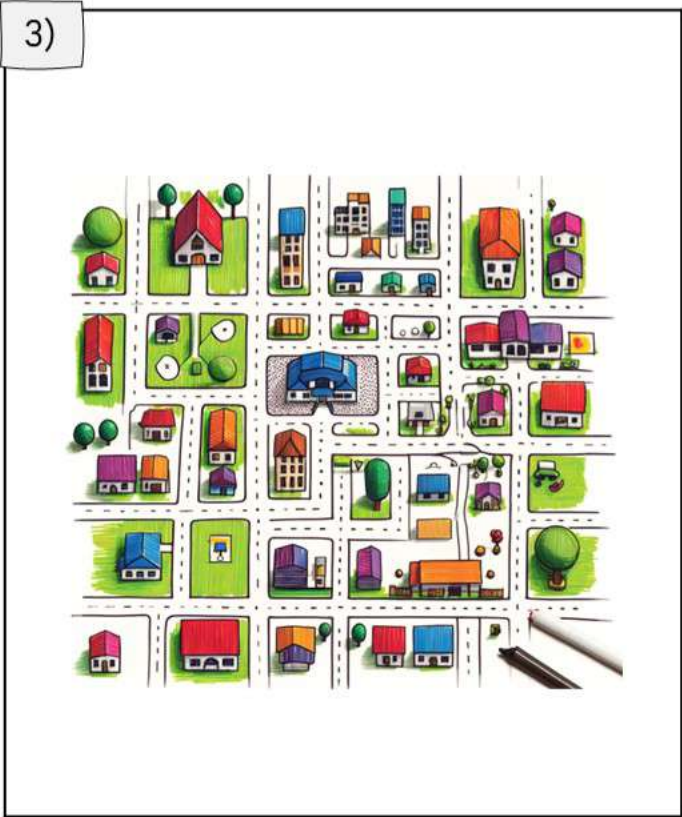
1)



2)



3)



Name: _____

Draw

Draw your community map here.

PREVIEW

Story: Tommy's Treasure Globe

One sunny day, Tommy brought a big, shiny globe to class. He spun the globe and stopped it with his finger. "Look, we are in Canada!" he said with a smile.

Tommy then picked up his pencil. "This pencil comes from China!" he shared, spinning the globe again to show where China is.

It is very far from here, across a big ocean!

Next, he grabbed a rubber. "This was made in India!" Tommy showed India.

India is also far, but it is famous for beautiful colours and spices.

Then, Tommy held up his wooden ruler. "This ruler is from the United States," he explained, pointing to our neighbour just below Canada.

Lastly, he took out a map from his bag. "And this map was printed right here in Canada!" he announced proudly.

Tommy's class learned that our classroom is full of things from all around the world. They felt connected to many places.



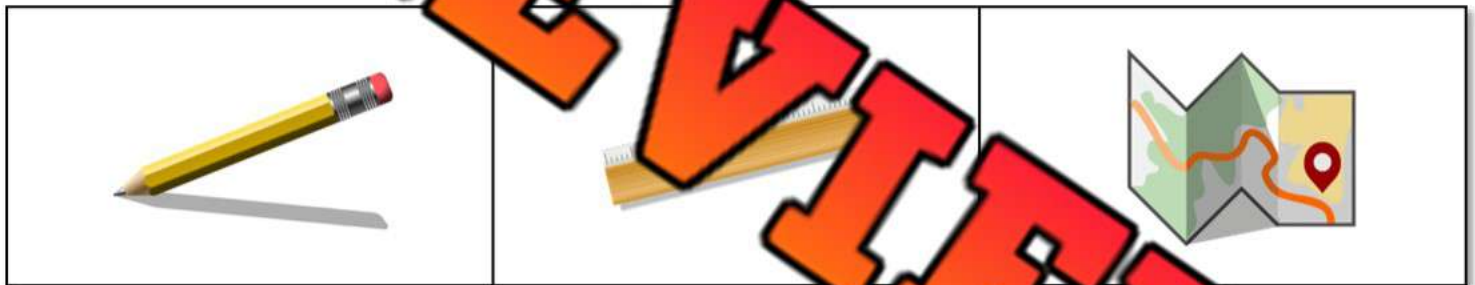
Visualizing

Draw what you were picturing while you were reading? Describe it.

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Colour & Label

Label the picture of the items below. Using the story, colour and label the countries they come from on the map.



Activity – Mapping Our Classroom

Objective

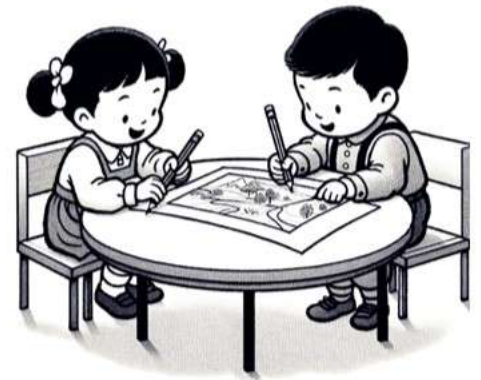
What are we learning about?

To help students learn about maps by creating a simple map of their classroom. This will teach them basic map symbols and how to give directions.

Materials

What you will need for the activity.

- Large sheet of paper (one per group)
- Coloured markers or crayons
- Ruler and pencil
- Planning page with guide



Instructions

How you will complete the activity.

1. Begin by grouping the students into teams of 3 or 4. Give each group a planning page to help them think about what features of their classroom they should include in their map.
2. Allow the groups to explore the classroom with their planning pages, identifying and noting key areas such as desks, your desk, doors, windows, and yourselves.
3. Once all groups have completed their exploration, provide them with a large sheet of paper and drawing materials.
4. Guide the groups to draw the outline of the classroom on their papers using rulers for straight lines.
5. Instruct them to add the areas onto their maps using simple symbols and to colour these in for clarity.
6. Help the students to label each symbol clearly on their map.
7. After completing the maps, have each group demonstrate it to the class.

Planning

Answer the questions below.

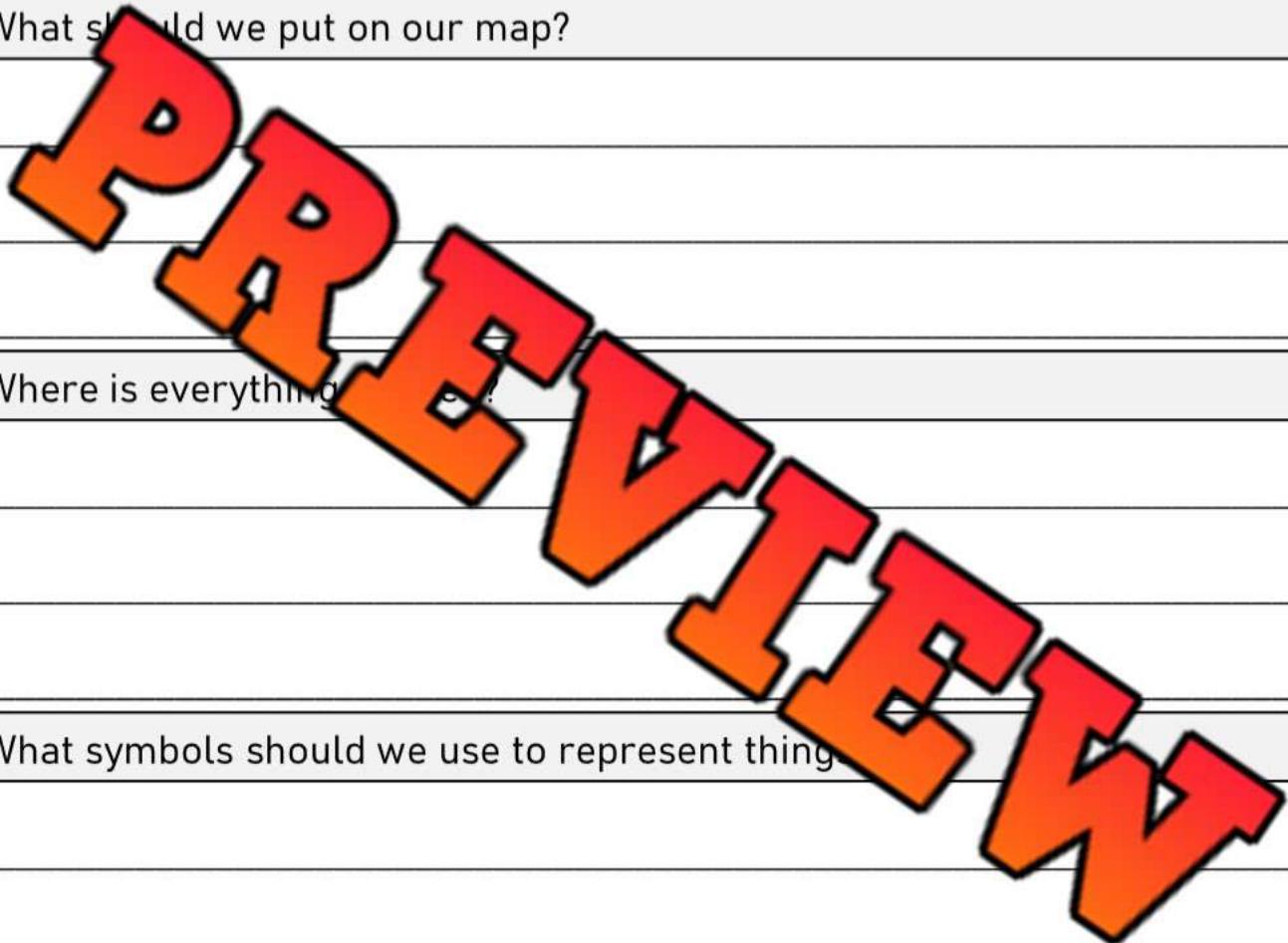
1) What do we see in our classroom?

2) What should we put on our map?

3) Where is everything?

4) What symbols should we use to represent things?

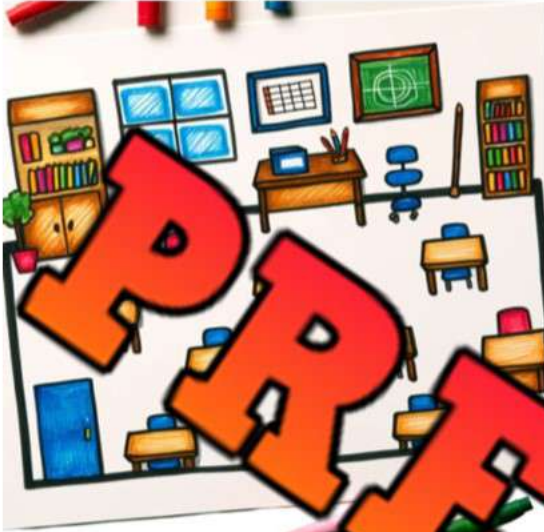
5) How do we make sure our map is easy to read?



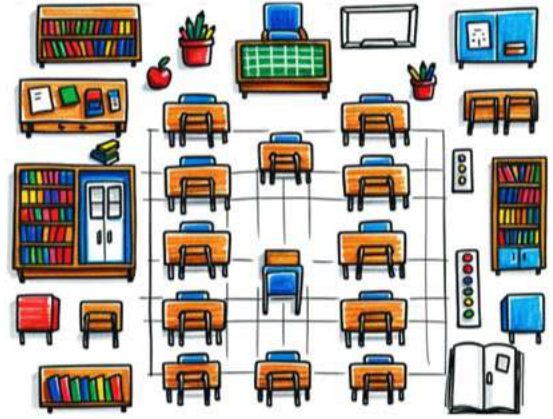
Reference Sheet

Examples of classroom map drawings.

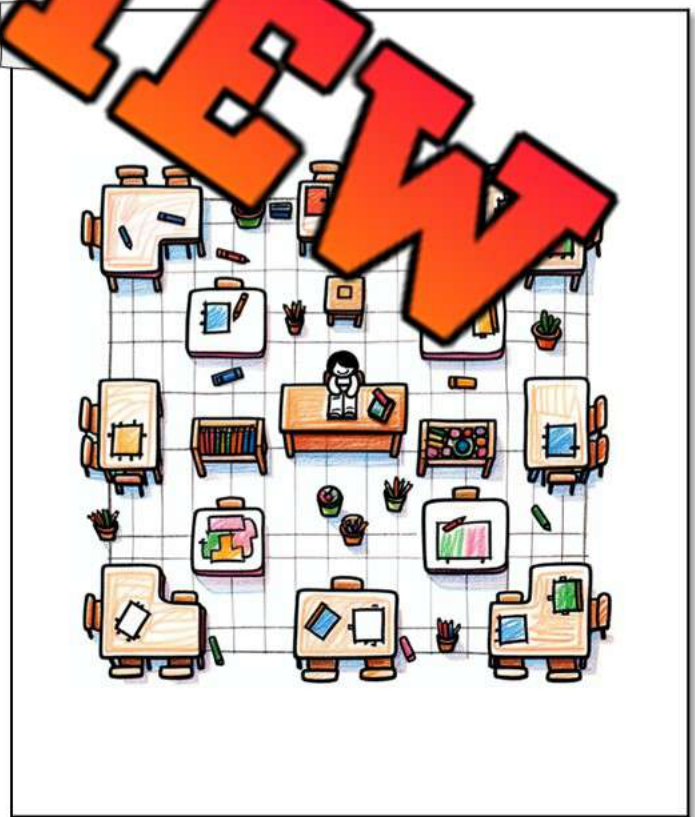
1)



2)



3)



My Place in the World

Our Home on the Map

We live in a large country called **Canada**, and within Canada, there is a beautiful place called **Saskatchewan**.

Discovering Canada

- Canada is a large country.
- It is full of people and many things.
- Canada is located in the top of the world on a globe.



Canada's location on a globe

Discovering Saskatchewan

- **Saskatchewan** is a part of Canada.
- It is big with lots of farms and open spaces.
- Saskatchewan is in the middle of Canada.



Saskatchewan's location on a map

Using a Map

When we look at a map, we can see where both **Canada** and **Saskatchewan** are located. It is important to remember that our home is in this wonderful place, right in the heart of Canada!

Colour

Colour Canada on the globe and describe where it is.



Colour

Colour Saskatchewan below and describe where it is.



True or False

Is the statement true or false

1) Canada is a small country.	True	False
2) There are many lakes in Canada.	True	False
3) Saskatchewan is near the ocean.	True	False
4) Canada is on top of the world on a globe.	True	False
5) Farms are common in Saskatchewan.	True	False

Local Landmarks and Their Histories

What is a Landmark?

A **landmark** is a special place that lots of people know. It helps us remember important things from the past. In Saskatchewan, we have many landmarks that tell stories about our province.

Famous Landmarks in Saskatchewan

- **Legislative Building** - This building is in **Regina**. It is one of the oldest buildings in the province. It is very old and beautiful.



Saskatchewan Legislative Building



Saskatoon's Train Bridge

- **Saskatoon Train Bridge** - This is a long bridge for trains in **Saskatoon**. It crosses the **South Saskatchewan River**.

- **RCMP Heritage Centre** - This place in **Regina** shows the history of police officers.



Royal Canadian Mounted Police (RCMP) Heritage Centre

Why Landmarks are Important

Landmarks help us remember our history. They show

us where we came from and teach us about the people who lived before us.

Colour

Colour and label this big, beautiful landmark of Saskatchewan in Regina.



PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank

- Building
- Community
- River
- Police
- Landmark
- Saskatoon
- Legislative
- Bridge
- Regina
- Heritage
- History

MADKNARL		NITRA	
SASNAKTOO		DIGBER	
DILBUNGI		HOYTSIR	

Spelling Bee – Geography and Family Life

Objective

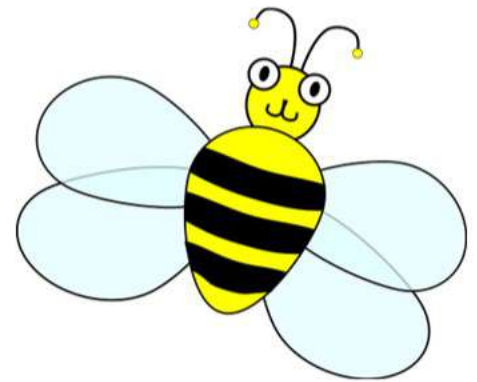
What are we learning about?

To help students learn and spell words related to geography, family life, and environmental stewardship, enhancing their vocabulary and understanding of family roles and cultural diversity within their communities and the world.

Materials

What you will need for the activity.

- List of vocabulary words
- Bell or buzzer to signal correct spellings



Instructions

How you will complete the activity

1. Prepare a list of spelling words related to geography, family life, and environmental stewardship.
2. Divide participants into teams or have them compete individually based on class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handling misspellings.
4. Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

Spelling Terms

List of words for the Spelling Bee

Easy	Moderate	Hard	Very Hard
Map	Country	Recycle	Environment
Mom	River	Tradition	Continent
Dad	Ocean	Culture	Sustainability
Mountain	Mountain	Celebration	Responsibility
Sun	Family	Community	Biodiversity
Tree	Heritage	Heritage	Preservation
Home	Forest	Festival	Multicultural
Bed	Desert	Colony	Stewardship
Car	Island	Pollution	Conservation
Dog	Waterfall	Habitat	Conservation
Cat	Care	Diversity	Participation
Fish	Landscape	Renewable	Cooperation
Bird	Planet	Resource	Neighbourhood
Leaf	Climate	Wildlife	Agriculture
Park	Garden	Energy	Saskatchewan

Jeopardy – Everything We've Learned

Objective

What are we learning about?

This activity will help Grade 1 students review what they've learned in a fun, interactive way. The game will cover topics such as Family Traditions, The Environment, Geographic Facts, and Community Roles.

Materials

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell
- Scoreboard



Instructions

How you will complete the activity.

1. Print the Jeopardy board on the next page.
2. Divide the class into two teams.
3. Ask one team to go first by selecting a point value.
4. Read the question aloud from the point value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

Jeopardy Question

Ask students the questions below

1 Points	2 Points	3 Points	4 Points	5 Points
What season is it when it snows? (Winter)	What is a round model of the Earth? (Globe)	Name a water body. (Lake, River, Ocean...)	What is a symbol of Saskatchewan? (Western Red Lily)	What's a home made of snow called? (Igloo)
What is our province called? (Saskatchewan)	What place is your favourite? (Library)	What's a Canadian symbol on the flag? (Maple Leaf)	Name a local food crop. (Wheat)	What do we call the changing weather patterns in nature? (Seasons)
Who makes us feel better when we are sick? (Doctor)	What's a celebration with costumes and candy in October? (Halloween)	When do we celebrate our country? (Canada Day)	What is the name of the person who treats our teeth? (Dentist)	What's the first stage of life? (Infancy)
What's the special day for honouring mothers? (Mother's Day)	What is the sweet food bees make from flowers? (Honey)	What is the capital city of Saskatchewan? (Regina)	What is the name of the place where we remember historical figures and events? (Museum)	When is everyone Irish and wears green? (St. Patrick's Day)
What's the celebration with bunnies and eggs? (Easter)	What holiday do we give thanks and eat turkey? (Thanksgiving)	What's a drawing that shows where things are? (Map)	What day do we celebrate Earth and talk about taking care of it? (Earth Day)	A big building is in Regina, where laws are made. (Legislative Building)



Unit Test – Dynamic Relationships

Multiple Choice

Circle the best answer.

1) A day we celebrate our country...	Canada Day	Family Day
2) When kids grow bigger and become teenagers...	Adolescence	Adulthood
3) When farmers collect the food that has grown...	Harvesting	Watering
4) Water flows across the land...	Lake	River
5) What is found on the flag of Canada?	Maple Leaf	Red Lily


























Ordering

Put your journey from farm to families in order, using the letters.

1st			
2nd			
		a) Buy fresh veggies	b) Water little plants
3rd			
4th			
		c) Drive to market	d) Save scraps for compost
5th			
6th			
		e) Cook veggies for dinner	f) Eat dinner together
7th			
8th			
		g) Plant seeds in soil	h) Harvest big veggies

Circle

Decide if the person described is a community helper or not.

	This person teaches kids to read and write.		
	This person throws trash all over the park.		
	This person breaks windows and fences in town.		
	This person helps fight fires and save people.		
	This person takes care of sick pets.		
	This person sprays paint on buildings without asking.		
	This person brings your family letters and packages.		
	This person cuts down many trees and leaves the area bare.		
	This person dumps harmful stuff into our rivers.		
	This person collects and takes away our trash every week.		





Yes or No

Is the answer yes or no?

1) Is Family Day a day to spend time with our families in February?	Yes	No
2) Are teenagers in the Circle of Life called adults?	Yes	No
3) Is the food we eat from stores always grown in Saskatchewan?	Yes	No
4) Is a globe the same shape as our round Earth?	Yes	No
5) In the spring do we plant seeds for pumpkins in Saskatchewan?	Yes	No
6) Do cows like to drink milk like animals and people do?	Yes	No
7) In fall, do leaves change colour and fall down?	Yes	No
8) Is Saskatchewan located in the middle of the world on a globe?	Yes	No
9) Is the Legislative Building in Regina where we vote for mayors?	Yes	No
10) On a map, is Saskatchewan shown in the middle of Canada?	Yes	No

Match

Match the picture to its description. Write the number in the box.

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1)	The symbol of Saskatchewan which is also found on the flag...
2)	The big, round model of our planet...
3)	The grain that grows in fields and turns into bread...
4)	The model where we can see places on a flat surface is...
5)	The body of water that doesn't move...