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Workbook Preview

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Grade 1 – Science Unit

DAILY AND SEASONAL CHANGES

	Curriculum Expectations	Pages That Cover the Expectations
E1.1	assess the impact of daily and seasonal changes on human outdoor activities, and identify innovations that enable people to engage in various activities year-round	36-39, 42-44, 62-68, 71-73, 76-79, 92-94, 98-100, 103, 107-113
E1.2	assess ways in which daily and seasonal changes have an impact on society, the environment, and living things in the natural environment	36-39, 42-44, 62-68, 71-73, 76-79, 82-90, 92-103-113
E2.1	d S c	, 21-22, 7-113
E2.2	d r a	60, 61
E2.3	describe the changes in the amount of light and heat from the Sun that occur throughout the day and in the four seasons	36-39, 41-44. 61, 107-113
E2.4	describe and compare the four seasons in terms of the weather, including precipitation and temperature, in their local area	52-59, 62-63, 69-72, 74-81, 92-93, 95-96, 98-102, 107-113
E2.5	describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes	64-68, 73, 82-90, 94, 98-100
E2.6	describe how humans prepare for, and respond to, daily and seasonal changes	64-68, 73, 94, 98-100, 103-113

Preview of 80 pages from this product that contains 178 pages total.

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Grade 1 Science Unit

Strand A - STEM Investigation and Communication Skills

`	Curriculum Expectations	Pages That Cover the Expectations
A1.1	use a scientific research process and associated skills to conduct investigations	51
A1.2	use a scientific experimentation process and associated skills to conduct investigations	26-27, 45-46
A1.3	use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems	13-16, 19-20, 23-24, 40, 45-46
A1.4	follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials	13-16, 19-20, 23-24, 26-27, 40
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	13-16, 19-20, 23-24, 26-27, 40
A2.1	write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms	49-50
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life	45-46
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	45-48,
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	45-46, 48
A3.3	analyse contributions to science and technology from various communities	48

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DAILY AND SEASONAL CHANGES



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Name: _____ 8

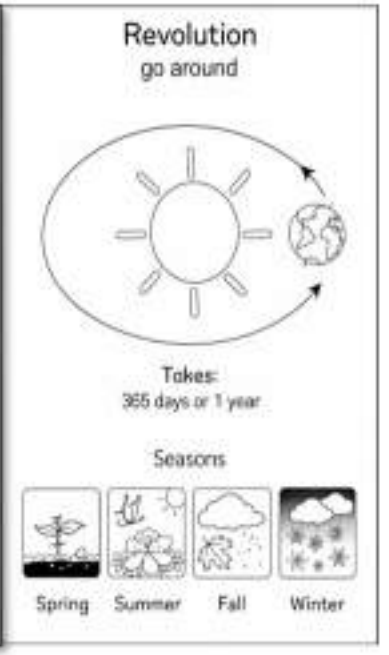
Curriculum Connection
E2.1

The Sun - Seasons

In Ontario, we have four seasons: summer, autumn (fall), winter, and spring. These seasons have different weather. In the winter, it is cold and snowy. In the summer, it is warm and sometimes hot. In the fall and spring, it is not too hot or too cold.

We have different seasons because of the Sun. The Earth m[illegible] the Sun. In one year from now, the Earth will [illegible] around the Sun. This means the weather will be [illegible] next year on this date.

In [illegible], Onta[illegible]ted furthest from the Sun. In the summer, [illegible] to the Sun.



PREVIEW

Questions Answer the ques[illegible]ons

1) In the winter, Ontario is _____ to th[illegible]	[illegible]hest	Closest
2) In the summer, Ontario is _____ to the [illegible]	[illegible]	Closest
3) The Earth moves around the _____.	Su[illegible]	[illegible]oon
4) Summer is the _____ season.	Co[illegible]	[illegible]est
5) Fall and spring have _____ temperatures.	The Sam[illegible]	Different

Draw Draw where the Earth might be as it circles the Sun

Summer	Fall	Winter	Spring

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Curriculum Connection
E2.1

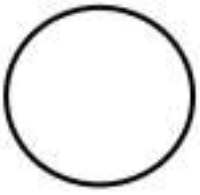
The Sun

Directions Draw a picture of the sun below

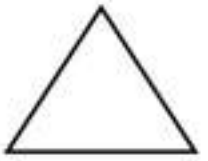


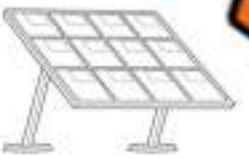
PREVIEW

Directions Circle the words and pictures that a[illegible]



Hot





Cold





Big

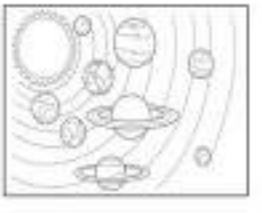
Small











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Name: _____ 10

Curriculum Connection
E2.1

The Sun - Facts

Activity Draw a picture of the sun below.

The sun is hot!

The sun is big!
...de the small earth

The sun gives us heat

The sun gives us light

PREVIEW

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Curriculum Connection
E2.1

Exit Cards

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

Name: _____

Circle Yes or No for each question.

Mark

1) Is the sun a star?	Yes / No
2) Is the sun a solid rock?	Yes / No
3) Is the sun very big?	Yes / No
4) Is the sun a yellow dwarf star?	Yes / No
5) Are all stars smaller than the sun?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Is the sun a star? Yes / No
2) Is the sun a solid rock? Yes / No
3) Is the sun very big? Yes / No
4) Is the sun a yellow dwarf star? Yes / No
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Mark

1) Is the sun a star? Yes / No
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4) Is the sun a yellow dwarf star? Yes / No
5) Are all stars smaller than the sun? Yes / No

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Curriculum Connection
E2.1

Drawing Suns – Tracing and Colouring

Draw Trace and colour the suns. Use orange and yellow together.



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Curriculum Connection
E2.1

Without the Sun



Activity Circle what would happen if we didn't have the sun.

1) We would be	Hot	Frozen
2) It would be	Light	Dark
3) Plants	Grow	Die
4) We would have	Seasons	Problems
5) We would	Fun	Food
6) We would walk to	Darkness	Light
7) It would never be	Summer	Winter
8) We could get no _____ energy	Solar	Wind
9) The oceans, lakes, and rivers would be	Water	Cold
10) You wouldn't need	Sunglasses	Gloves

PREVIEW

Draw Draw a picture of what life would be like without the sun.

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

Experiment – Making a Sundial

Research Question Can we tell time without a watch?

A sundial can be used to tell the time using shadows. Where the shadow points is the time.





Materials We need for our experiment?

1) Paper Pl
2) Marker
3) Pencil
4) Playdough or cl

PREVIEW

Method How do we comp e exp ent?

Create Your Paper Plate Sundial

1) Write the numbers on the plate, just ve. Your sundial will look just like a clock.
2) Stick a pencil through the middle of the paper plate playdough or clay to make it stand up.

Using Your Sundial

1) First thing in the morning, find a sunny area where there won't be any shade (away from trees)
2) Put the plate down and check the time. When it is a round number (ex. 9:00am), turn the plate so that the shadow points to the current time
3) Check back in an hour to see if the sundial is working.
4) When the shadow is between numbers, the time is between those numbers. For example, if it is between 1 and 2, it could be 1:30. If the shadow is closer to the 2, it could be 1:45.

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



Observations Check your sundial throughout the day.

Clock Time (Ask your teacher for the time)	**Where is the Shadow?** "between the _____ and the _____" or "on the _____"

PREVIEW

Results Answer the questions below.

1) Who would have used sundials? Circle the answers			
Your Brother	Your Sister	Your Parents	Your Grandparents
Your Great Grandparents	Old Communities	Pioneers	Sailors

2) What is the main thing that allows a sundial to work?			
Markers	Paper Plate	A Stick or Pencil	The Sun

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Name: _____ 21

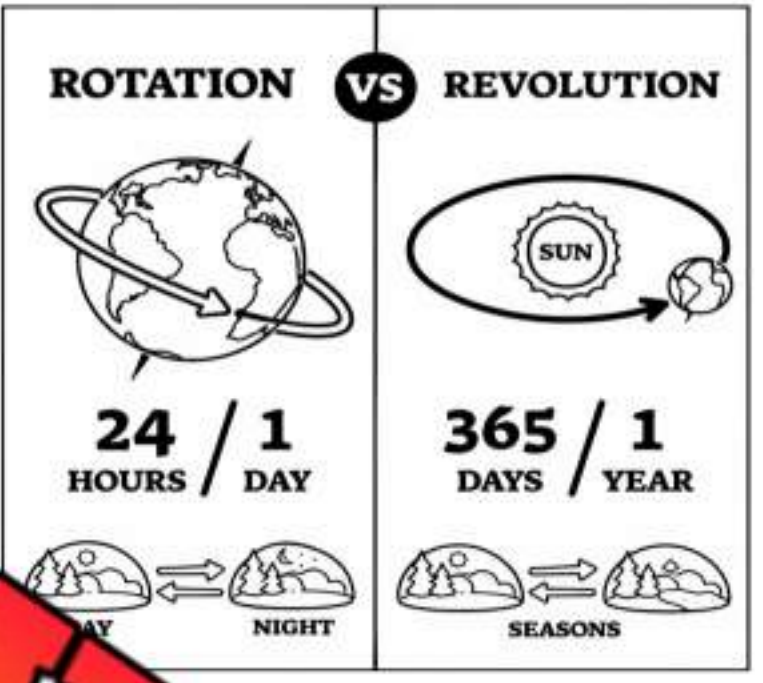
Curriculum Connection
E2.1

Earth's Rotation and Revolution

Did You Know?
The Earth is moving right now in two different ways.

1) It is rotating. This means it is spinning! It takes 24 hours for the E[illegible] to do one full spin. For[illegible]in, we count 1 d[illegible]

2) [illegible]oving[illegible]e Sun. It takes [illegible] the Earth to [illegible] the w[illegible] around the S[illegible]e c[illegible] a revolution.



PREVIEW

Activity Draw a picture of the [illegible]tion[illegible].

A basketball spinning like the Earth	A race car moving around a racetrack like the Earth moves around the Sun

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Curriculum Connection
E2.1

Exit Cards

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

Name: _____ | Mark

Circle yes or no for each question.

1) Does the Earth spin to make day and night?	Yes / No
2) Does the Earth take 1 hour to spin one time?	Yes / No
3) Does the Earth move around the Sun?	Yes / No
4) Does spinning make the seasons change?	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

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3) Does the Earth move around the Sun?	Yes / No
4) Does spinning make the seasons change?	Yes / No

PREVIEW

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Name: _____ 23

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

Experiment – Orbiting Earth Around the Sun

Research Question What happens when the Earth orbits around the Sun?

How much time goes by when the Earth travels around the Sun?



Material we need for our experiment?

- Cake ba
- Playdoug ake a
- A small ball rbl





Method How do we co lete nt?

1) Make a circle with the playdough t he S
2) Place the Sun in the middle of the pan
3) Add the ball to the pan to represent the Earth
4) Tilt the pan to show the Earth orbiting around the Sun. E h time the Earth orbits the Sun is 1 year. Try to make the Earth orbit around the Sun at a consistent speed.
5) A **revolution** is one full orbit around the Sun. One revolution is one year of time.
6) Let students take turns to orbit the Earth around the Sun. Have them count out the years as the Earth orbits the Sun. The students could orbit the Earth the number of years they have been alive.

PREVIEW

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Name: _____ 24

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

Observations Answer the questions below.



1) How many times does the Earth orbit the Sun in a year?

2) How many times has the Earth orbited the Sun in your life?

3) Does the Earth orbit around the Sun or does the Sun orbit around the Earth?

Earth orbits the Sun

Sun orbits the Earth

Draw Draw a picture of the Earth and the Sun. Label your drawings.

PREVIEW

Name: _____ 25

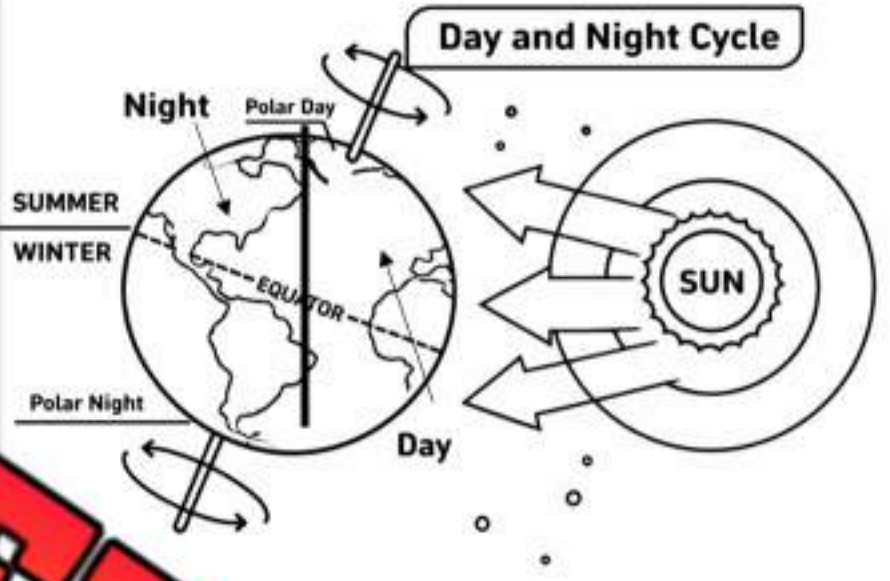
Curriculum Connection
E2.1

Earth's Rotation – Day and Night

Did You Know?

As the Earth spins, the places on Earth that are pointed at the Sun a[illegible]lit up. This means it is dayt[illegible]

[illegible] the Earth, [illegible] dark [illegible]e Sun's light ca[illegible]t. This means it is nighttti[illegible]



PREVIEW

Activity Circle wh[illegible]er [illegible] or daytime

1) The Sun is pointed towards your tow[illegible]		
2) The Sun is pointed away from your town.		
3) It is light on the other side of the world.		
4) It is dark on the other side of the world.		
5) It was light 24 hours ago.		
6) It was dark half a day ago.		
7) You are at school.		
8) You are in bed.		
9) You can't see the Sun anymore.		
10) It is sunrise.		

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Name: _____ 26

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

Experiment – Rotating Earth

Research Question Why do we have day and night?

Why do we have a day with light and a night with no light?





Materials We need for our experiment?

- Globe
- Lamp or s[illegible]flash[illegible]
- Dark room



PREVIEW

Method How do we complet[illegible]xper[illegible]t?

1) Take the lamp shade off the lamp.
2) Put the globe about 20 centimetres away[illegible]e li[illegible]
3) Point the globe so that Canada is being lit up. Notic[illegible]f the world are dark while Canada is light.
4) Spin the globe slowly. Notice if some parts are now a bit[illegible]t up and some places are now in the dark.
5) Keep spinning the globe until Canada is now in the dark. Which countries are now lit up?
6) Now switch the position of the lamp and the globe. Notice when you repeat the steps above that Canada is either further or closer to the Sun. This creates our seasons.



Name: _____ 27

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

Observations | Answer the questions below.



1) When it is light in Canada, which countries are in the dark?	
1)	
2)	
3)	
4)	
5)	



2) When Canada is pos[illegible] so[illegible]ints closer to the Sun, which season is it?			
Summer	Winter	[illegible]	Spring

3) When Canada is positioned so that it p[illegible] [illegible]om the Sun, which season is it?			
Summer	Winter	Fall	[illegible]

4) When the Sun's light can't reach Canada, it is...	
Day	Night

5) When it is light in China, it is _____ in Canada.	
Light	Dark

6) When it is light in the United States, it is _____ in Canada.	
Light	Dark

PREVIEW

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Name: _____ 28

Curriculum Connection
E2.2

What is a Cycle?

A cycle is when events happen over and over. For example, we all have a sleep and awake cycle. The two events repeat over and over. We sleep and then we wake up and then we sleep again and then we wake up.



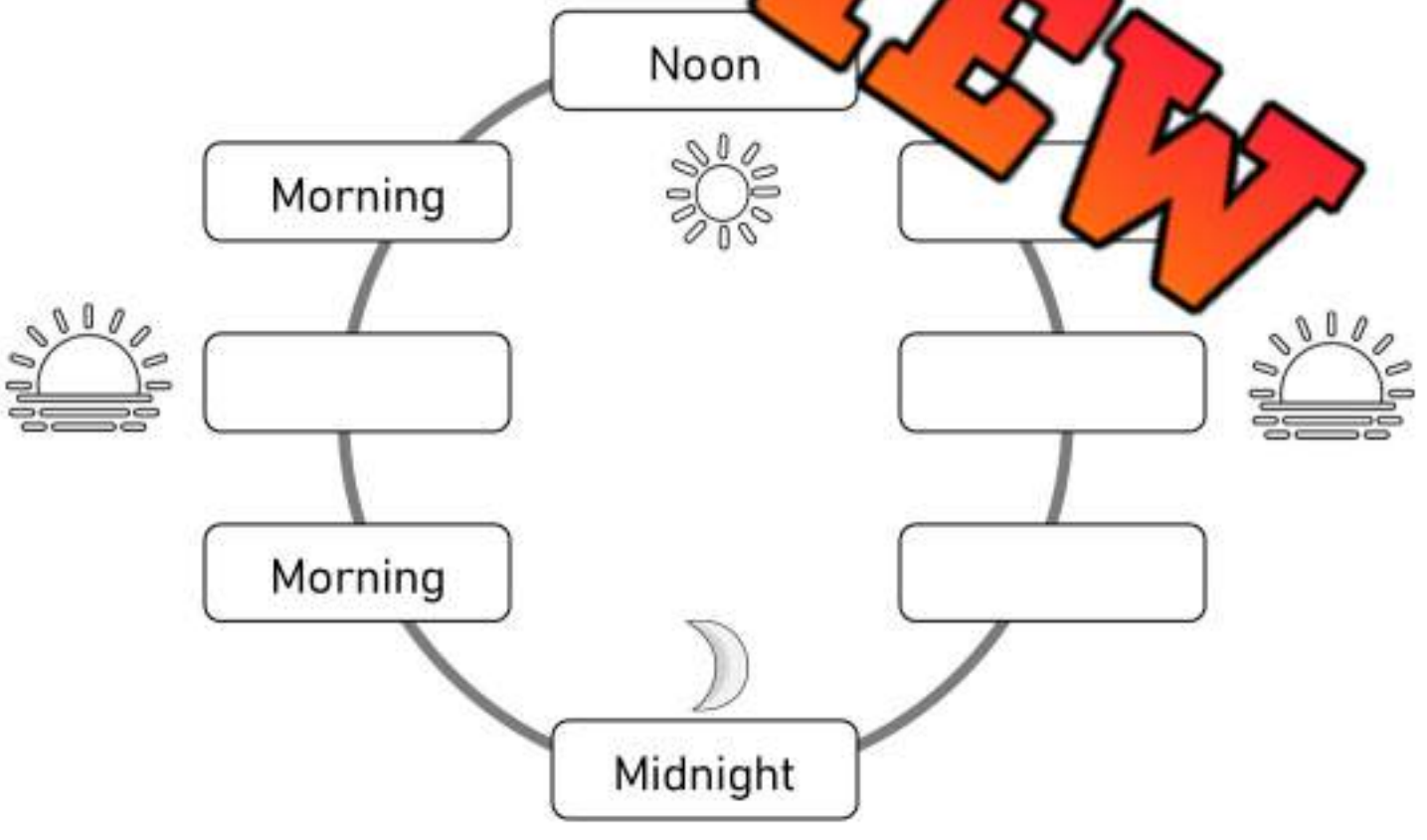
This is a

ight and day are two more events that happen
d o r. It is daytime and then nighttime, and then
me a cycle has repeated for a long time!

PREVIEW

Cycle Can you use t d to fill in the cycle below?

Evening	Sunrise		Sunset



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Name: _____ 29

Curriculum Connection
E2.2

Cycles In Your Life - Eating

Eating Cycle Use the word bank to fill in your meal cycle. Draw pictures of the food you eat at each meal.

Dinner	Lunch	Breakfast









PREVIEW

Name: _____ 31

Curriculum Connection
E2.2

Cam's Cycle

Cam has been doing the same things lately. He feels his life is like a cycle. Here is what he does each day.

1) Wake up 2) Go to school 3) Watch TV 4) Practise reading 5) Go to sleep

Cycle events of Cam's life below.



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Name: _____ 32

Curriculum Connection
E2.2

Cam's Cycle

Cycle Paste Cam's events in the circles below.



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Name: _____ 33

Curriculum Connection
E2.2

Cycles in Your Life

Can you think of 6 important things you do everyday? Put them in the cycle below.

Cycl Draw of events in your life.



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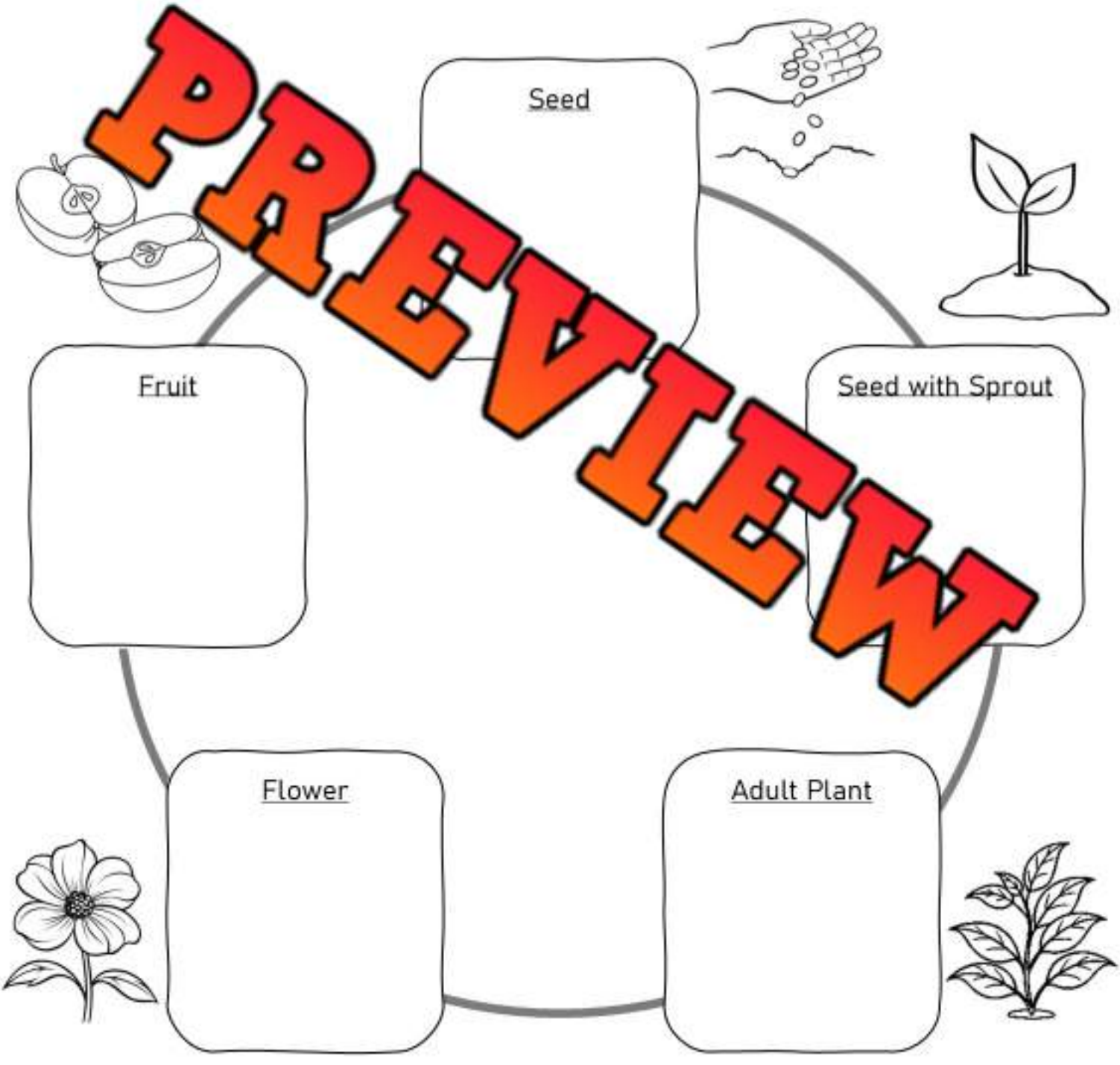
Name: _____ 34

Curriculum Connection
E2.2

Plant Life Cycle

A plant goes through a life cycle. It goes from seed to plant and then back to seed.

Cycle Draw pictures below of each stage of a plant's life cycle.



PREVIEW

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Name: _____ 35

Curriculum Connection
E2.2

Human Life Cycle

Draw Draw a line through the white circles to put human life cycle in the correct order.



Infant



Child

Teen





Elderly Person

Adult



PREVIEW

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Name: _____ 36

Curriculum Connection
E1.1, E1.2, E2.3

Day and Night

What Is Day and Night?

Day and night happen because the Earth spins. The Earth takes 24 hours t[illegible]in one full time. When our side of Earth faces the Sun, it is day. W[illegible]turns away from the Sun, it is night. In the day, the sky is bright[illegible]ee[illegible]Sun. It is often warmer. At night, the sky is dark. We can s[illegible]e M[illegible]s[illegible]rs. It is often cooler.

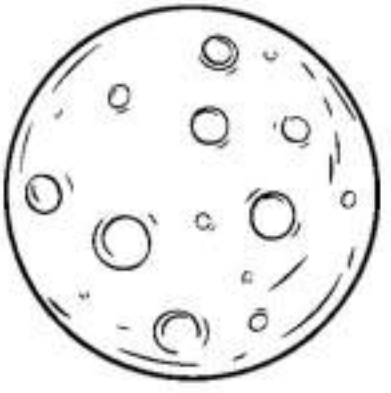
PREVIEW



W[illegible]p[illegible]in the Day?

- [illegible]he Su[illegible]p
- We ca[illegible]
- Many people g[illegible]sc[illegible]
- Some animals are awake

What Happens at Night?



- The Sun is not in the sky
- We see the Moon and stars
- People sleep at night
- Some animals are awake at night

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Name: _____ 37

Curriculum Connection
E1.1, E1.2, E2.3



Questions Circle the correct answers below.

1) During the day, it is...	Light	Dark
2) During the day, the sun	Rises	Sets
3) During the day, it is	Warmer	Colder
4) There [illegible]/less sunlight during the day	More	Less
5) D[illegible] see	Stars	The Sun
6) During the[illegible]	Stars	The Sun
7) During the nigh[illegible] ca[illegible]	Moon	The Sun
8) While it is daytime in C[illegible] is [illegible]	Daytime	Nighttime
9) Some animals are nocturnal and [illegible] during	Day	Night
10) Bats, foxes, and raccoons sleep during		Night

PREVIEW

Day and Night Colour the daytime text yellow an[illegible] ligh[illegible] lue.

Dark	Warmer	Sun	Owls	[illegible]nlight
Light	Playing	Colder	Bedtime	
Fox	Humans Sleep	Stars	Lamps	
Telescope	Raccoon	School	Moon	Lightbulbs

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Curriculum Connection
E1.1, E1.2, E2.3

Exit Cards

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

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
The sun rises during the day.	
The sky is dark during the day.	
You can see stars during the day.	
The sun comes out at night.	
Daytime is usually warmer than nighttime.	

Name: _____ Mark ☐

Check only the true statements.

Statement	✓
The sun rises during the day.	
The sky is dark during the day.	
You can see stars during the day.	
The sun comes out at night.	
Daytime is usually warmer than nighttime.	

Name: _____ Mark ☐

Check only the true statements.

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Check only the true statements.

Statement	✓
The sun rises during the day.	
The sky is dark during the day.	
You can see stars during the day.	
The sun comes out at night.	
Daytime is usually warmer than nighttime.	

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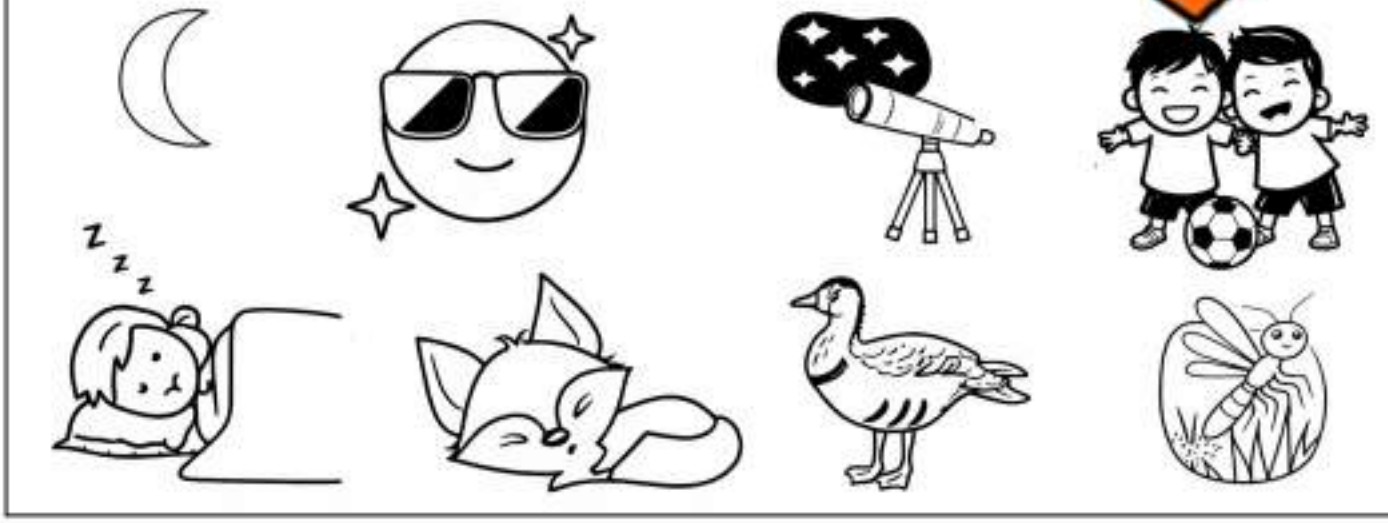
Name: _____ 39

Curriculum Connection
E1.1, E1.2, E2.3

Questions	Cut and paste the night and day pictures under the right category.

Day	Night

PREVIEW



Name: _____ 40

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

Experiment – Moon Phases

Recreate the moon phases using Oreo cookies. Follow the instructions below to complete the activity.



Materials

What you need

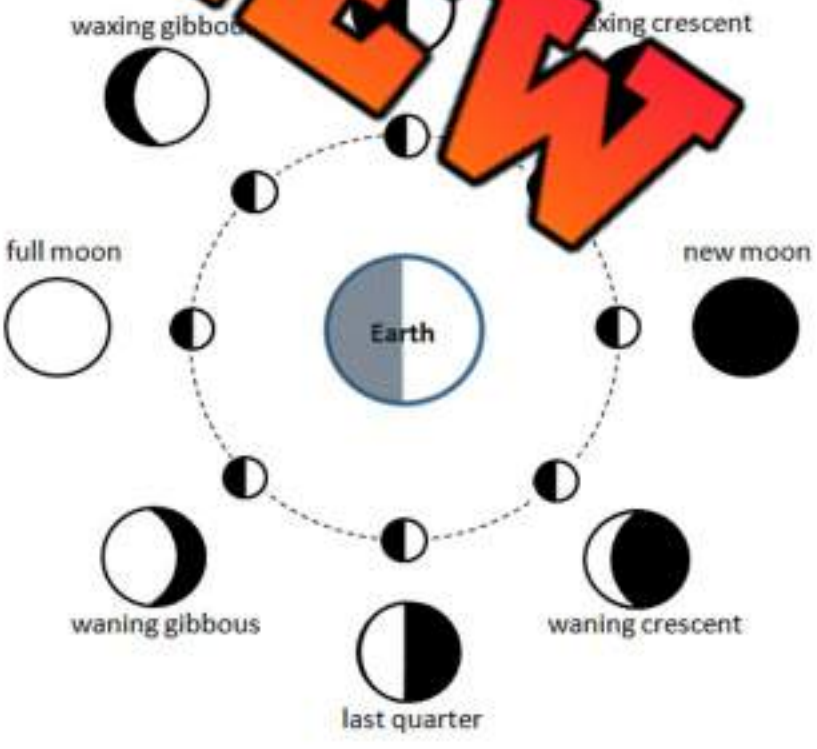
- 8 cookie
- Paper pla
- A popsicle stic ther
  scraping the frosting

PREVIEW

Procedure

How you complete ivity

1) Separate the cookie so that the icing is on one side of the cookie and not the other. Twisting the cookie a bit works to achieve this.
2) Use the popsicle stick to create each phase of the moon
3) Glue the phase of the moon onto the paper plate. Make sure to put them in order
4) Label the moon phases with their official name



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Name: _____ 42

Curriculum Connection
E1.1, E1.2, E2.3

Day and Night – Fill in the Blanks



Fill in the Blanks Which word is missing? Circle your answer.

1) The sun shines during the _____.	Day	Night
2) We see the _____ at night.	Sun	Moon
3) It gets warm during the _____.	Day	Night
4) It gets _____ during the night.	Warmer	Colder
5) At night, we can sometimes see _____ in the sky.	stars	The sun
6) We can't always see stars at night because _____ cover the sun.	Clouds	sun
7) During the day, it is _____.	Light	Dark
8) We eat _____ at night.	Lunch	Dinner
9) We eat _____ during the day.	Lunch	Dinner
10) The sun has _____ during the day.	Risen	Set

PREVIEW

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Name: _____ 43

Curriculum Connection
E1.1, E1.2, E2.3

Day and Night Activities

Word Search

Find the words from the word bank.

Day	Night	Light	Dark	Sleep
Play	Sun	Moon	Warm	Cold

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

PREVIEW

Day or Night?

Circle day or night under each picture.



Day | Night



Day | Night



Day | Night



Day | Night



Day | Night



Day | Night



Day | Night



Day | Night

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Name: _____ 45

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

Coding – Automatic Street Lights

Street lights make our cities safer. With the lights on at night, we can see better. This is helpful for us in many ways.



- ✓ Can drive safer
- ✓ Can play outside longer
- ✓ Stop [illegible]eft and crime

City lig[illegible]timers. Codes are used to program these lights. The codi[illegible]ight look like:



if the time [illegible]pm and 6:00am	
then turn [illegible]	on
if the time is bet[illegible]59pm	
then turn lights	on

PREVIEW

Fill in the Blanks Use the word bank w[illegible] to f[illegible]he blanks.

Word Bank			
code	crime	safer	l[illegible]ger

1) Lights make driving _____.

2) Street lights are turned on by a _____.

3) Street lights stop _____.

4) Street lights are programmed using a _____.

5) Lights let us play outside _____.

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Name: _____ 46

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

Coding Use the code to figure out if the lights are on or not.

if the time is between 7:00pm and 6:00am
then turn lights (on)
if the time is between 6:01am and 6:59pm
then turn lights (off)



PREVIEW

1) Thom tting ready for bed. It is 8:00pm.

Li	Lights Off

2) Thomas just up m

Lights On	Lights Off

3) Thomas is leaving the movies. is 9:00 wa t his bed time!

Lights On	

4) Thomas invited a friend to come play. It is noon, 12:0

Lights On	Lights Of

5) Thomas is going to hockey after school. It is 7:00pm.

Lights On	Lights Off

6) Thomas just got on the bus for school. It is 9:00am.

Lights On	Lights Off

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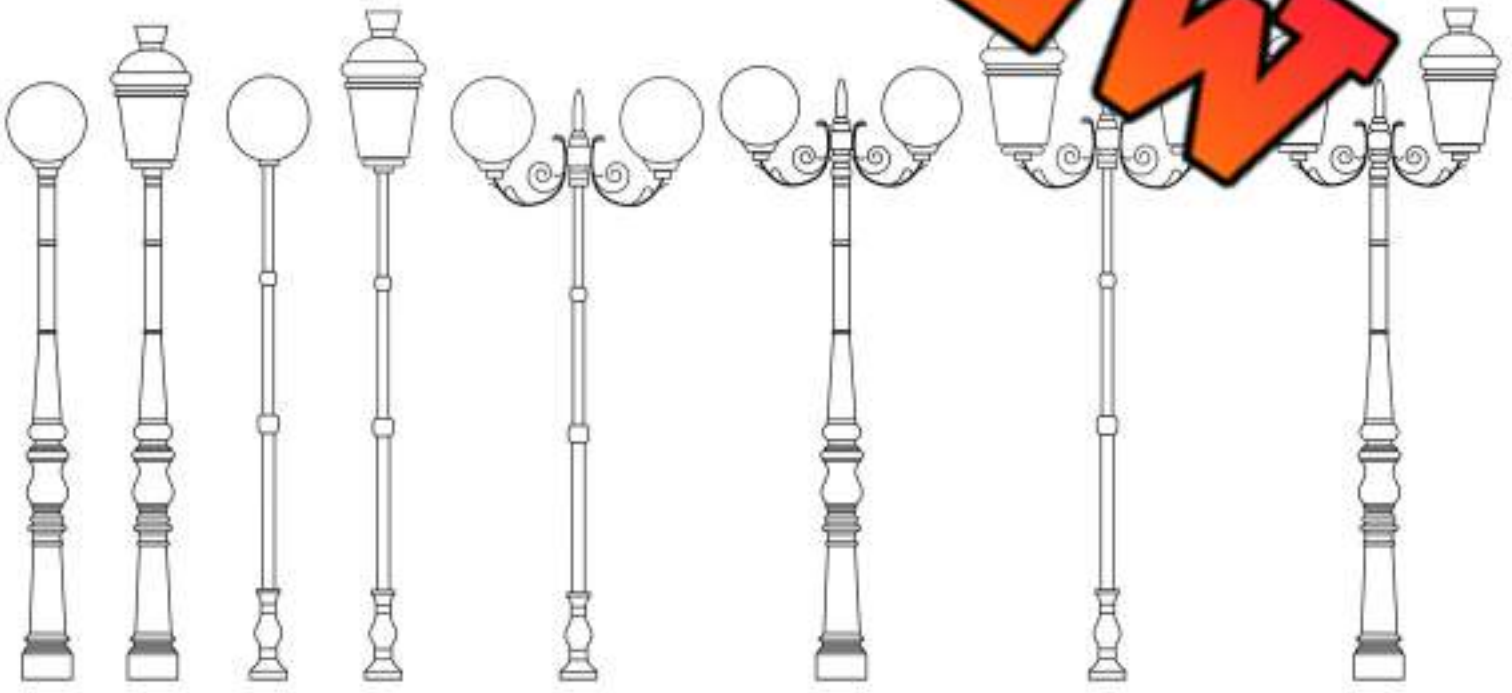
Name: _____ 47

Curriculum Connection
A3.1

Colour Colour the scene below.



Colour Colour the street lights below.



PREVIEW

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Name: _____ 48

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

History of Street Lights

History of Street Lights
In the year 1417, the mayor of London, England made it the law that everyone had to hang lanterns outside of their homes after dark and in the winter.

In 1879, Thomas Edison created the first lightbulb. These bulbs were used for streetlights years later. Before lightbulbs, people had to burn oil to make a flame that made light.



Colour Colour the lightbulb and the oil lamp.



Lightbulb



Oil La

PREVIEW

Questions Answer the questions below.

1) Who invented the lightbulb?

2) Which is safer – a lightbulb or oil lamp?

Lightbulbs	Oil Lamps

3) Is it easier to have automatic timers or to have everyone turn a light on outside of their house at night?

Use Timers	Use People

© Super Simple Sheets

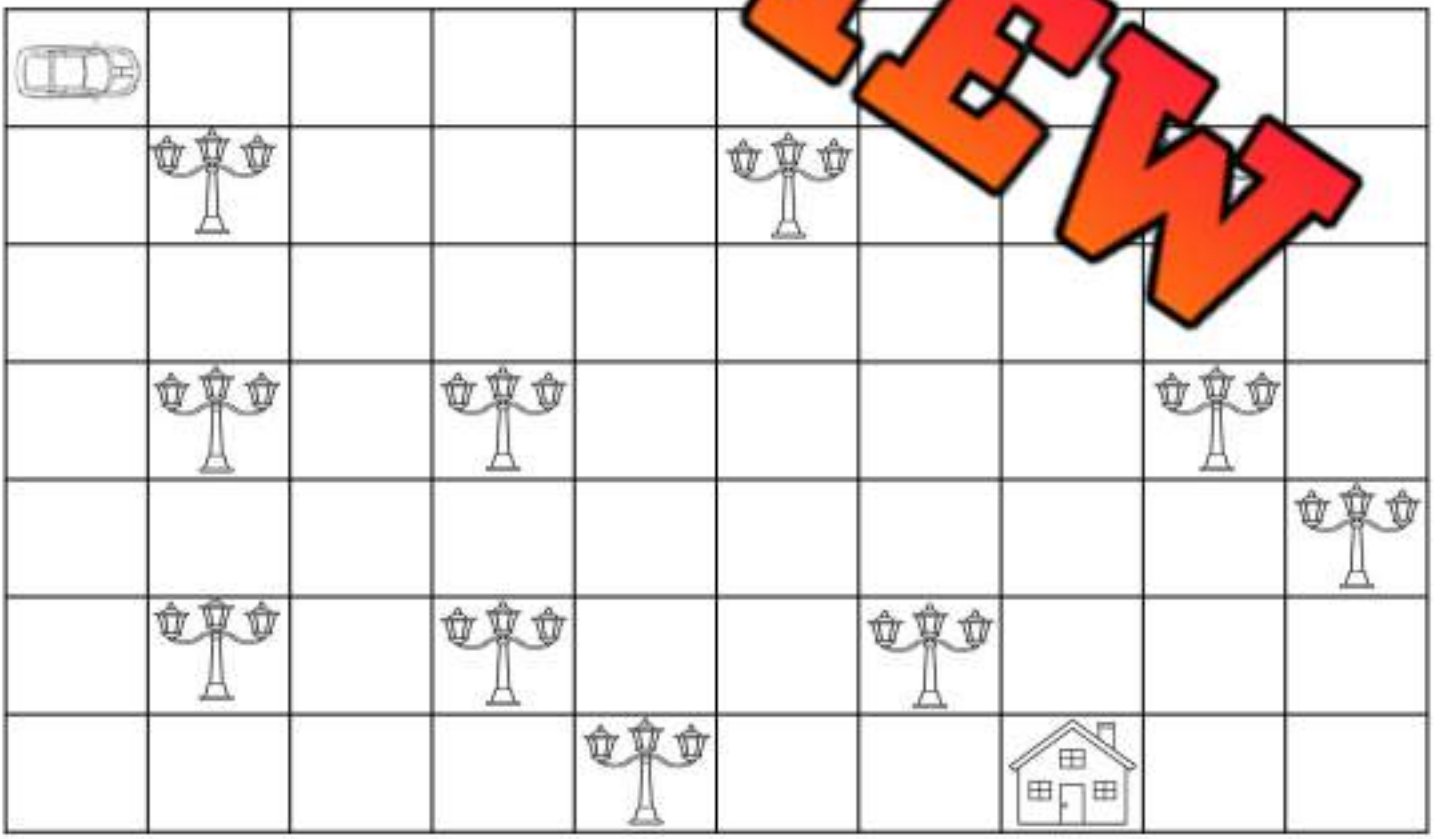
Name: _____ 49

Curriculum Connection
A2.1

If Then Conditional Statements - Activity

Questions Follow the if/then statements to move the car to its home.

1)	If the Sun orbits the Earth	then	Move ↓ 2 spots
2)	If the Earth orbits the Sun	then	Move → 2 spots
3)	If [illegible] heats up the Earth	then	Move ↓ 4 spots
4)	If the Earth [illegible]	then	Move → 2 spots
5)	If win[illegible] than [illegible]mer	then	Move ↑ 4 spots
6)	If spring is [illegible]	then	Move ← 2 spots
7)	If street lights keep [illegible]	then	Move → 3 spots
8)	If it is dark in China and Ligh[illegible]nada [illegible]	then	Move ↓ 6 spots



PREVIEW

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Name: _____ 50

Curriculum Connection
A2.1

Coding – Following Instructions

Directions Read the program and follow the instructions to draw the output.



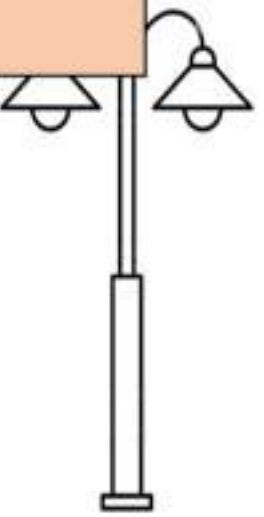
If ▶ is clicked

ur the street light (grey.)

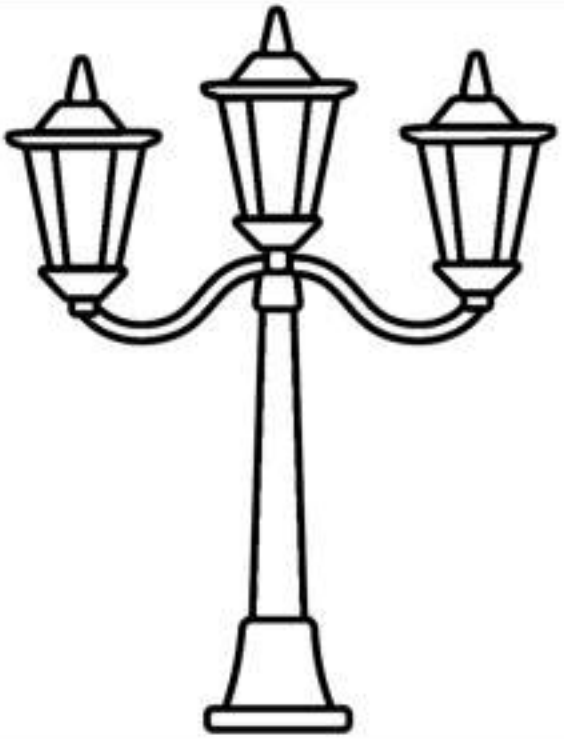
Col ights (yellow.)

Add bl ckground.

Draw a (per be a treet light.



PREVIEW

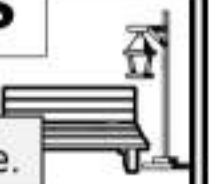
Original	ut
	

© Super Simple Sheets

Name: _____ 51

Curriculum Connection
A1.1

Research – Automatic Lights



Research Ask your family about the automatic lights at your house.

1) Do you have any automatic lights at your house?	
Yes	No

2) If y… automatic lights help your family?

3) What time do the a… lig… on? When do they turn off?

Turn On		…ff	

Research Ask your family about the … your street.

1) Do you have any automatic lights on your stree… or i… community?	
Yes	No

2) How do these lights help you and the people in your community?

3) What time do the automatic lights come on? When do they turn off?

Turn On		Turn Off	

PREVIEW

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Name: _____ 53

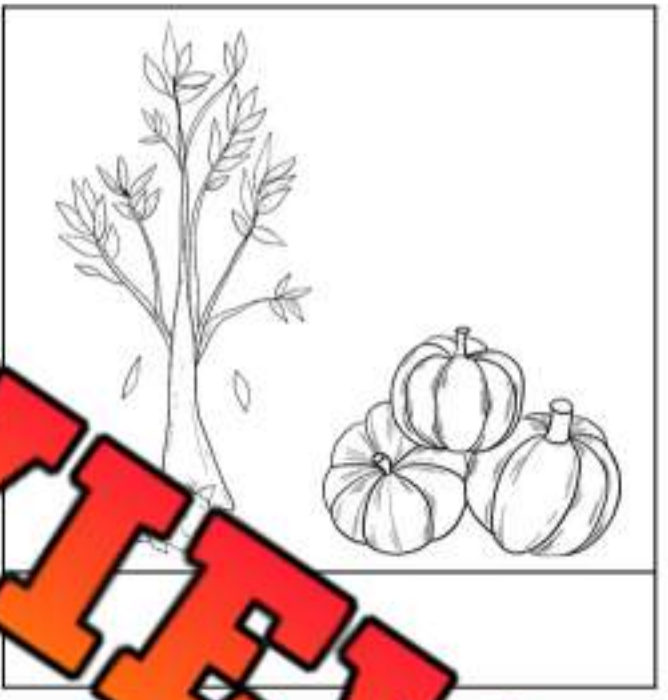
Curriculum Connection
E2.4

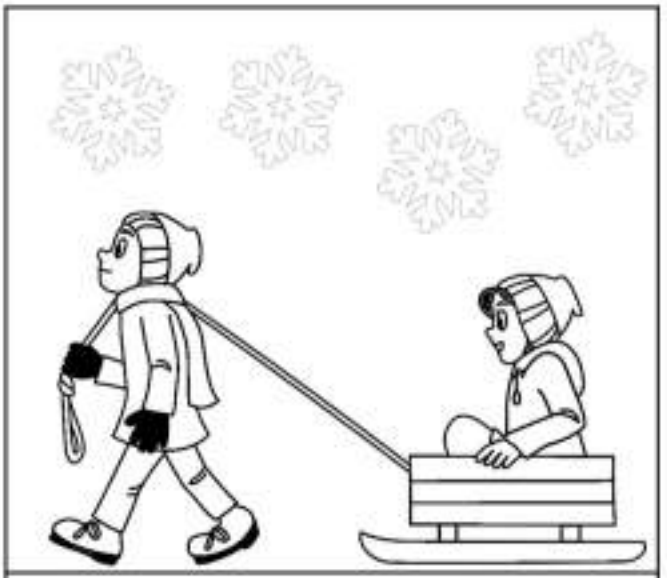
Seasons

Summer	Spring	Fall	Winter

Seasons Label the seasons below. Colour the pictures.









PREVIEW

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Name: _____ 56

Curriculum Connection
E2.4

Coding – Dress Up

Directions Follow the code to dress the person for the winter

run pro
cut out
cut out the jac
cut out the boots
paste the clothes on the person



PREVIEW



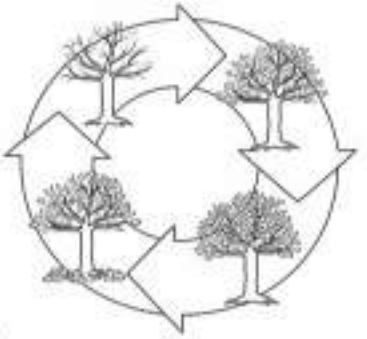
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Name: _____ 58

Curriculum Connection
E2.4

Seasons - Cycle

Cycle Draw pictures that come to mind for each season.

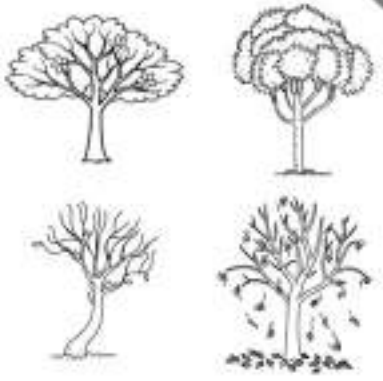


Summer

Spring

Fall

Winter



PREVIEW

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Name: _____ 60

Curriculum Connection
E2.4

Changing Seasons – Falling Leaves

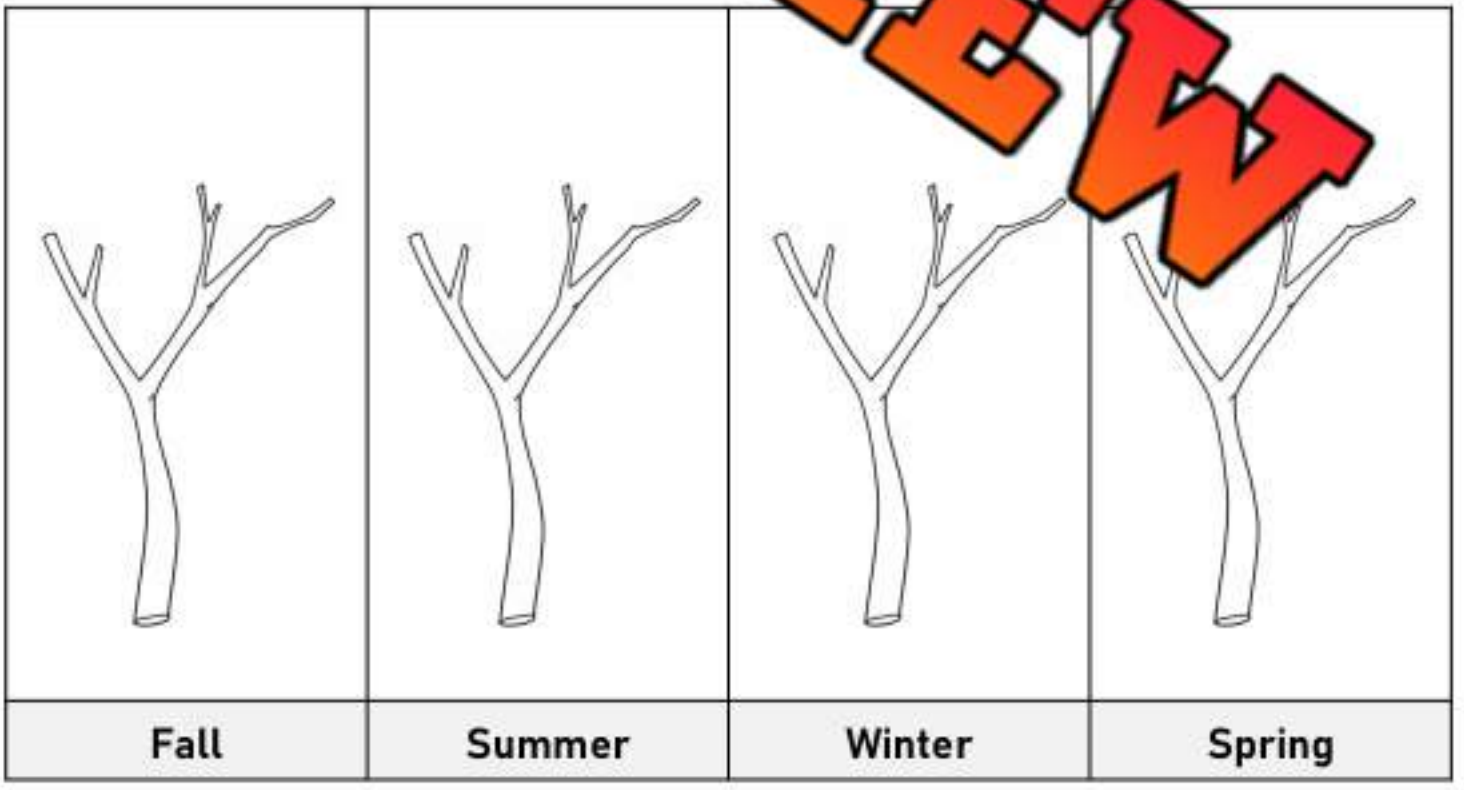
Part 1 Label each of the trees by their seasons.

Fall	Summer	Winter	Spring



PREVIEW

Part 2 Draw and colour leaves on the [illegible] bas[illegible] the season.



Fall	Summer	Winter	Spring

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Name: _____ 61

Curriculum Connection
E2.1, E2.2, E2.3

Seasons – Heat and Light

The earth moves around the sun. At the same time, the earth spins. When the sun shines closest on us, we get more heat and light. As the earth spins and moves around the sun, we get further away. This makes us have shorter days with[illegible]light and colder days as well.



The [illegible] of the earth means we get seasons. For the months that [illegible] the sun, we have winter. As we move closer to the sun, it get[illegible] continues as we move through the seasons.

PREVIEW

Fill in the blanks W[illegible]ord is [illegible]ing?





1) The earth moves around the _____.	Earth	Sun
2) The earth also _____.	[illegible]	Grows
3) As we get _____ to the sun, it gets warmer.	Cl[illegible]	Further
4) During the winter, we are _____ from the sun.	Closer	Further
5) During the summer, we get ____ heat from the sun.	More	Less
6) During the winter, we get _____ light from the sun.	More	Less

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Name: _____ 62

Curriculum Connection
E1.1, E1.2, E2.4

Summer Season

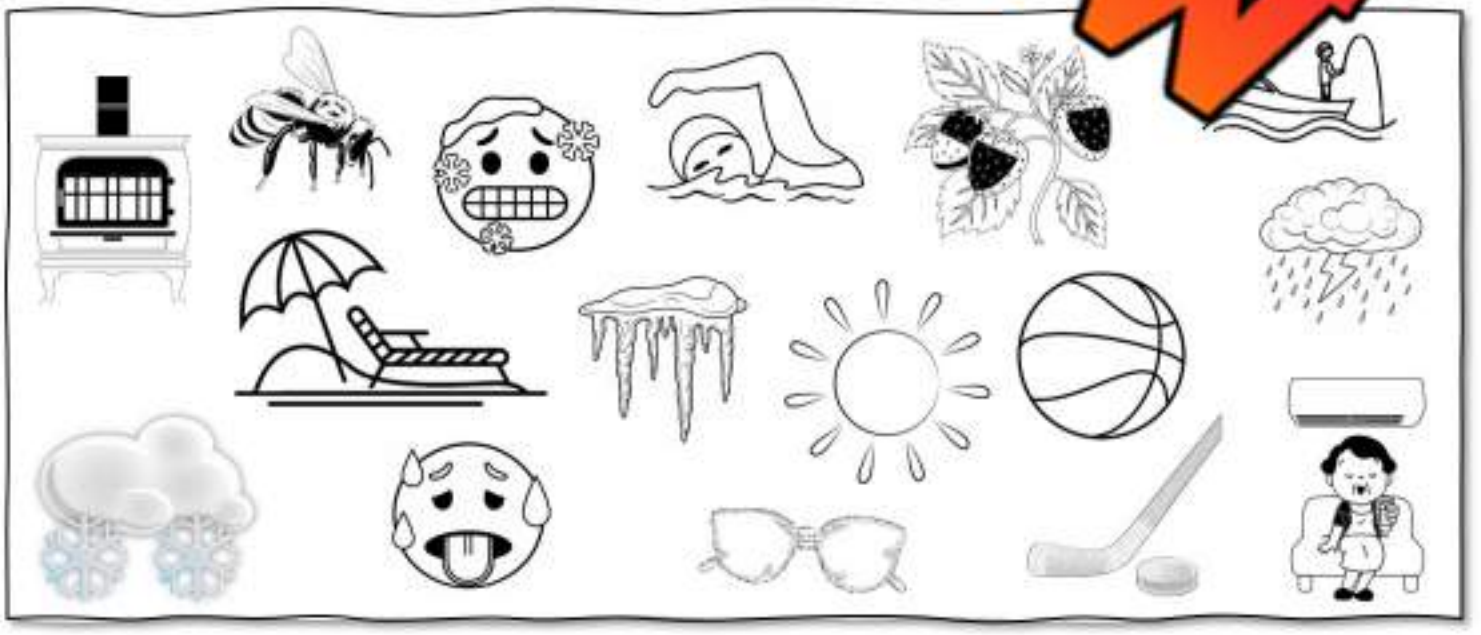


Questions Circle the correct answers below.

1) During the summer, the sun is	Far from earth	Close to earth
2) The summer season is	Warm	Cold
3) It does[illegible] ____ in the summer.	Rain	Snow
4) In su[illegible]erature stays warm, even[illegible]	Night	Lunchtime
5) Many plant[illegible]n t[illegible]ummer.	Cheese	Fruits
6) In the summe[illegible] peo[illegible]	Air conditioner	Furnace (heater)
7) Which insects live du[illegible]e summ[illegible]	Mosquitos	Turtles
8) The days in the summer are[illegible]e	[illegible]ongest	Shortest
9) In the summer, we get _____ ligh[illegible]	[illegible]	Less
10) We play _____ in the summer.	Ice [illegible]e	Soccer

PREVIEW

Summer Circle the pictures that relate to su[illegible]



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Name: _____ 63

Curriculum Connection
E1.1, E1.2, E2.4

Summer Season - Matching

Matching Match the pictures to the names.

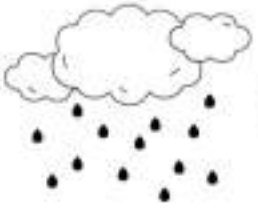


















- Sunglasses
- Flower
- Sandals
- Air conditioner
- Sunshine
- [illegible]mming
- Rain
- Beach
- Fishing

PREVIEW

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Name: _____ 65

Curriculum Connection
E1.1, E1.2, E2.5, E2.6

Summer Storms

Summer Storms in Ontario
In the summer, Ontario has different storms that bring rain, wind, and sometimes thunder and lightning. Storms are common, especially on hot and humid days.

Thunderstorms: When it is hot and humid outside, big, dark clouds can form and bring thu[illegible]storms. We can see lightning in the sky and hear loud thunder. Heavy rain can f[illegible]ng a thunderstorm.

Hail[illegible] when it is stormy, small balls of ice called hail fall from the sk[illegible]s hap[illegible] strong winds in the storm carry water droplets high into very col[illegible]ey[illegible]ze into ice.

Tornadoes: Somet[illegible] str[illegible] spin and form a tornado. Ontario has some tornadoes in the [illegible]especi[illegible] southern areas. Tornadoes can damage buildings and tre[illegible]opl[illegible] to a safe place like a basement.

PREVIEW

Questions

Circle the best ans[illegible]

1) Thunderstorms happen in the _____.	[illegible]	Winter
2) Thunder is _____.	[illegible]iet	Loud
3) We can see _____.	Thunde[illegible]	[illegible]g
4) Hailstones are small balls of _____.	Ice	[illegible]ock
5) Tornados happen _____.	Sometimes	Never

Making Connections

Write and draw about a summer storm you have seen.

_____

_____

_____

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Name: _____ 67

Curriculum Connection
E1.1, E1.2, E2.5, E2.6

Summer Season - Wildfires

Wildfires
Wildfires are very big fires that happen outside in the forest. They can make a lot of smoke and can be very hot. Sometimes wildfires can spread into communities, making people and other animals leave their homes.

When Do They Happen?
Wildfires can happen in the hot and dry seasons, like summer. When there's not a lot of rain and everything is dry, it's easier for a fire to start and spread.

Why Do They Happen?
Wildfires can happen for different reasons. Sometimes, a little spark from a campfire or fireplace can start a fire if it's very dry. People have to be very careful not to start fires. Other times, the sun can be so hot that it dries out the leaves and plants and they can catch fire.



PREVIEW

Think Is this behaviour safe?

1) Starting a fire during a burn ban	Safe	Unsafe
2) Having a bon fire in the forest after 2 weeks of rain		Unsafe
3) Using your barbeque		Unsafe
4) Checking if your city has a burn ban before starting a fire		
5) Only starting fires in contained fire pits		Unsafe

Draw Draw the different ways forest fires begin.

Lightning	Sunlight	Humans Starting Fires

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Name: _____ 68

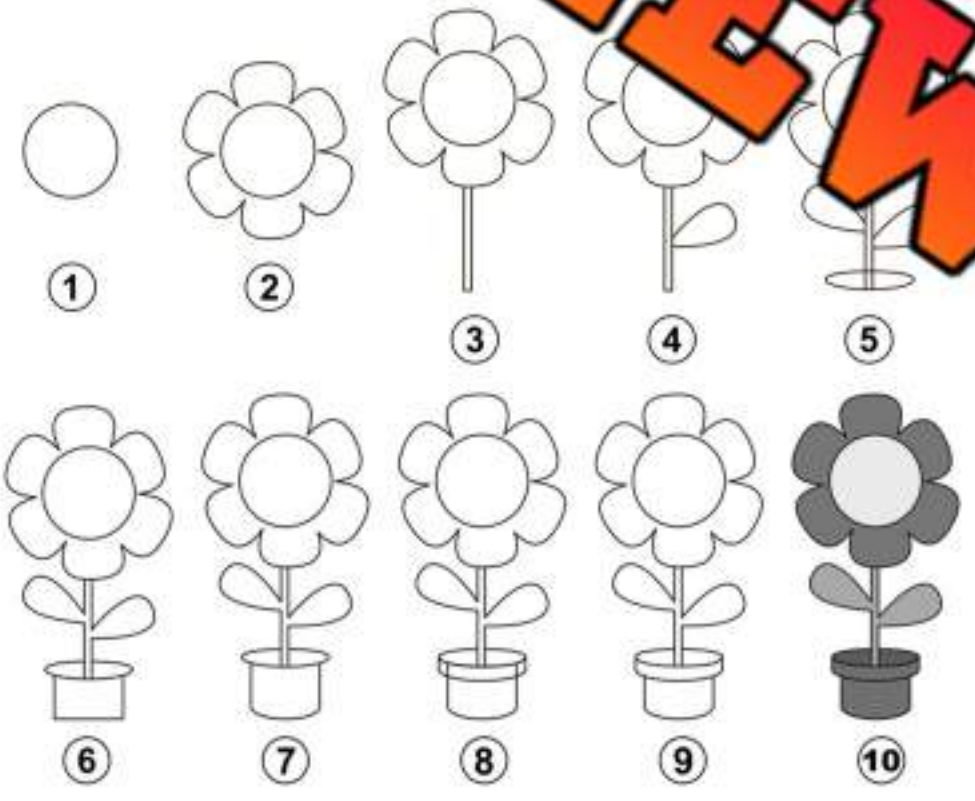
Curriculum Connection
E1.1, E1.2, E2.5, E2.6

Coding – Making a Flower

Directions Follow the code to draw the flower.

run program
draw a circle
w the pedals around the circle
tem
n the stem
the stem
of the stem
draw a re elow
draw another o al
erase the pencil lines the re
colour the flower

PREVIEW



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Name: _____ 69

Curriculum Connection
E2.4

Summer Activities



Word Search

Find the words from the word bank.

Sunglasses	Flower	Sandals	Sunshine	Shirt
Swimming	Rain	Beach	Fishing	Sun

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

PREVIEW

Word Scramble

Unscramble the words from the wo



SIRHT		FOLWRE	
SNSASUEGLS		SMIIWMNG	
BECAH		SNHUISNE	
SDAALNS		SNU	
RIAN		FHSNIIG	

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Name: _____ 71

Curriculum Connection
E1.1, E1.2, E2.4

Fall Season

Questions Circle the correct answers below.

1) In fall the sun is ___ from the Earth than in Summer.	Closer	Further
2) It is _____ in fall than in summer.	Warmer	Colder
3) The _____ fall from trees in the fall season.	Leaves	Branches
4) Th_____ _____ in the fall.	Type	Colour
5) Which plant _____ lo_____ in fall?	Sunflowers	Pumpkins
6) The days be_____ ___ in_____ summer.	Longer	Shorter
7) We get _____ li_____ than _____mer.	Less	More
8) The fall season begins in _____ mo_____	June	September
9) The leaves on the trees turn _____.	Orange	Green
10) The above ground parts of most plants _____.		Grow

PREVIEW

Fall Circle the pictures that relate to the Fall



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Name: _____ 72

Curriculum Connection
E1.1, E1.2, E2.4

Fall Season - Matching

Matching Match the pictures to the names.











- Leaves Falling
- Thunderstorm
- Jacket
- Birds Migrating
- Dying Flowers
- eaves
- mpkins
- Halloween
- Sweater
- Pants

PREVIEW

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Name: _____ 73

Curriculum Connection
E1.1, E1.2, E2.5, E2.6

Adapting to the Fall Season



As the sun begins to give us less heat and light, humans adapt. We wear jackets, sweaters, and pants. We rake the leaves that have fallen from trees.

Animals also adapt to the changing season. Some animals will begin to migrate. **Migrate** means animals go somewhere with warmer weather. Canadian Geese will begin to migrate towards the end of the fall season. Animals will also gather food in the fall. Squirrels, chipmunks, and dogs gather nuts and seeds.

PREVIEW

Draw Draw pictures of how humans and other animals do to survive the fall.

Sweater	Pants	
We rake leaves that have fallen from trees	Animals gather nuts and seeds	Migrate – geese fly south

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Name: _____ 74

Curriculum Connection
E2.4

Fall Activities

Word Search

Find the words from the word bank.

Orange	Leaves	Jacket	Pumpkins	Halloween
Sweat[illegible]	Pants	Autumn	Cool	Thunder



PREVIEW

Word Scramble

Unscramble the words from the word ba[illegible]

JECKAT		ONRAGE	
CLOO		LVAEES	
TUDNEHR		STWEEAR	
HELEOLWAN		PUNKIPMS	
AUTMUN		PTNAS	

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Name: _____ 76

Curriculum Connection
E1.1, E1.2, E2.4

The Winter Season

Questions Circle the correct answers below.

1) In the winter, we are furthest from the _____.	Sun	Moon
2) The days are the _____ in the winter.	Longest	Shortest
3) It gets _____ in the winter.	Early	Late
4) Wi[illegible] winter season is _____.	Cold	Hot
5) In the winter[illegible]s _____.	Stop growing	Grow bigger
6) In the winter, [illegible]o we[illegible]lothing.	Warm	Thin
7) In the winter, I wear _____.	Sandals	Boots
8) What falls from the sky in t[illegible]wint[illegible]	Snow	Rain
9) I enjoy playing _____ outside [illegible]e winte[illegible]	[illegible]ccer	Hockey
10) Which animal hibernates in the winter?	[illegible]	Bears

PREVIEW

Winter Circle the pictures that relate to the winter[illegible]n.



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Curriculum Connection
E1.1, E1.2, E2.4

Exit Cards

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

Name: _____ Mark

Circle yes or no for each question.

1) People wear _____ clothes in winter.	Thin / Warm
2) Some animals sleep all winter. This is called _____.	Hibernating / Running
3) Some animals move to a warm place. This is called _____.	Migrating / Staying
4) Some animals grow _____ fur in winter.	Short / Thick

Name: _____ Mark

Circle yes or no for each question.

1) People wear _____ clothes in winter.	Thin / Warm
2) Some animals sleep all winter. This is called _____.	Hibernating / Running
3) Some animals move to a warm place. This is called _____.	Migrating / Staying
4) Some animals grow _____ fur in winter.	Short / Thick

Name: _____ Mark

Circle yes or no for each question.

1) People wear _____ clothes in winter.	Thin / Warm
2) Some animals sleep all winter. This is called _____.	Hibernating / Running
3) Some animals move to a warm place. This is called _____.	Migrating / Staying
4) Some animals grow _____ fur in winter.	Short / Thick

Name: _____ Mark

Circle yes or no for each question.

1) People wear _____ clothes in winter.	Thin / Warm
2) Some animals sleep all winter. This is called _____.	Hibernating / Running
3) Some animals move to a warm place. This is called _____.	Migrating / Staying
4) Some animals grow _____ fur in winter.	Short / Thick

PREVIEW

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Name: _____ 78

Curriculum Connection
E1.1, E1.2, E2.4

Winter Matching Activity

Matching Match the pictures to the names.











- Snowman
- Snow
- Cold
- Hockey
- Coat
- [illegible]te
- [illegible]ng
- Sledding
- Skates
- Scarf

PREVIEW

Name: _____ 79

Curriculum Connection
E1.1, E1.2, E2.4

Adapting to the Winter Season

All animals need to adapt to survive during the winter season. With less sunshine, our days are shorter and colder.

Humans adapt by wearing warm clothing, using furnaces for heat, and spending more time inside. Animals adapt by hibernating, migrating to warmer areas, and growing thicker fur. Buffalo, mountain goats, and sheep grow a thicker winter coat to keep them warm. Some animals even grow white fur coat to camouflage them with the snow! The arctic fox and snowshoe rabbits are examples.



PREVIEW

Draw Draw pictures of things humans and other animals do to survive winter.

Warm Clothes	Furnace	Spending Time Inside
Hibernating	Migrating	Thick and White Fur

Name: _____ 81

Curriculum Connection
E2.4

Winter Day Maze

Instruction	Look at each picture in the maze. Start in the middle. Follow the path by going through things that you might need on a winter day. Do not go through things that you don't need. Can you find your way to the finish?



PREVIEW

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Name: _____ 82

Curriculum Connection
E1.2, E2.5

Animals That Hibernate

Questions Cut and paste the animals putting them in the right category.

Hibernate	Do Not Hibernate

PREVIEW



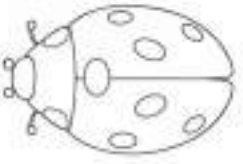
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Name: _____ 83

Curriculum Connection
E1.2, E2.5

Animals That Hibernate

Questions Which animals below hibernate? Circle yes or no?

1)  Yes No	2)  Yes No	3)  Yes No	4)  Yes No
5)  Yes No	6)  Yes No	7)  Yes No	8)  Yes No
9)  Yes No	10)  Yes No	11)  Yes No	Yes No
13)  Yes No	14)  Yes No	15)  Yes No	16)  Yes No

PREVIEW

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Name: _____ 84

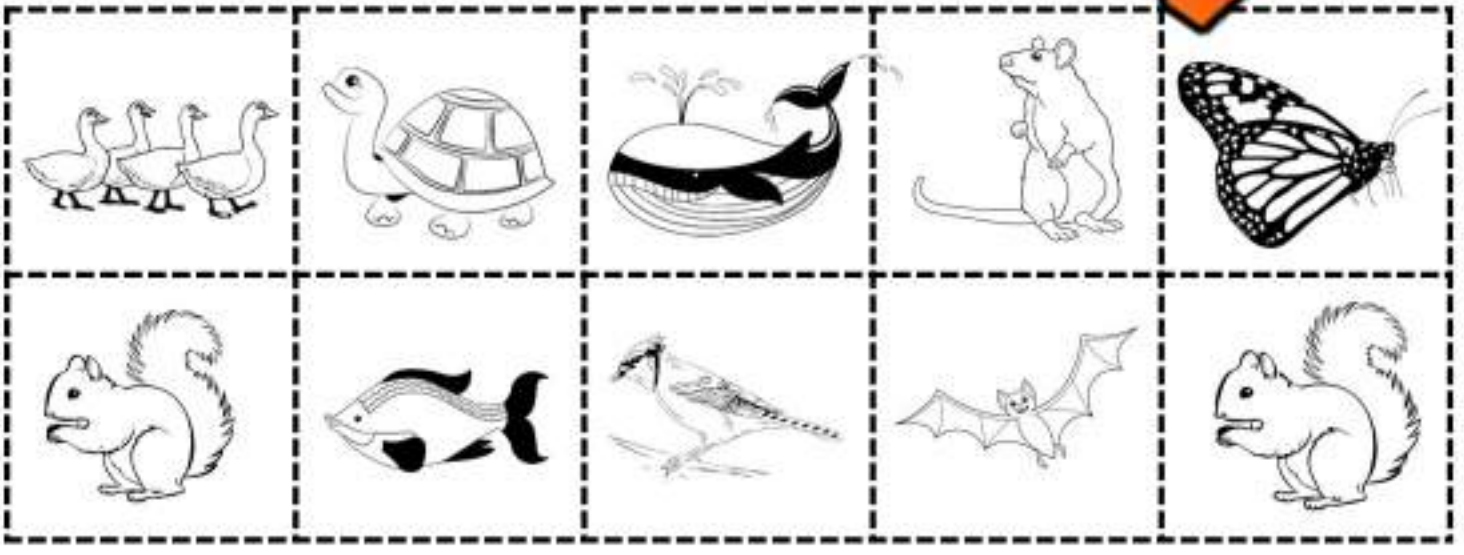
Curriculum Connection
E1.2, E2.5

Animals That Migrate

Questions Cut and paste the animals putting them in the right category.

Migrate	Do Not Migrate

PREVIEW



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Name: _____ 85

Curriculum Connection
E1.2, E2.5

Adaptation - Dormancy

What is Dormancy?

Plants will become dormant in the winter or during dry seasons. Dormancy means that plants stop growing. Plants will become dormant so they can save energy.

In Ca[illegible], plants stop growing in the winter because it is too cold and the days are short[illegible] need warmth and sunlight to grow so they go dormant in winter.

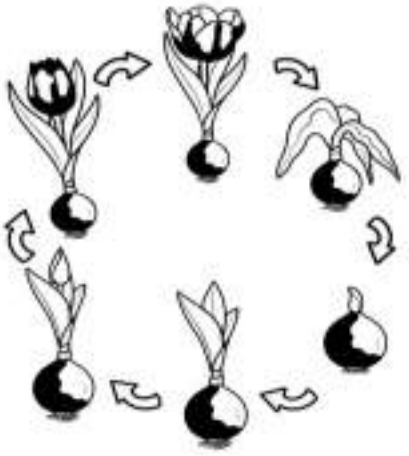
Exa[illegible] of Dorm[illegible] Plants

- ✓ Deciduous [illegible] in the winter. They lose their leaves
- ✓ Plants may [illegible] ab[illegible] und, but their roots are alive

PREVIEW

Matching

Write the le[illegible]m [illegible]ion beside each stage



	Dormant	[illegible]els the warmer [illegible]ther [illegible]ow a shoot.
	Waking Up	[illegible]h[illegible] [illegible] for winter. It is hal[illegible]s it d[illegible] grow.
	Bloom	c) The pl[illegible]gro[illegible] flower will ope[illegible]
	Falling Asleep	d) The bulb feels the [illegible]ir and the shorter days.

Colour and Draw

Colour and draw pictures of the following.

	
Colour the Tree	Draw a Dormant Plant

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Curriculum Connection
E1.2, E2.5

Exit Cards

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

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Plants grow a lot in winter	T / F
2) Dormancy means a plant stops growing.	T / F
3) Roots are dead when a plant is dormant.	T / F
4) Some trees lose their leaves in winter.	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Plants grow a lot in winter	T / F
2) Dormancy means a plant stops growing.	T / F
3) Roots are dead when a plant is dormant.	T / F
4) Some trees lose their leaves in winter.	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Plants grow a lot in winter	T / F
2) Dormancy means a plant stops growing.	T / F
3) Roots are dead when a plant is dormant.	T / F
4) Some trees lose their leaves in winter.	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Plants grow a lot in winter	T / F
2) Dormancy means a plant stops growing.	T / F
3) Roots are dead when a plant is dormant.	T / F
4) Some trees lose their leaves in winter.	T / F

PREVIEW

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Name: _____ 87

Curriculum Connection
E1.2, E2.5

Winter Storms

Winter Storms in Ontario
Ontario has two big kinds of winter storms: blizzards and ice storms.

- **Blizzards** are like big snowstorms. They happen when it is very cold, the wind is strong, and it snows a lot. It can be hard to see because the snow blows arou
- **Ice** when it is freezing outside and rain falls. The rain turns into ground, trees, cars, and houses. This can make things ver t hard to walk or drive safely.

PREVIEW

Colour | Colour t



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Name: _____ 89

Curriculum Connection
E1.2, E2.5

Coding – Making a Snowflake

Directions Follow the instructions below to make a snowflake.



PREVIEW

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Name: _____ 92

Curriculum Connection
E1.1, E1.2, E2.4

Spring Season

Questions Circle the correct answers below.

1) As the Earth gets closer to the sun, it gets _____.	Warmer	Colder
2) During spring, the temperature is _____ than winter.	Warmer	Colder
3) The da_____ in spring than winter.	Longer	Shorter
4) It _____ than in the winter.	Earlier	Later
5) Duri_____ spring_____ be_____in to grow.	Animals	Plants
6) During spring_____ anim_____ Canada.	Fly back to	Fly away from
7) During spring, there _____	Ice	Mud
8) During spring, there is a lot _____	Rain	Snow
9) Hibernating animals will _____ _____e sprin_____	ke Up	Go to Sleep
10) During spring, we wear mostly _____.		Sweaters

PREVIEW

Spring Circle the pictures that relate to the spri_____so_____



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Name: _____ 93

Curriculum Connection
E1.1, E1.2, E2.4

Spring Matching Activity

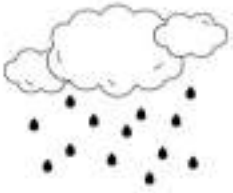
Matching Match the pictures to the names.



















- Sweater
- Rain Boots
- Mud
- Baby Animals
- Rain
- [illegible]es
- Umbrella
- Bear Waking Up
- Rainbow

PREVIEW

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Name: _____ 94

Curriculum Connection
E1.1, E1.2, E2.5, E2.6

Adapting to the Spring Season

The spring season is wet and cool. Humans adapt to the weather by wearing rain boots and rain jackets. We also use umbrellas and stay inside when it is raining. Animals enjoy the spring! They wake up from their hibernation, and they migrate back to Ca da. They enjoy spring as plant foods grow and the weather warms up.

An so like to stay dry. When the rain causes flood to higher ground to get out of the water. They a get ou by living under and inside of trees. Some animal w un nd.



PREVIEW

Draw Draw pictures of s hu other animals do in the spring.

Raincoat	Rainboots	ella
Living in Trees	Waking Up - Hibernation	Migrate Back Home

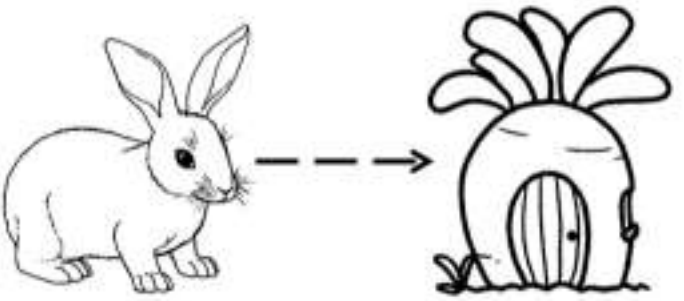
Name: _____ 96

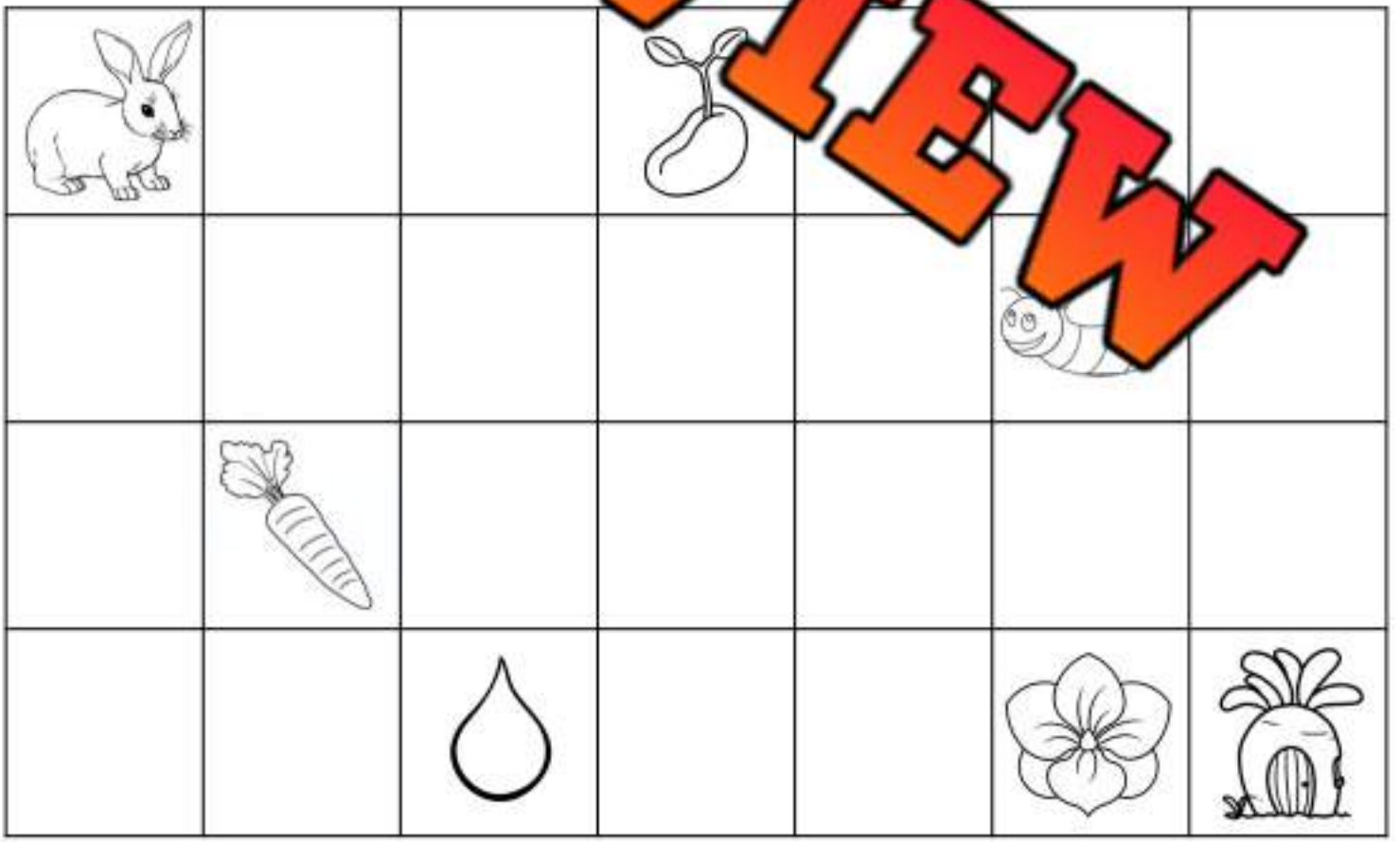
Curriculum Connection
E2.4

Spring Coding Map

Directions Follow the code to guide the bunny to its home.

run program
First [illegible] up the seed
Th[illegible] carrot
Next pic[illegible]
Then pick up [illegible]
Last, pick up the flow[illegible]





PREVIEW

Name: _____ 97

Spring Activities



Word Search Find the words from the word bank.

Sweater	Rain	Boots	Mud	Rainbow
Bees	Tulip	Umbrella	Waking	Babies

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

PREVIEW

Word Scramble Unscramble the words from the word bank.

SEETWAR		BTOOS	
WINAKG		BSEE	
MDU		UREMLBLA	
RINA		RANBIOW	
TLIPU		BBAEIS	

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Curriculum Connection
E1.1, E1.2, E2.4, E2.5, E2.6

Comparing Seasons

Seasons Circle the season(s) that relate to the picture.



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Name: _____ 102

Curriculum Connection
E2.4

Staying Safe As Seasons Change

When the seasons change, we need to be ready for the changing weather.

Spring – We can wear a raincoat in rainy weather to keep dry.

Summer – We should drink a lot of water if we sweat in the hot weather.

Fall – We ould be careful not to slip on thin ice.

Winter – blizzard, we should stay inside and stay off the roads.



PREVIEW

Draw w pic how you can stay safe during the seasons below.

	Summer

Winter	Fall

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Name: _____ 103

Curriculum Connection
E1.1, E1.2, E2.6

How Humans Deal With Seasonal Changes



Questions Circle the correct answers below.

1) We play ice hockey in the summer.	Inside arenas	Outside
2) We can plant food during the winter.	Inside greenhouses	Outside
3) We ca[illegible] during the winter in _____.	Outdoor pools	Indoor pools
4) We c[illegible]ll at night using _____.	The sun	Lights
5) W[illegible] see at [illegible] using _____.	Lights	The sun
6) We keep o[illegible] th[illegible]mer using	The outdoors	Refrigerators
7) We plant flowe[illegible] the [illegible]	Outside	Inside
8) We play soccer in the [illegible]	In a Sports Dome	Outside
9) We bike in the winter _____	[illegible]xercise bikes	Outside
10) We play basketball in the winter _____.	O[illegible]	In Gyms

PREVIEW

Write and Draw Answer the questions below.



1) What do you and your family do to stay warm in the wi[illegible]?

_____

_____

_____

2) What do you and your family do to stay cool in the summer?

_____

_____

_____

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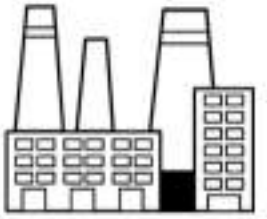
Name: _____ 104

Curriculum Connection
E1.2, E2.6

Changing Seasons Affects the Environment

Different seasons affect the environment in different ways. In the summer, people use water more. They wash their cars, and they water their gardens and grass. This is bad for our environment as we are losing freshwater that we need.

In the winter, people turn on the heat to their homes. They use furnaces, heaters, and fires. The heat uses a lot of energy. Making [illegible] means fossil fuel is burned, which is bad for the [illegible]ment.



PREVIEW

Draw Draw [illegible] of h[illegible] is used in the summer.

Draw Draw pictures of how energy is used in the winter.

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Name: _____ 108

Curriculum Connection
E1.1, E1.2, E2.1, E2.3, E2.4, E2.6

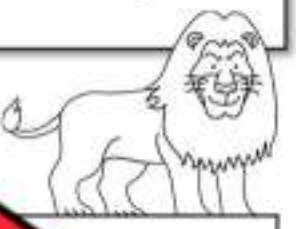
Dry and Rainy Seasons

Dry and Rainy Seasons – Interesting Facts

- During the rainy season, plants grow well because they get lots of water.
- Farmers plant crops like corn and rice during the rainy season.
- Animals have babies during the rainy season because there is lots of food.
- Some [illegible] in Africa lose their leaves during the dry season to save water.
- Ele[illegible] ir big ears to fan themselves and keep cool in the dry season.
- S[illegible] animals[illegible] ras and wildebeest, travel or migrate to find water dur[illegible] the d[illegible] This is a big journey!
- Lions like t[illegible] eason[illegible] they can see their prey better when the grass is short.
- Many birds fly away [illegible] whe[illegible] is more food and water during the dry season. They come b[illegible] her[illegible] eason starts.

PREVIEW

Draw Draw pictures of interesting facts f[illegible] the [illegible]ng.



Growing Plants	Trees Losing Leaves	Elephant Ears As Fans
Zebras Finding Water	Lions Hunting in Short Grass	Birds Flying to Water

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Name: _____ 109

Curriculum Connection
E1.1, E1.2, E2.1, E2.3, E2.4, E2.6

Colour When water in the air gets too heavy, it falls to the earth in the form of rain. Colour the image below.



rain

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Name: _____ 114

Unit Test – Daily and Seasonal Changes

Part 1 Circle the words and pictures that are related to the sun.

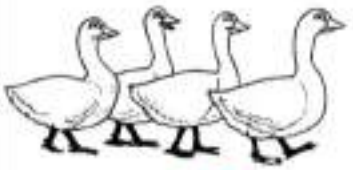


Part 2 Circle the daytime pictures in gr[illegible] and [illegible]e pictures in blue.



PREVIEW

Part 3 Do the animals below hibernate? Circle yes or no?

1) 

Yes No

2) 

Yes No

3) 

Yes No

4) 

Yes No

5) 

Yes No



Yes No

7)

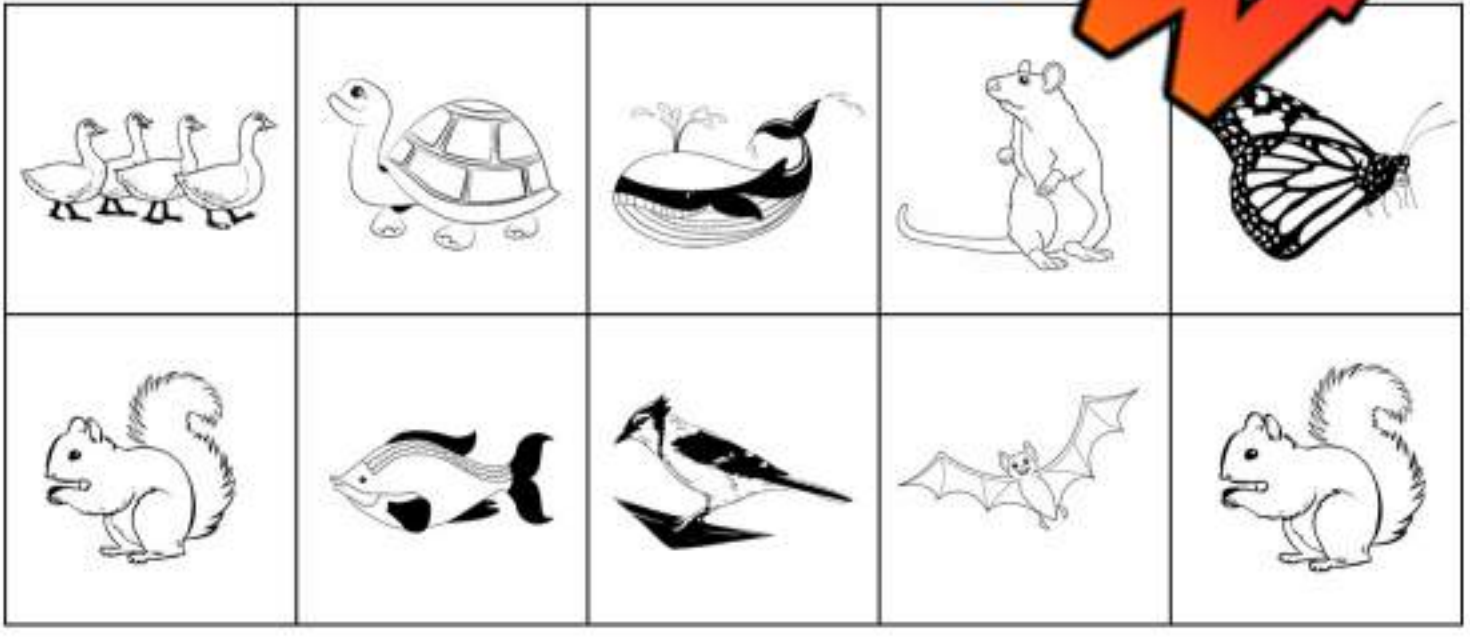
Yes No

8) 

Yes No

PREVIEW

Part 4 Circle the animals that migrate.



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Part 5 Circle the season(s) that relate to the picture.



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



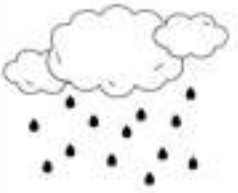
Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring



Summer
Fall
Winter
Spring

PREVIEW

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Workbook Preview

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Grade 1 – Science Unit

ENERGY IN OUR LIVES

	Curriculum Expectations	Pages
C1.1	describe their own and their family's uses of energy (e.g., to operate lights, video games, cars, computers); identify ways in which these uses are efficient or wasteful, taking different points of view into consideration (e.g., the point of view of a parent, a sibling, a member of their extended family); suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices	69-71, 86-89, 95-97, 100-101, 104, 106-109, 112-114
C1.2		8
C2.1		28-32, 56-57,
C2.2	principal source of energy, warms the air, land, and water; is a source of light for the earth; and makes it possible to grow food	67-68, 72, 74-78, 84-85, 110-111
C2.3	identify food as a source of energy for themselves and other living things	69-72, 74-79, 82-85
C2.4	identify everyday uses of various sources of energy (e.g., food to help animals, including humans, survive and move; natural gas to heat homes and schools; petroleum to power cars and buses; electricity to power lights; batteries to power toys)	84-97, 99-104
C2.5	demonstrate an understanding that humans get the energy resources they need from the world around them (e.g., the wood, oil, and gas to heat our homes and cook our food) and that the supply of many of these resources is limited so care needs to be taken in how we use them	95-97, 105-109
C2.6	describe seasonal differences in how we use energy and in the forms of energy we use	112-114

Preview of 90 pages from this product that contains 185 pages total.

Grade 1 Science Unit

Strand A - STEM Investigation and Communication Skills

	Curriculum Expectations	Pages
A1.1	use a scientific research process and associated skills to conduct investigations	51-52
A1.2	use a scientific experimentation process and associated skills to conduct investigations	33-34, 54-55, 60-61, 65-66
A1.3	use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems	16-24, 27, 45, 49-50, 54-55
A1.4	follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials	16-24, 27, 45, 49-50, 54-55, 60-61, 65-66
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	16-24, 27, 45, 49-50, 60-61, 65-66
A2.1	write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms	73, 110-111
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life	N/A
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	53, 64
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	51-53, 64
A3.3	analyse contributions to science and technology from various communities	51-52

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ENERGY IN OUR LIVES



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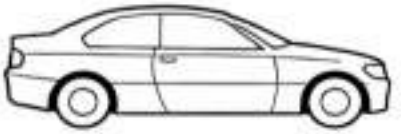
Name: _____ 8

Curriculum Connection
C2.1

What is Energy?

Energy is used to make the things you see or do happen.

- Energy is used to move things
- Energy is used to make light
- Energy is used to make sound
- Energy is used to make heat
- Energy is used to make things grow
- Energy is used to cook your food





PREVIEW

Draw a picture of the different ways energy is used.

Something Moving	Something Making Light	Something Making Sound
Something Making Heat	Something Growing	Food Being Cooked

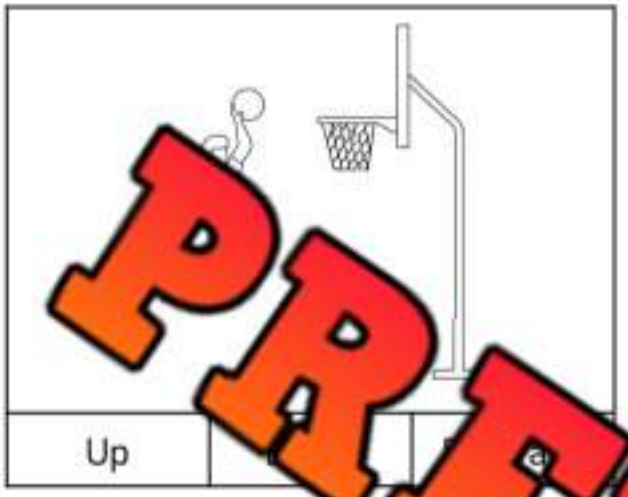
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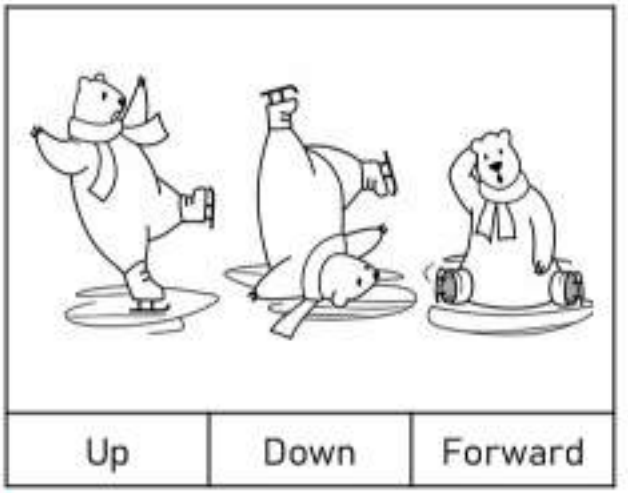
Curriculum Connection
C2.1

Movement

Questions Circle how the person/animal/object is moving in the pictures below

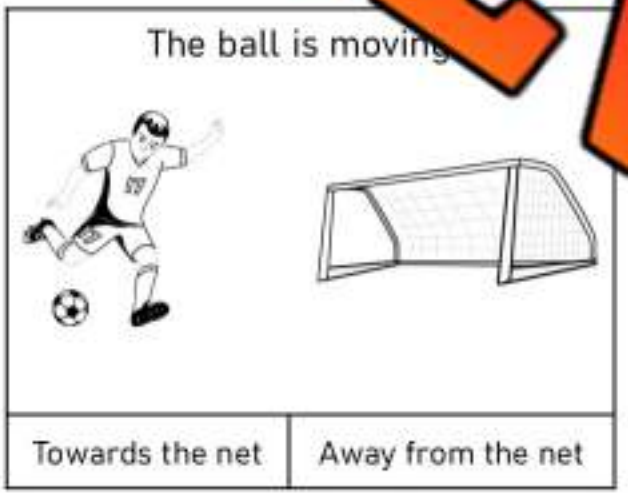


Up		



Up	Down	Forward

The ball is moving...

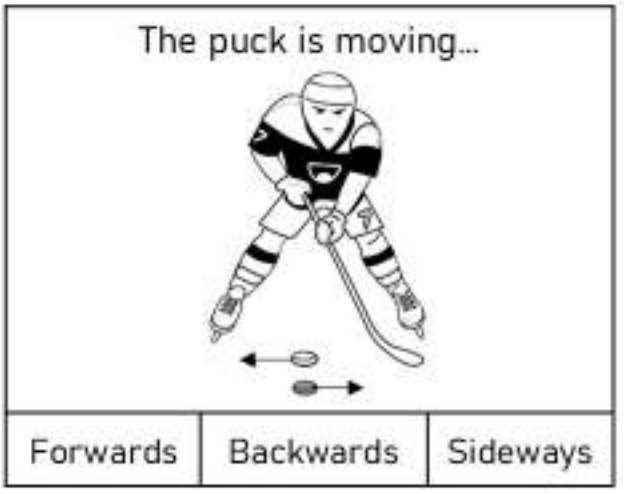


Towards the net	Away from the net

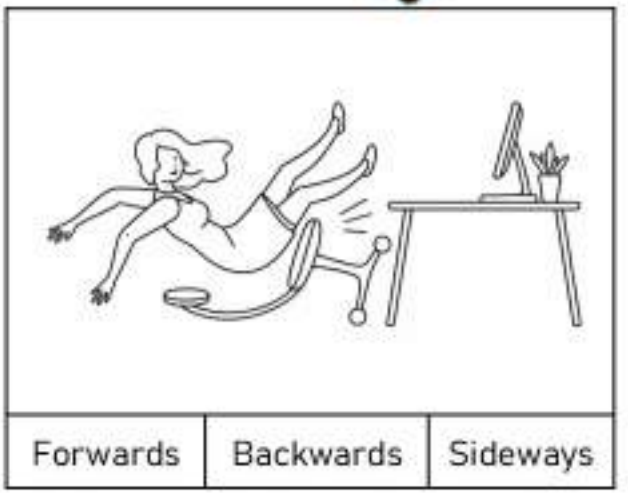


Forwards	Backwards	Sideways

The puck is moving...



Forwards	Backwards	Sideways



Forwards	Backwards	Sideways

PREVIEW

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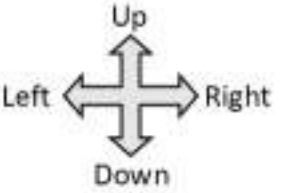
Curriculum Connection
A1.3, A1.4, A1.5

Following Directions – Up, Down, Left, Right

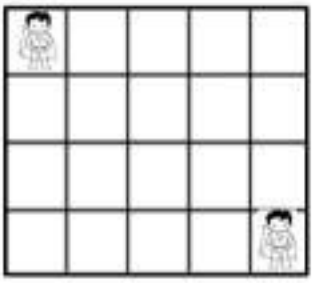
When we move something or someone from one location to another, we describe the movement using direction and distance.

Directions – Left, Right, Up, Down
Distance – Steps, Metres

Example of movement – the child went down 3 steps, a[illegible] 4 steps.

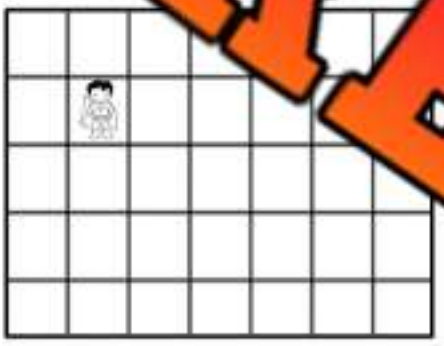


start

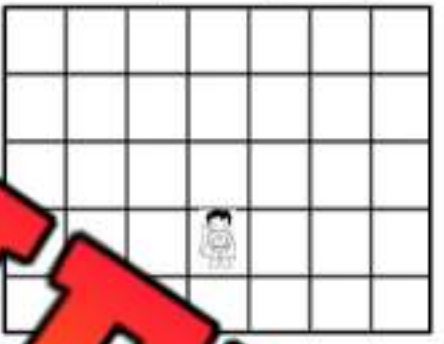


Quest[illegible] ere you think the child will end up.

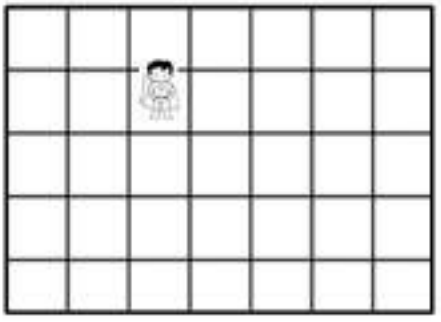
1) Directions – [illegible] steps



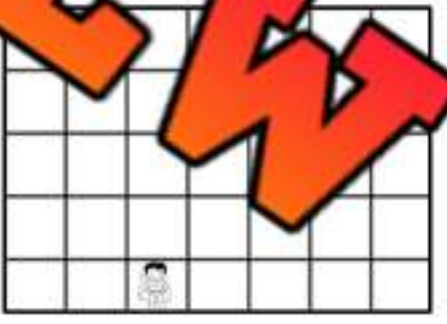
2) Directions – up 2 steps, right 2 steps



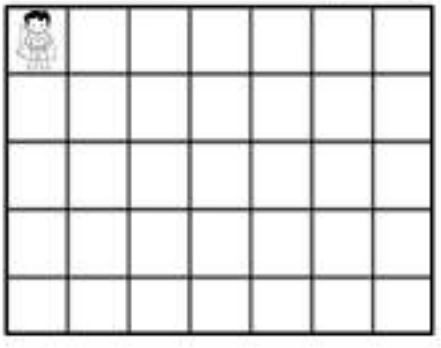
3) Directions – down 3 steps, right 3 steps



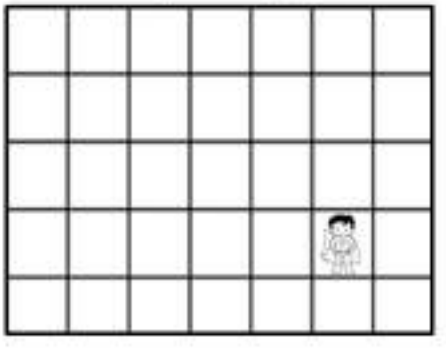
4) [illegible] right 2 steps



5) Directions – down 4 steps, right 5 steps



6) Directions – up 2 steps, left 4 steps



PREVIEW

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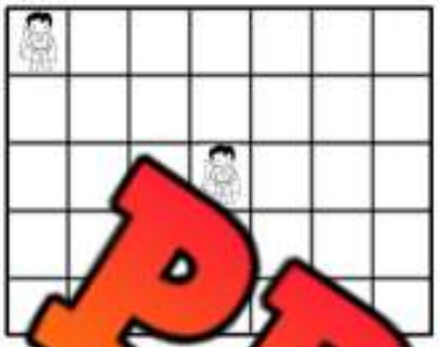
Name: _____ 20

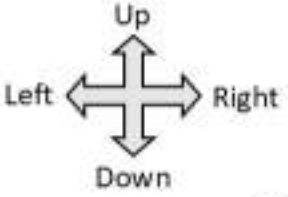
Curriculum Connection
A1.3, A1.4, A1.5

Describing Directions – Up, Down, Left, Right

Questions Describe how the child moved from the start to the end.

1) start

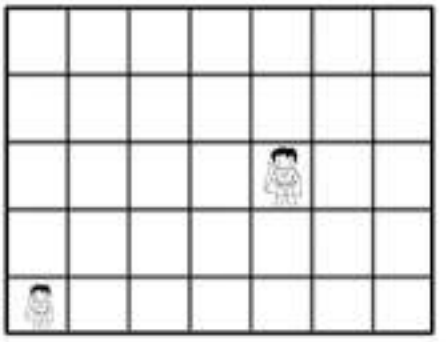




Move _____ _____ spaces

Move _____ _____ spaces

2)

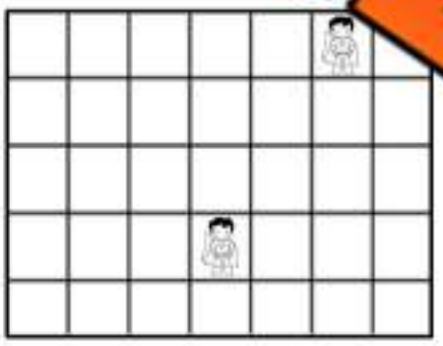


start

Move _____ _____ spaces

Move _____ _____ spaces

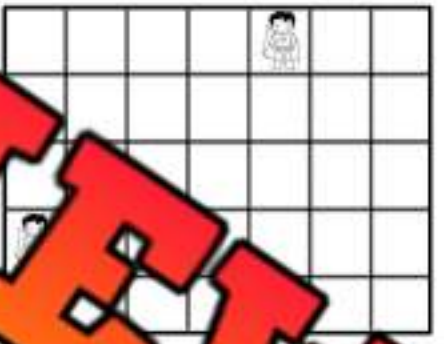
3)



Move _____ _____ spaces

Move _____ _____ spaces

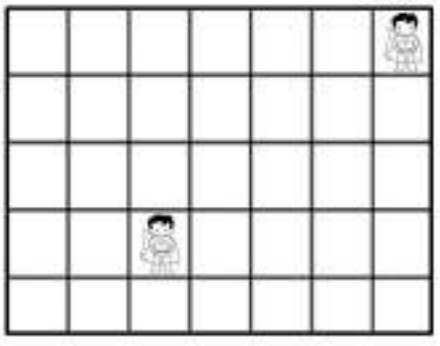
4)



Move _____ _____ spaces

Move _____ _____ spaces

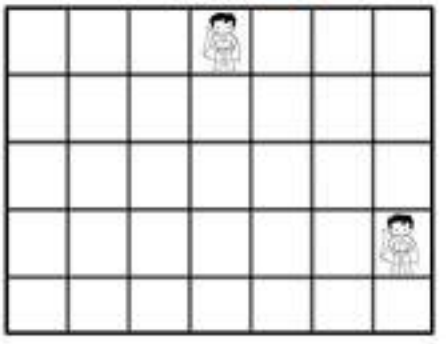
5) start



Move _____ _____ spaces

Move _____ _____ spaces

6) start



Move _____ _____ spaces

Move _____ _____ spaces

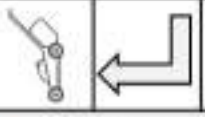
PREVIEW

© Super Simple Sheets

Name: _____ 22

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

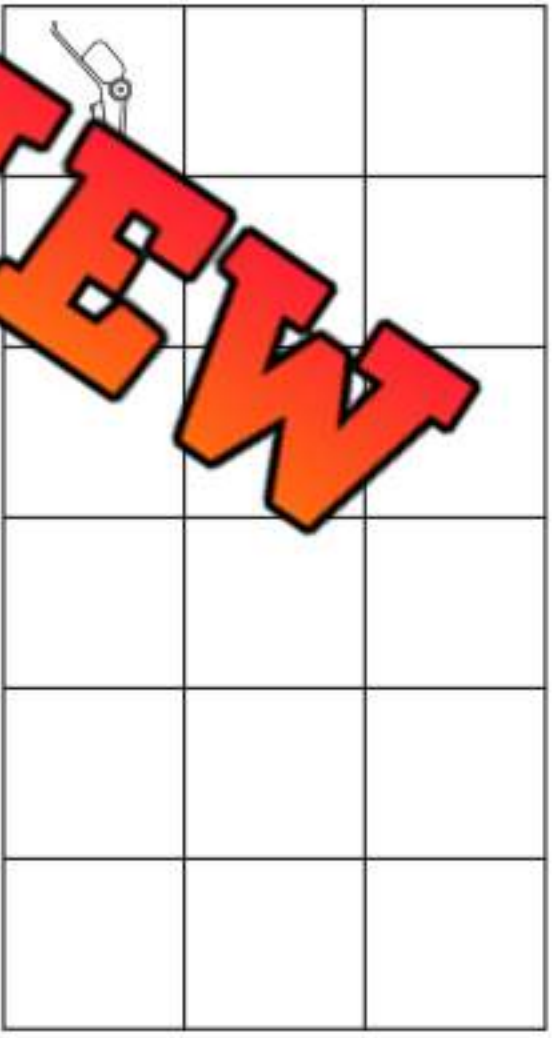
Coding – Robot Lawn Mower

This is a self-driving lawn mower	Right makes it turn right	Left makes it turn right	Forward makes the car move forward by the number shown
			
It u... ...ends	**Right**	**Left**	**Forward 2**

PREVIEW

Directions W... ode ... lawn mower to cut the field of grass.

Codes – Forward, Turn ... Tu...
Line 1
Line 2
Line 3
Line 4
Line 5
Line 6
Line 7
Line 8
Line 9



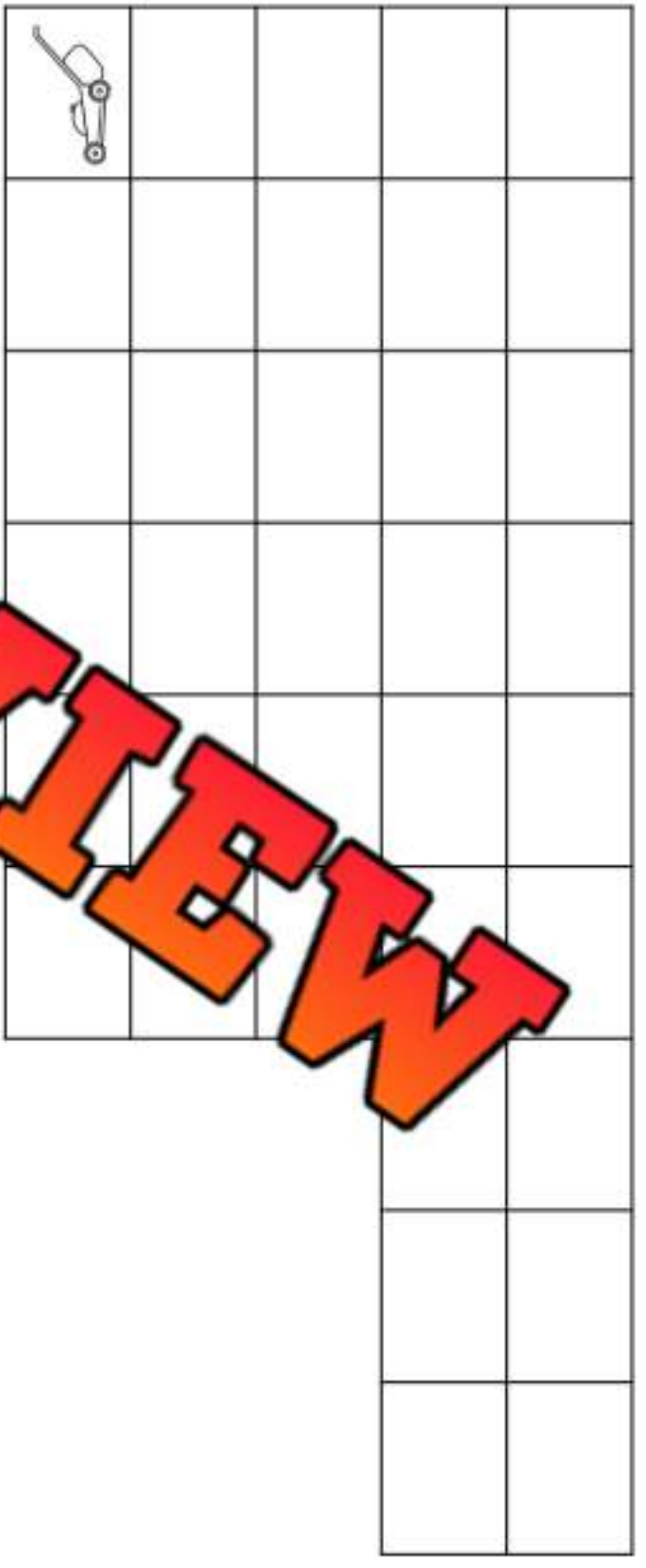
© Super Simple Sheets

Name: _____ 23

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

Directions Write code to get the lawn mower to cut the field of grass.

Codes – Forward, Turn Left, Turn Right	
Line 1	
Line 2	
Line 3	
Line 4	
Line 5	
Line 6	
Line 7	
Line 8	
Line 9	
Line 10	
Line 11	
Line 12	
Line 13	
Line 14	
Line 15	
Line 16	
Line 17	
Line 18	
Line 19	
Line 20	
Line 21	



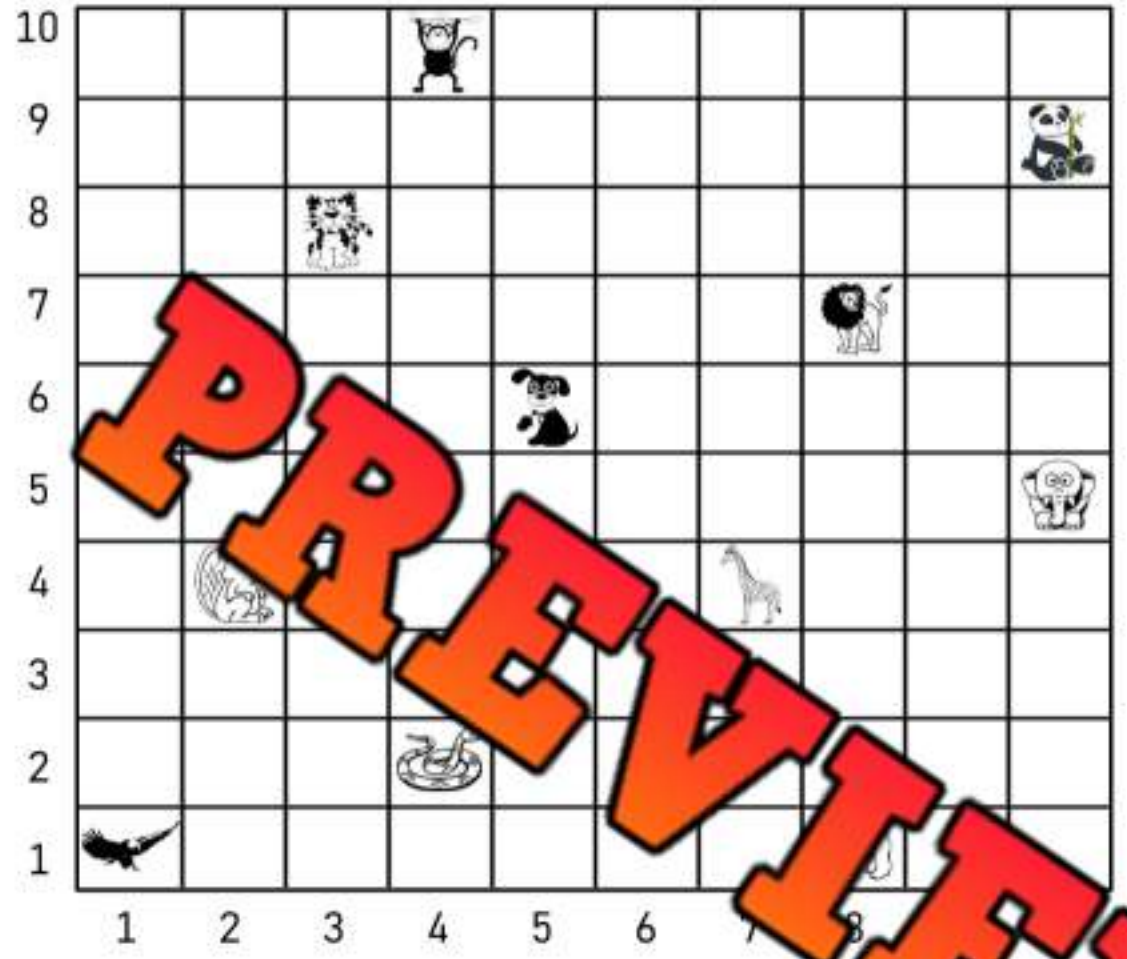
PREVIEW

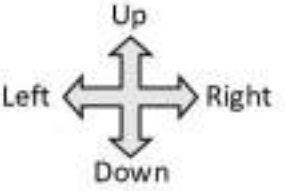
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Name: _____ 24

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

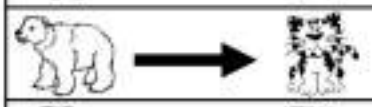
Describing Directions – Up, Down, Left, Right





PREVIEW

Questions Explain the directions to get from the [illegible] second.

Symbols	Directions
	Go right 2 and down 2
	
	
	
	
	

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Name: _____ 25

Curriculum Connection
C2.1

Energy – Movement

When something moves or changes, energy has made it happen. When wind blows a tree branch, the wind energy has made the movement. When we see a lamp light up, we have seen a change. Energy made the change happen.



Thing that don't move or change, don't use energy. Our feelings energy. A cup at rest is not using energy.

PREVIEW

Energy e pictures below that show energy was used



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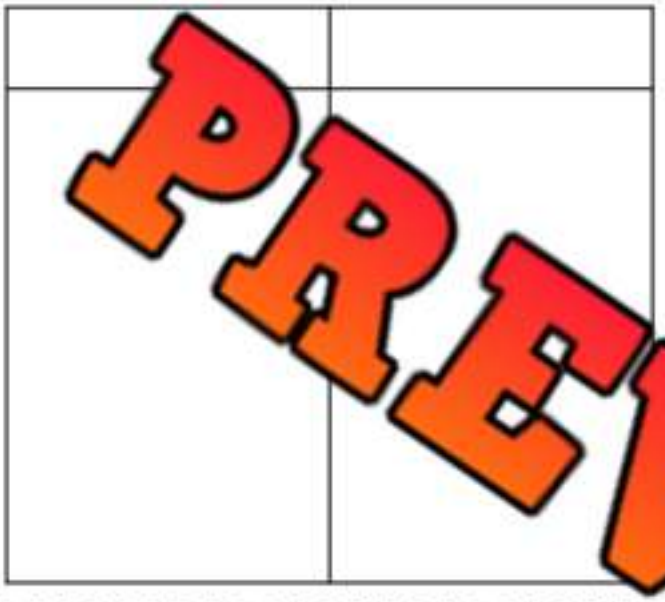
Curriculum Connection
C2.1

Exit Cards

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

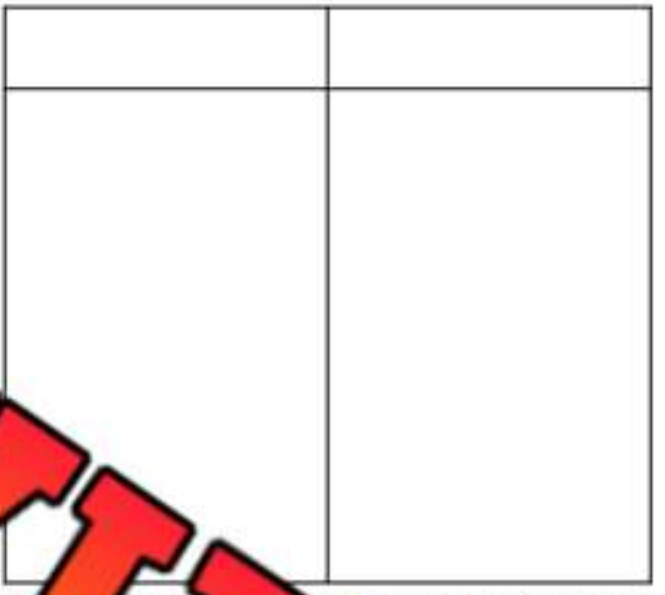
Name: _____ | Mark

Draw 1 thing that uses energy and 1 thing that does not.



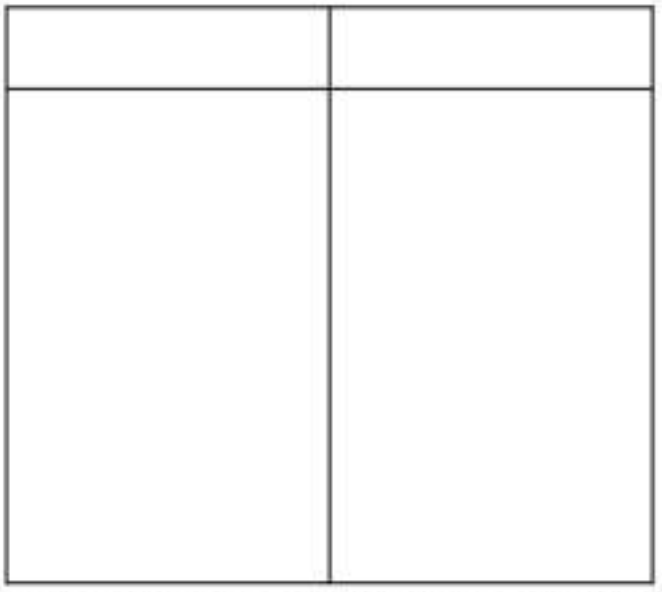
Name: _____ | Mark

Draw 1 thing that uses energy and 1 thing that does not.



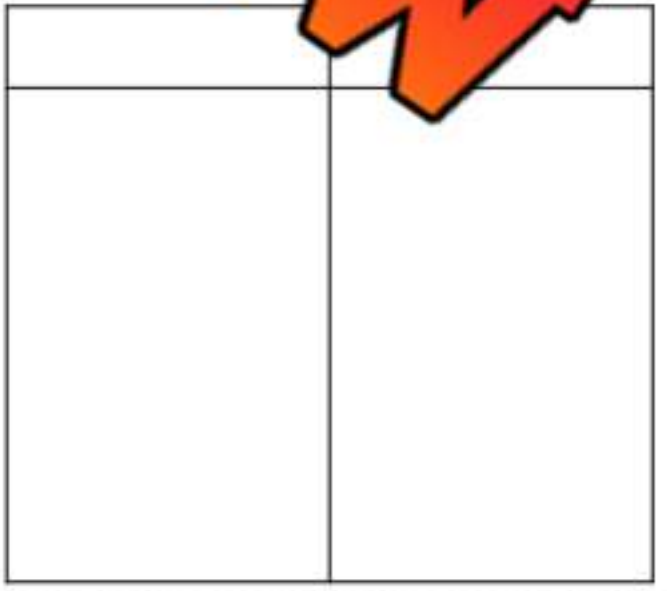
Name: _____ | Mark

Draw 1 thing that uses energy and 1 thing that does not.



Name: _____ | Mark

Draw 1 thing that uses energy and 1 thing that does not.



PREVIEW

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Name: _____ 28

Curriculum Connection
C2.1

Light Energy

Light energy is a form of energy that we can see. Sunlight is the biggest form of light energy. We can see sunlight during the day when it isn't dark outside. When the sun sets, the sun's light energy is gone. But don't worry, hu[illegible]ns have invented other forms of light energy – light bulbs, ca[illegible]res, fireworks, and flashlights.



Draw [illegible] D[illegible]urces of light energy.



PREVIEW

Sunlight	Flashlight	[illegible]
Fire	Fireworks	Lightbulb

© Super Simple Sheets

Exit Cards

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

Name: _____

Circle Yes or No for each question.

Mark

1) Is light energy something we can see?	Yes / No
2) When the sun sets, is there still sunlight outside?	Yes / No
3) Is a flashlight a source of light energy?	Yes / No
4) Is a chair a source of light energy?	Yes / No
5) Is darkness a type of light energy?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Is light energy something we can see?	Yes / No
2) When the sun sets, is there still sunlight outside?	Yes / No
3) Is a flashlight a source of light energy?	Yes / No
4) Is a chair a source of light energy?	Yes / No
5) Is darkness a type of light energy?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Is light energy something we can see?	Yes / No
2) When the sun sets, is there still sunlight outside?	Yes / No
3) Is a flashlight a source of light energy?	Yes / No
4) Is a chair a source of light energy?	Yes / No
5) Is darkness a type of light energy?	Yes / No

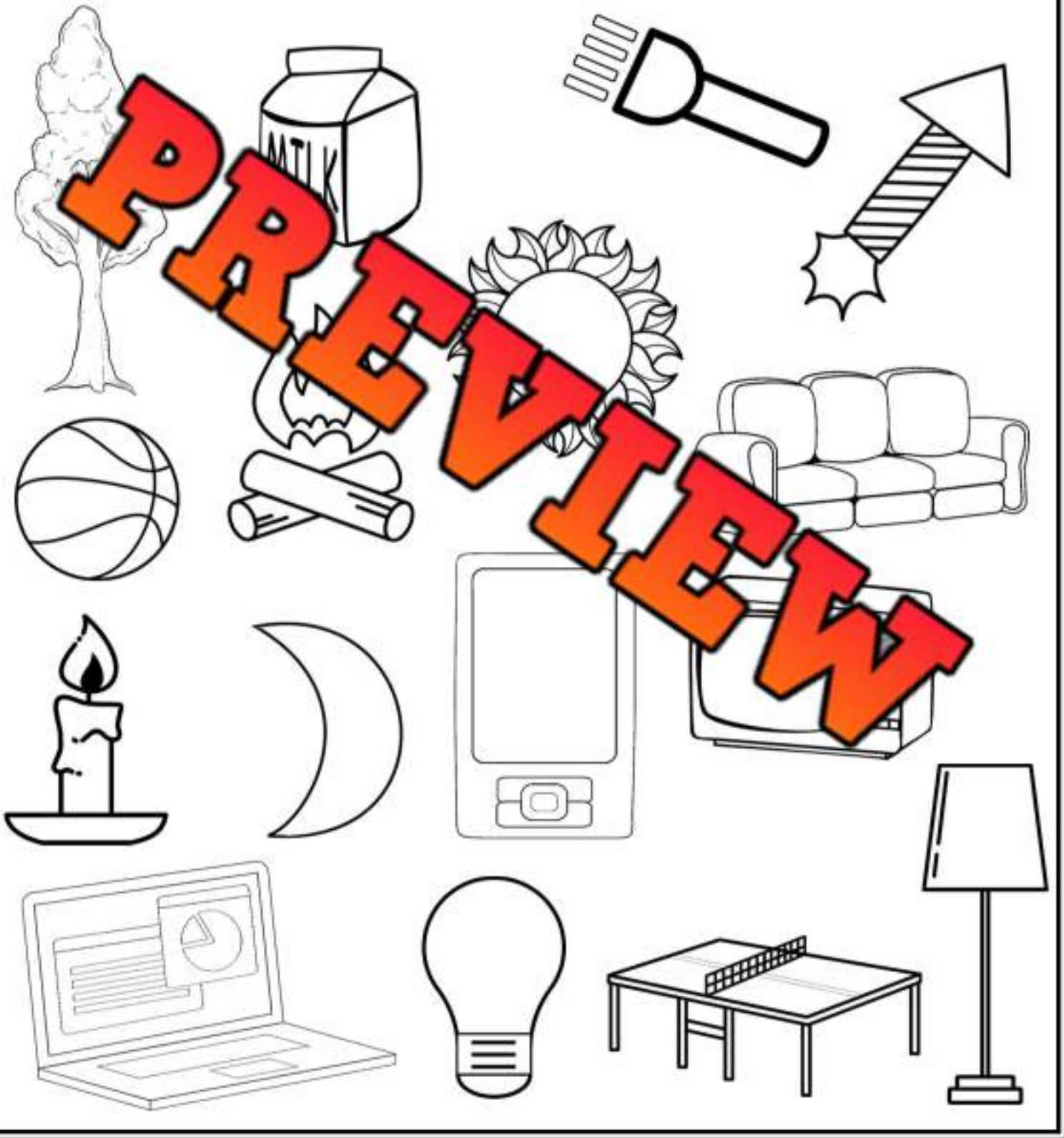
PREVIEW

Name: _____ 30

Curriculum Connection
C2.1

Light Energy

Colour Colour the sources of light energy.



PREVIEW

Name: _____ 31

Curriculum Connection
C2.1

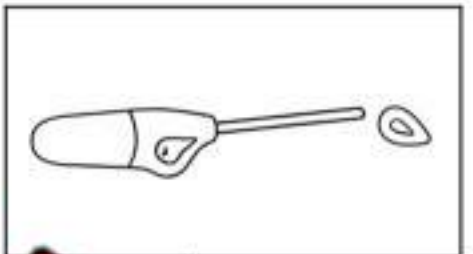
Natural and Human-Made Light

Natural light is energy made without humans. Human-made light is made by us.

Natural or Human-Made Circle whether the picture is natural or human-made light.



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



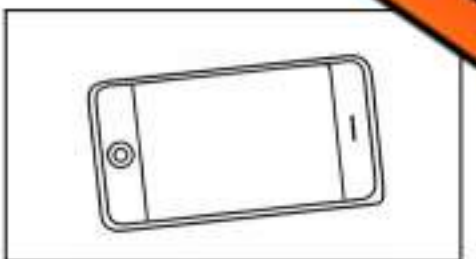
Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made

PREVIEW

© Super Simple Sheets

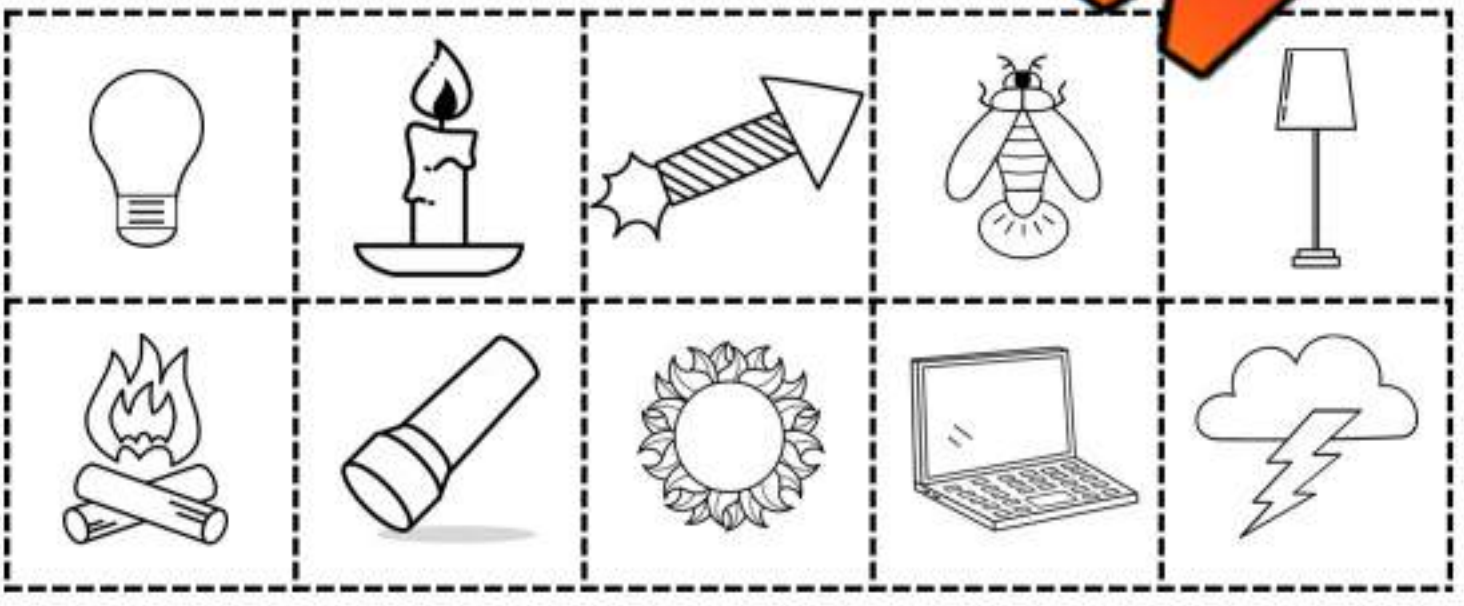
Name: _____ 32

Curriculum Connection
C2.1

Questions Cut and paste the light sources putting them in the right category.

Natural Light	Human-Made Light

PREVIEW



© Super Simple Sheets

Name: _____ 33

Curriculum Connection
A2.1

Coding – Human Made and Natural Light

Directions Read the program and follow the instructions to draw the output.

If ► is clicked
the flashlight bigger
Turn the flashlight upside down
Color the flashlight green
Add a sound

PREVIEW

Original	Output
	

© Super Simple Sheets

Name: _____ 35

Curriculum Connection
C2.1

Light Energy

Fill in the Blanks

What is the missing word?

1) Light energy is energy we can _____.	See	Feel
2) A TV [illegible]ff _____ energy.	Light	Heat
3) Th[illegible]ggest [illegible]f light energy is the ___.	Moon	Sun
4) At night, we [illegible]se [illegible]light energy.	Lights	Fireflies
5) A computer gives us [illegible]y.	Natural	Human-made

PREVIEW

Word Search

Find the words from the [illegible] ba[illegible]

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

- Light
- [illegible]y
- [illegible]tural
- Human
- Movement
- Firework
- Candle
- Fire
- Sun
- Star

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Name: _____ 36

Curriculum Connection
C2.1

Heat Energy

Heat energy is a form of energy. We cannot see heat energy, but we can feel it. For example, when you stand near a fire or furnace, you can feel the heat.



Heat energy will change things that we can see. When heat energy is applied on food it will cook the food. For example, when we heat cake batter it will change into a fluffy cake.

PREVIEW

Draw Draw things below that make heat energy.

Fire	Furnace	
Stovetop	Volcano	Blow Dryer

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Name: _____ 37

Curriculum Connection
C2.1

Heat Energy

Colour Colour anything that makes heat energy.



PREVIEW

© Super Simple Sheets

Name: _____ 39

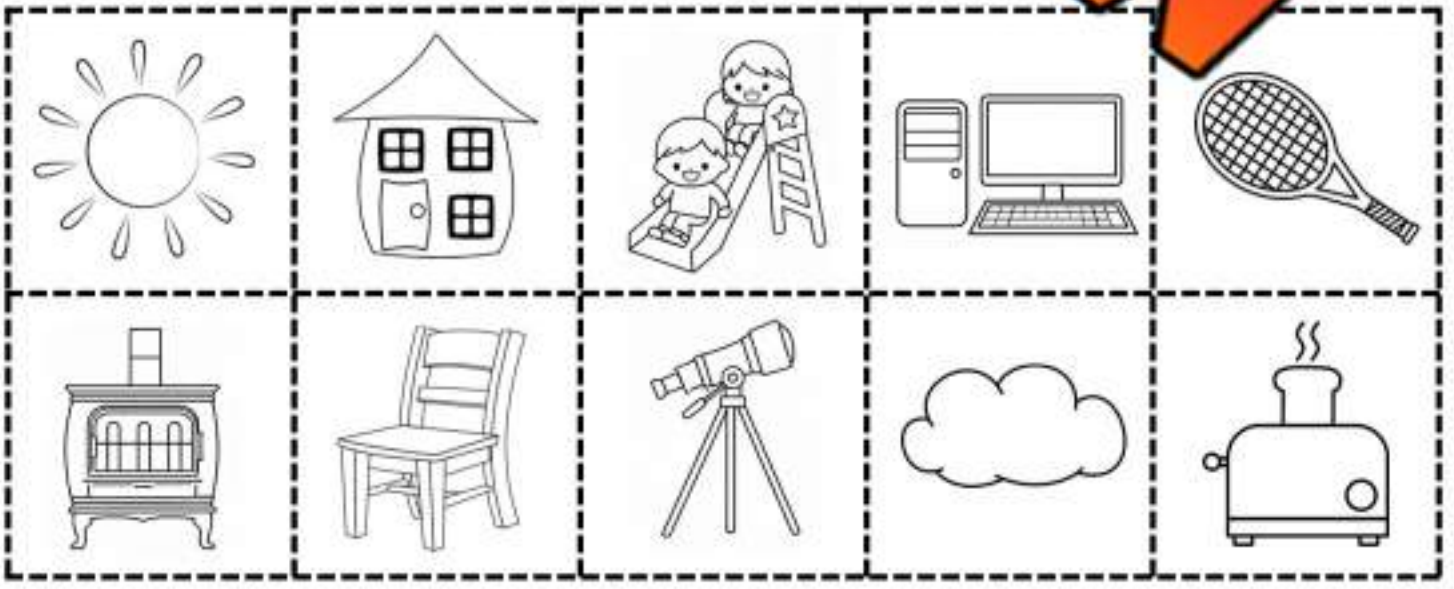
Curriculum Connection
C2.1

Heat Energy Sort

Questions Cut and paste the pictures putting them in the right category.

Heat Energy	Not Heat Energy

PREVIEW



© Super Simple Sheets

Name: _____ 40

Curriculum Connection
C2.1

Heat Energy – Activities

Fill in the Blanks

What is the missing word?

1) We can _____ heat energy.	See	Feel
2) The b[illegible]ource of heat energy comes from _____.	The sun	Clouds
3) He[illegible]nerg[illegible]nge things like _____.	Food	Feelings
4) Heat change[illegible]e ba[illegible]_____.	A drink	Cake
5) Fire gives off light a[illegible]	Heat	Wind

PREVIEW

Word Search

Find the words from the[illegible]d b[illegible]



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

[illegible]
Energy
Feel
See
Change
Batter
Cake
Sun
Fire
Warm

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Name: _____ 42

Curriculum Connection
C2.1

Sound Energy

Colour Colour anything that makes sound energy.



PREVIEW

© Super Simple Sheets

Name: _____ 43

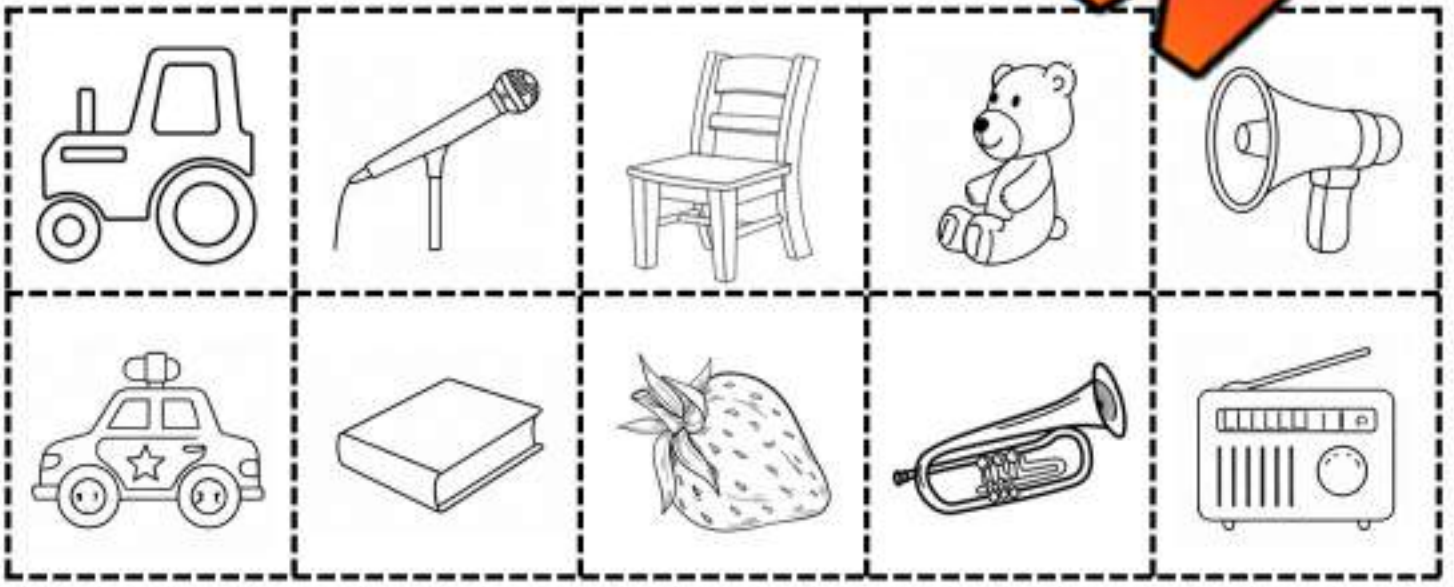
Curriculum Connection
C2.1

Sound Energy Sort

Questions Cut and paste the pictures putting them in the right category.

Sound Energy	Not Sound Energy

PREVIEW



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Name: _____ 44

Curriculum Connection
C2.1

Sound Energy – Activities



Word Search

Find the words from the word bank.

Sound	Energy	Hear	Drum	Noise
Guitar	Engine	Speaker	Radio	Phone

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

PREVIEW

Word Scramble

Unscramble the words from the word bank

SUNOD		EGNREY	
SEAPKER		EGNNIE	
GTAIUR		NIOES	
POHNE		HAER	
DRMU		RIDAO	

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Name: _____ 45

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

Lab – Making a Guitar

Activity Make a guitar that uses our muscular energy to make sound energy.

A guitar works by moving strings that vibrate. The vibrations make a sound that is louder when played through a hollow area.

Materials ill you need?

- Ce box
- Large ca pa owel roll will work
- Clothespin al)
- Rubber bands ffer inimum and 5 maximum
- Duct tape or other e
- Hot glue gun or strong
- Box cutter or scissors



Procedure How to make it

1) Trace a large circle in the centre of the cerea cut it refully. This will be the hole for your guitar.
2) Use the cardboard tube to trace a hole onto the top of the he hole out.
3) Insert the tube into the hole and seal it with the tape. Use enou epe so that the tube is secured to the box.
4) Stretch rubber bands of various sizes around the box. If possible, have the thicker strings on the top and thinnest strings at the bottom.
5) Tape the bands on top of the box and on the bottom. Make sure the strings are over the hole.
6) Use the clothespins as frets. Use hot glue or regular glue to secure them to the cardboard tube at the top of the tube. These are just for decoration, so they are optional.
7) Your guitar is ready! Strum away!

PREVIEW

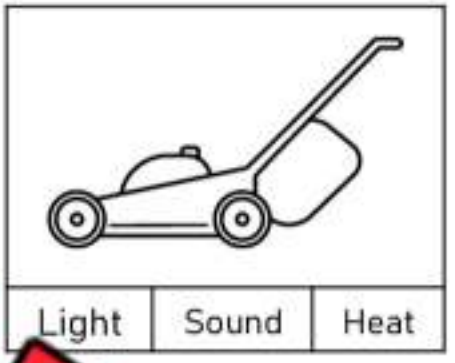
Name: _____ 46

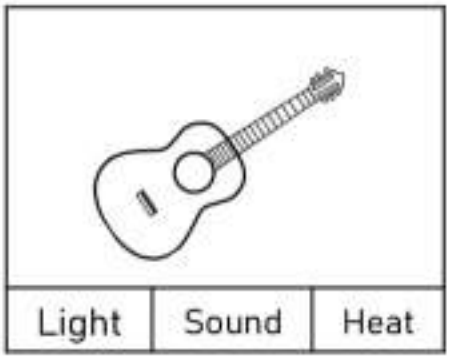
Curriculum Connection
C2.1

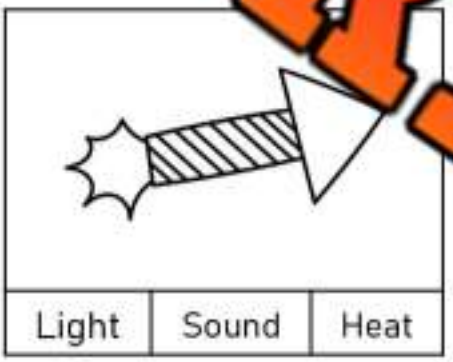
Sound, Heat, and Light Energy

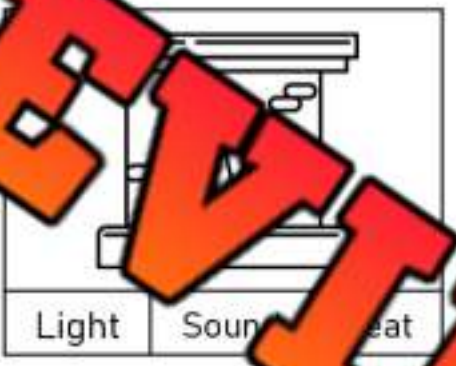
Directions Does the picture make sound, heat, and/or light energy?

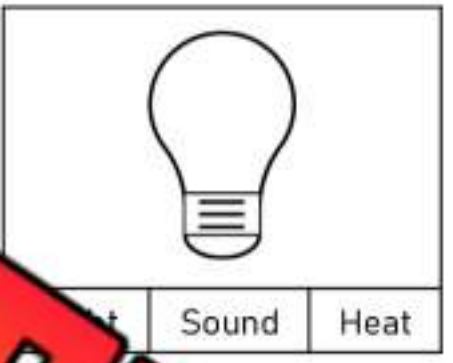

Light | Sound | Heat

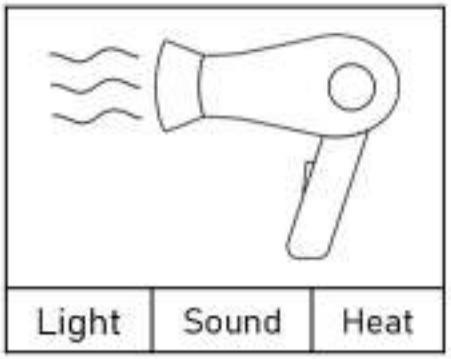

Light | Sound | Heat

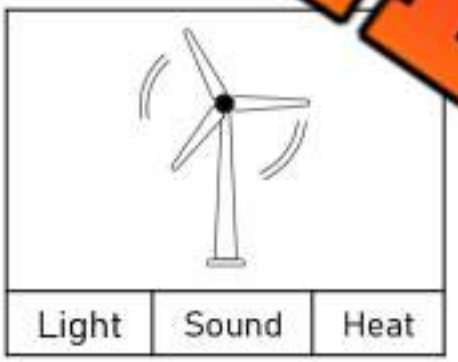

Light | Sound | Heat

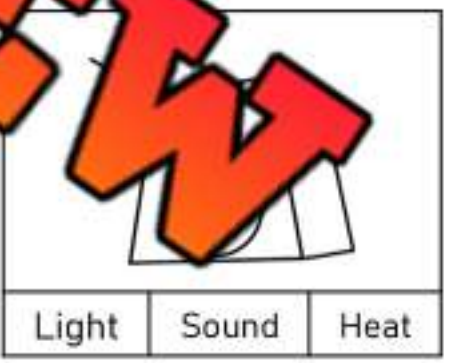

Light | Sound | Heat

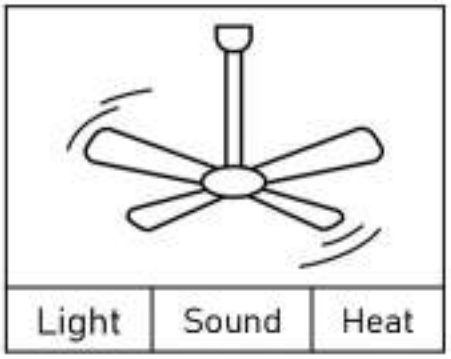

Light | Sound | Heat

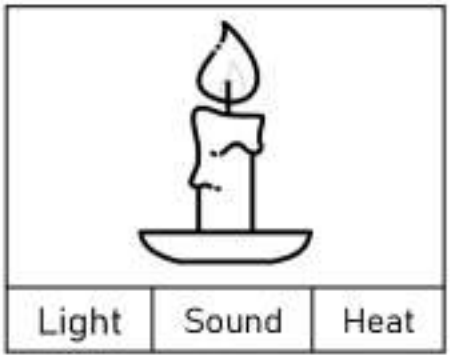

Light | Sound | Heat

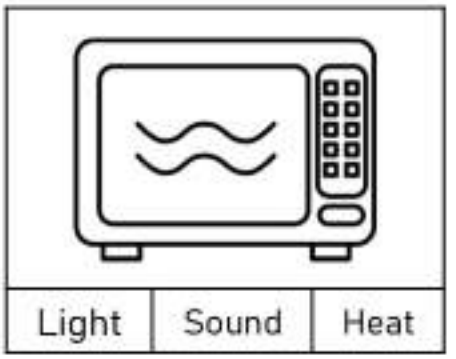

Light | Sound | Heat


Light | Sound | Heat


Light | Sound | Heat


Light | Sound | Heat


Light | Sound | Heat


Light | Sound | Heat

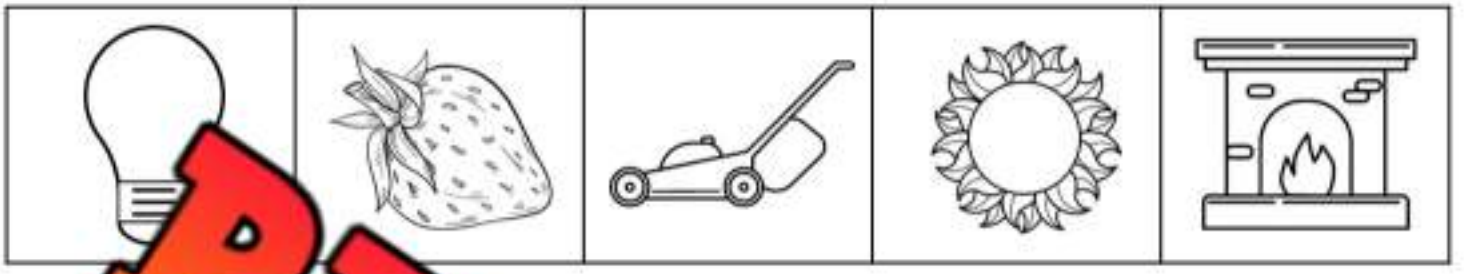
PREVIEW

Name: _____ 47

Curriculum Connection
C2.1

Sound, Heat, and Light Energy

Heat Energy Circle the picture that is NOT heat energy.



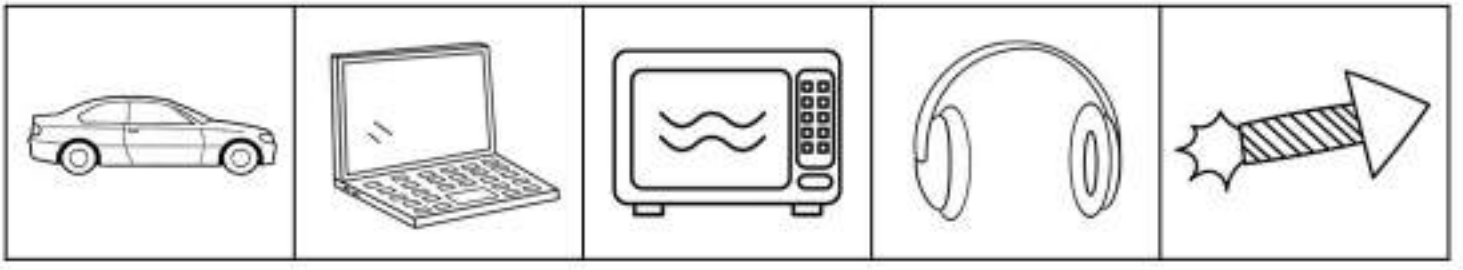
Light Energy Circle the picture that is NOT light energy.



Sound Energy Circle the picture that is NOT sound energy.



All 3 Types Circle the picture that does NOT make heat, sound, and light.



PREVIEW

Name: _____ 48

Curriculum Connection
C2.1

Energy or Not?

Energy or Not? Colour the pictures that show energy being used.



PREVIEW

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Name: _____ 49

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

Experiment – Popsicle Stick Catapult

Research Question Can I build something that makes something move?

Can I build a structure that moves paper balls without me throwing them?



Materials What do we need?

- ✓ [illegible] popsicle sticks
- ✓ 3 rubber bands
- ✓ 1 plastic spoon



Method How do we complete the experiment?

1) Stack 7 popsicle sticks
2) Wrap one rubber band around the sticks on one side and another band on the other side
3) Put the last popsicle stick through the bottom stick and the one above it.
4) Lay the spoon in the same direction as the one stick. Put the spoon on top of the stack of 7 sticks
5) Use the last elastic to attach the spoon to the sticks
6) Put a paper ball in the spoon.
7) Pull down on the spoon while holding the catapult.







PREVIEW

Name: _____ 50

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



Observations | What happened?

1) What happened when you pulled down on the spoon?

2) Did yo w the paper balls?

Yes No

3) Is th spoon or rigid material?

Be Rigid

4) If you used a rigid (ie. spoon) instead of a plastic spoon, would the catap k?

Yes

5) If you bend the spoon more, will the go fu less far?

Less Far er

6) Draw a picture of the catapult you made.

PREVIEW

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Name: _____ 51

Curriculum Connection
A1.1, A3.2, A3.3

Research – Medieval Catapults



Research Answer the questions below.

1) Search for a medieval catapult. Draw one below.

PREVIEW

2) What were medieval catapults made of?

Rocks	Wood	Steel	[illegible]per	Plastic

3) In war, catapults were used to throw big [illegible] a castle. Draw a catapult throwing a rock at a castle.

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Name: _____ 52

Curriculum Connection
A1.1, A3.2, A3.3

Questions Answer the questions below.

4) Which communities used catapults?

Soldiers	Teachers	Students	Warriors	Principals

5) Catapults were used to break the walls of castles. Colour the picture below.



PREVIEW

6) What do you think happened when the rock hit the wall?

_____

_____

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Name: _____ 53

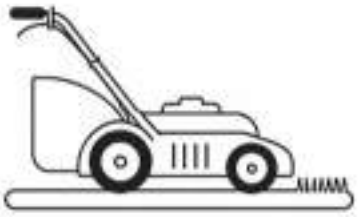
Curriculum Connection
A3.1, A3.2

Elastic Energy – Making Connections

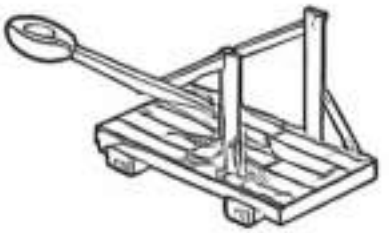
Elastic Energy?	Does the device use elastic energy – yes or no?



Yes | No



Yes | No



Yes | No



Yes | No



Yes | No



Yes | No



Yes | No



Yes | No

Yes | No



Yes | No



Yes | No



Yes | No

PREVIEW

Name: _____ 54

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

Basketball – Elastic Energy

Hypothesis Does a basketball have more energy the higher it is held?

If we drop a basketball from higher up, will it bounce higher or lower?

Higher	Lower

Mater Wh e need?

- ✓ Basketball
- ✓ Recording sheet





Method How do we complete exper ?

1) Drop a basketball from your knees
2) Count how many times it bounces and write it yo
3) Drop a basketball from your waist
4) Count how many times it bounces and write it on your sheet
5) Drop a basketball from shoulder level
6) Count how many times it bounces and write it on your sheet
7) Drop a basketball from over your head
8) Count how many times it bounces and write it on your sheet

PREVIEW

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Name: _____ 55

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

Observations | What happened?



How many times did the ball bounce?	
Knees	
Waist	
[illegible]	
Ove[illegible]	



Results | Answer [illegible]stion

1) Does the ball have more ene[illegible] when [illegible]her or lower?

Higher	[illegible]

2) Draw a picture – you holding the ball and it [illegible]

PREVIEW

Name: _____ 56

Curriculum Connection
C2.1

Objects and Animals that Bounce

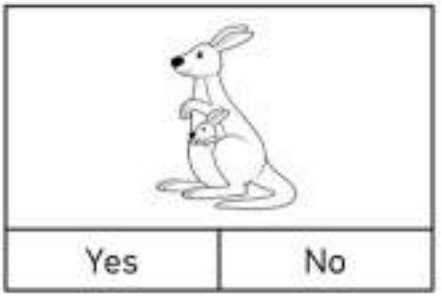
Objects That Bounce
Lots of things can bounce! Think about a rubber ball. When you drop it on the ground, it doesn't just stay there. It jumps back up! This is because it's made of a stretchy material that pushes back when it hits the ground.

Another object that can bounce is a balloon. Have you ever batted a balloon into the air and watched it bounce back down?

Animals That Bounce
Some animals can bounce too! Have you ever seen a kangaroo? They have strong back legs that push off the ground, making them bounce forward. Frogs and rabbits do this too. They use their strong legs to push off the ground and bounce in place.

PREVIEW

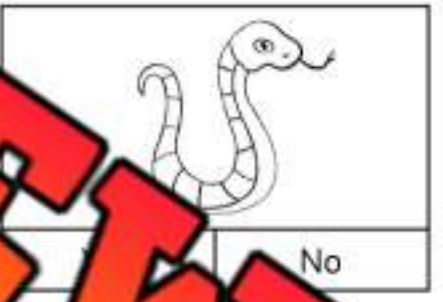
Questions	Will the object bounce?	Does the animal bounce?



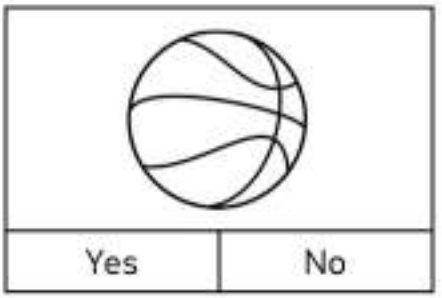
Yes	No



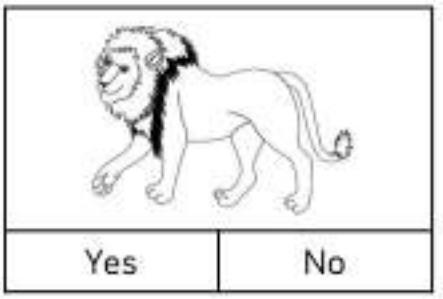
Yes	No



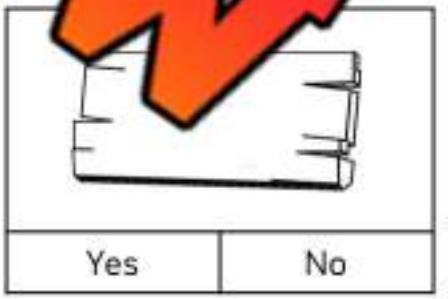
Yes	No



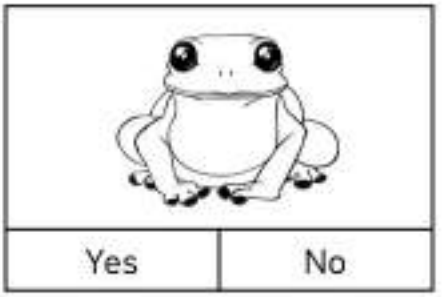
Yes	No



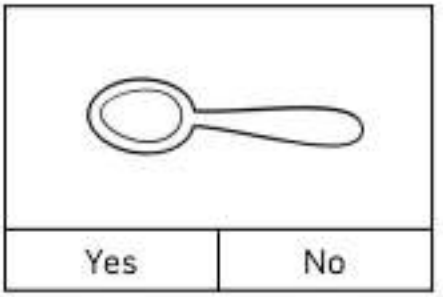
Yes	No



Yes	No



Yes	No



Yes	No



Yes	No

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Name: _____ 57

Curriculum Connection
C2.1

Rubber: The Bouncy Material

Why is Rubber Bouncy?

1) Stretchy and Flexible: Rubber is very stretchy and flexible. When you throw a rubber ball on the ground, it squishes a bit and then springs back to its normal shape. That's why it bounces back up!

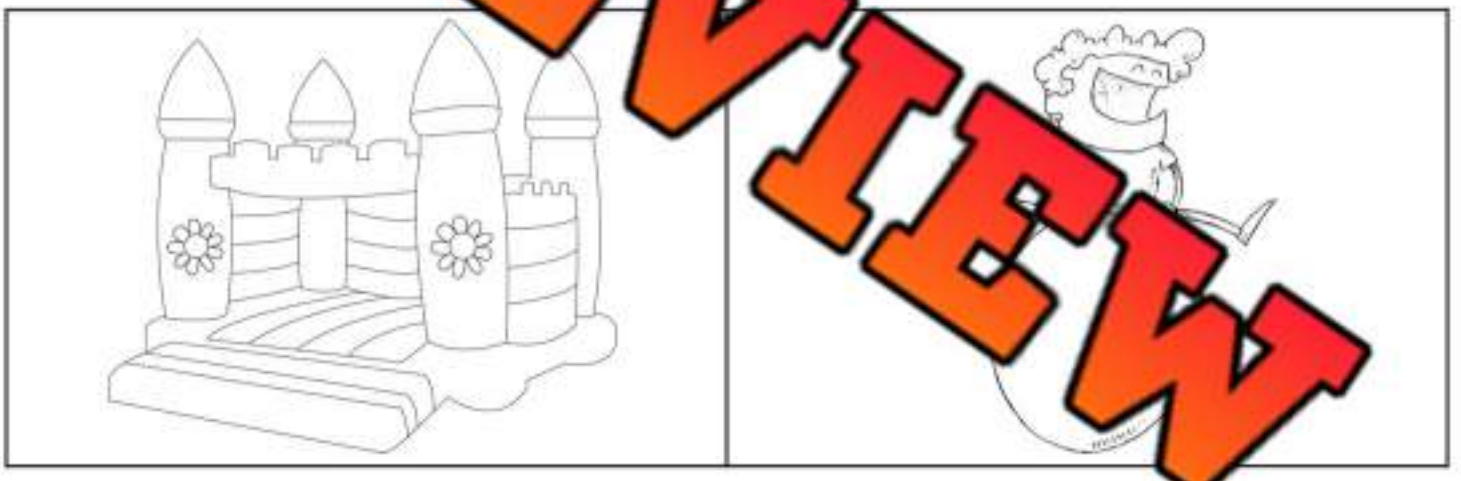
2) Strong: Rubber is strong, so it doesn't break or crack easily. That means it can keep bouncing for a long time.

Rubber [illegible] Bouncy Things

Many [illegible] bounce are made from rubber. Think about rubber balls, bouncy castles, [illegible] of some shoes. All of these need to be bouncy, and rubber is perfect!

PREVIEW

Colour Colour the [illegible] objects [illegible]



Draw Draw objects that are made of rubber and that bounce.

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Name: _____ 58

Curriculum Connection
C2.2

Biggest Energy Source – The Sun

The sun is what gives us most of the energy we need.

- The sun warms the air
- The s warms the land
- The ms the water
- r us to see the day
- The sun or nts to grow



PREVIEW

Fill in the Blanks

e m ord?



1) The sun _____ the air.	Warms	Cools
2) Without the sun, the land would be _____.		Frozen
3) The sun's energy _____ the water.		ools
4) If we didn't have the sun's light energy, it would be ___.	Light	Dark
5) The sun's light is used by _____ to grow.	People	Plants
6) A lake is warm because of the sun's _____ energy.	Heat	Light
7) A plant can grow because of the sun's ____ energy.	Heat	Light

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Curriculum Connection
C2.2

Exit Cards

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

Name: _____ | Mark

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

1) The sun helps warm the land.	T / F
2) Without the sun, it would be dark.	T / F
3) Without the sun, the land would be warm.	T / F
4) People do not need the sun at all.	T / F

Name: _____ | Mark

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

1) The sun helps warm the land.	T / F
2) Without the sun, it would be dark.	T / F
3) Without the sun, the land would be warm.	T / F
4) People do not need the sun at all.	T / F

Name: _____ | Mark

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

1) The sun helps warm the land.	T / F
2) Without the sun, it would be dark.	T / F
3) Without the sun, the land would be warm.	T / F
4) People do not need the sun at all.	T / F

Name: _____ | Mark

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

1) The sun helps warm the land.	T / F
2) Without the sun, it would be dark.	T / F
3) Without the sun, the land would be warm.	T / F
4) People do not need the sun at all.	T / F

PREVIEW

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Name: _____ 60

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

Experiment – The Sun's Heat

Research Question Does the sun give heat? Do we feel the sun's heat in the shade?

If we leave things in the sun, will they melt or get hot? If we leave the same things in the shade, will they melt or get hot?

Materials What do we need for our experiment?

- ✓ [illegible]ther thing that will melt – break it in half
- ✓ [illegible]s that [illegible]eat – scissors, metal spoon, rocks
- ✓ One black [illegible]hite crayon
- ✓ Two baki[illegible]to ho[illegible]jects



Method How [illegible]mple[illegible]xperiment?

1) You should have two of the sam[illegible] obj[illegible]
2) Split them up and put them on [illegible] baking [illegible]
3) Put one baking sheet in a sunny locatio[illegible]
4) Put the other baking sheet in a shady lo[illegible]
5) Wait an appropriate length of time, depending [illegible]ot it [illegible] don't want the objects to get too hot to touch
6) Fill in your observations on the back of the page

Hypothesis Put a check on the objects that you think will get hot [illegible]ther spot.

Objects	Shady Spot ☑ ☒	Sunny Spot ☑ ☒
Chocolate		
Scissors		
Metal spoon		
Rock		
White crayon		
Black crayon		

PREVIEW

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Name: _____ 61

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

Observations What happened? Did the objects get hot?

Objects	Shady Spot ☑ ☒	Sunny Spot ☑ ☒
Chocolate		
Scissors		
Metal spoon		
Wh		
Bl von		



Results Answer the

1) Did the objects get hotter in the sun o sha

Sun

2) Why did the objects get hotter in the sun or s

3) Did metal objects get hotter?

Yes No

4) Did white or black coloured objects get hotter?

White Black

PREVIEW

Name: _____ 62

Curriculum Connection
C2.2

The Sun – Heat Energy

Without the Sun Circle the pictures of what earth would look like without the sun's heat energy.



PREVIEW

Directions Circle the pictures that show sun[illegible]e air, land, and water.



Warming the Air



Warming the Land



Warming the Water

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Name: _____ 64

Curriculum Connection
A3.1, A3.2

Stopping Sun Burns – Finding Shade

The sun can burn us. It can make our skin turn red. Sun burns hurt! Don't get a sun burn by wearing sunscreen and staying in the shade.

Think Look at the picture and circle where you can find shade.



1) Where can you find shade?				
Tent	Soccer Field	On a Road	Trees	House
Shelter	In a Pool	In a Car	Tennis Court	Umbrella

2) Where do **wild** animals find shade?				
Trees	House	Forest	Car	Umbrella
Cave	Tent	In Water	Under a Rock	In a Bush

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Name: _____ 65

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

Experiment – Testing Sun Screen

Research Question Does sunscreen work?

If we use clear sunscreen on paper, will it protect the paper from the sun?

Materials What do we need?

- ✓ [illegible] paper
- ✓ [illegible] spray [illegible]en – SPF 30 or higher



Method How do [illegible]om[illegible]periment?

1) Fold a paper in half
2) Write sunscreen on one side [illegible]no sunscreen on the other
3) Coat your hands in sunscreen. Not too much that its dripping.
4) Place your hands on the sunscreen side
5) The page will be wet, but it will dry (it won't disappear completely)
6) Put the page in direct sunlight
7) If possible, take pictures to compare the paper
8) Wait and check on the paper periodically taking more pictures





PREVIEW

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Name: _____ 66

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

Observations | What happened?

1) Is the hand still dark after checking it hours later?
Yes No
2) Is the rest of the paper getting lighter or darker or staying the same?
Darker Lighter Same
3) What ... to the paper and the handprint?
4) Did the sunscreen ... the ... Did it stay the same colour?
...
5) Will sunscreen protect your s...
Yes No

PREVIEW

Diagram | Draw a picture of the page with your h... pr...

No Sunscreen	Sunscree...

Name: _____ 67

Curriculum Connection
C2.2

The Sun – Light Energy



Fill in the Blanks

What is the missing word?

1) With no light energy from the sun, it would be____.	Light	Dark
2) When the sun is _____ outside.	Light	Dark
3) When the sun is up, it is _____ outside.	Light	Dark
4) Other forms of light energy are used when the _____ has set.	Sun	Moon
5) If we had no sun, we would need a lot of man-made _____.	Suns	Lights
6) Plants need the sun's _____ energy to grow.		ght

PREVIEW

Write and Draw

Write and draw about why we need the sun's light energy.

_____

_____

_____

_____

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Name: _____ 68

Curriculum Connection
C2.2

The Sun's Light Energy – Growing

Colour Colour the picture below that shows the sun helping the plants grow.



PREVIEW

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Name: _____ 69

Curriculum Connection
C1.1, C2.3

Food is Energy

When something moves, it needs energy. When we move, we need energy. We get the energy we need from food. Food is energy! If you don't eat enough energy, you will feel tired.



Draw Ener... 3 different things you like to eat for breakfast, lunch, and dinner

Breakfast		

Lunch		

Dinner		

PREVIEW

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Curriculum Connection
C1.1, C2.3

Exit Cards

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

Name: _____

Guess who I am and write the answer!

Food	Water
Sleep	Sun
Exercise	

Mark

1) I help you have energy when you run and jump.	
2) I help you feel strong after you rest at night.	
3) I give energy to plants so they can grow.	
4) I give your body energy to move and play.	
5) I help your food digest when you eat meals.	

Name: _____

Guess who I am and write the answer!

Food	Water
Sleep	Sun
Exercise	

Mark

1) I help you have energy when you run and jump.	
2) I help you feel strong after you rest at night.	
3) I give energy to plants so they can grow.	
4) I give your body energy to move and play.	
5) I help your food digest when you eat meals.	

Name: _____

Guess who I am and write the answer!

Food	Water
Sleep	Sun
Exercise	

Mark

1) I help you have energy when you run and jump.	
2) I help you feel strong after you rest at night.	
3) I give energy to plants so they can grow.	
4) I give your body energy to move and play.	
5) I help your food digest when you eat meals.	

PREVIEW

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Name: _____ 71

Curriculum Connection
C1.1, C2.3

My Food Plate

Colour Colour the picture below.



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Name: _____ 72

Curriculum Connection
C2.2, C2.3

Energy Chain

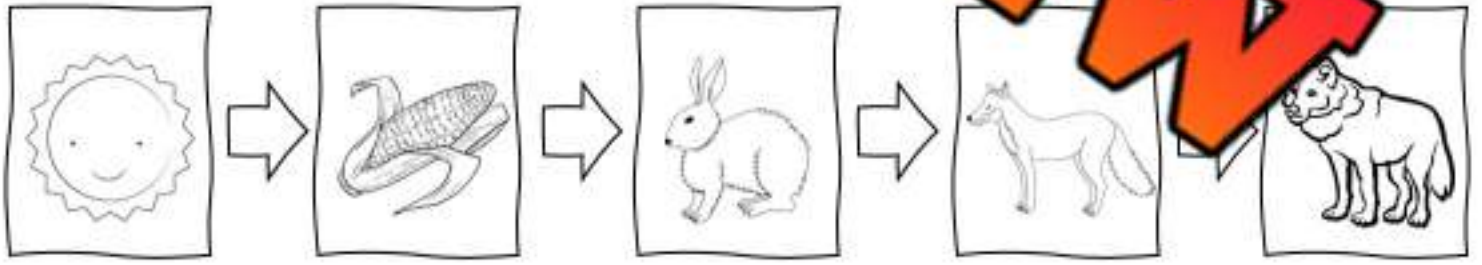
An energy chain starts with the sun. The sun gives energy to plants so they can grow. Animals eat the plants. This gives these animals energy from the sun. Some animals even eat other animals, which gives them energy from the sun as w... Some energy chains are long, and some are short.

Ene... Colour the energy chains below.

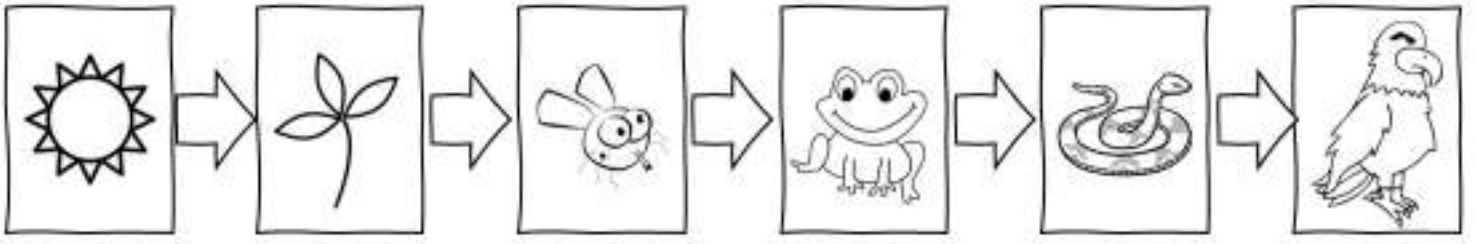
...k Energy Chain



5-Link Energy Ch...



6-Link Energy Chain



PREVIEW

Name: _____ 74

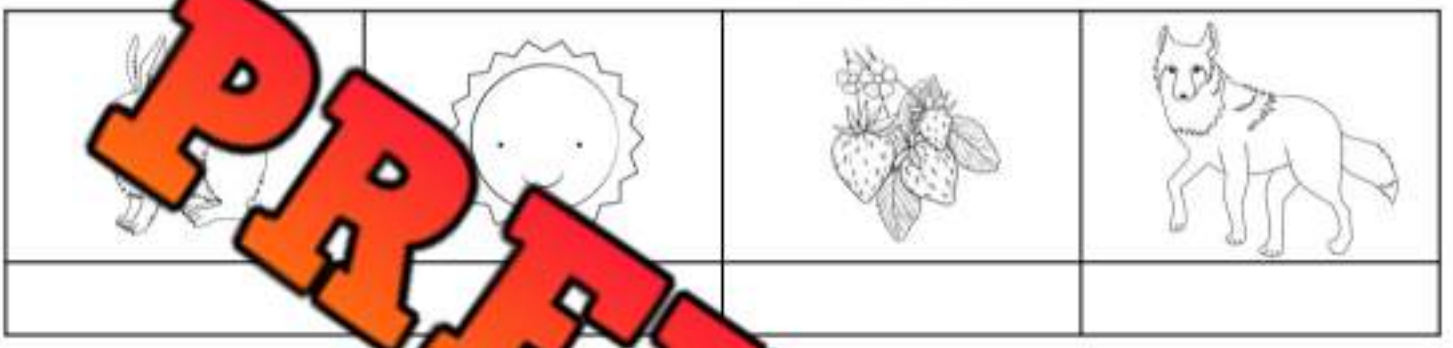
Curriculum Connection
C2.2, C2.3

Ordering Energy Chains

Energy Chain Order the plants and animals by numbering them.

4-Link Energy Chain

Number the plants/animals 1-4



PREVIEW

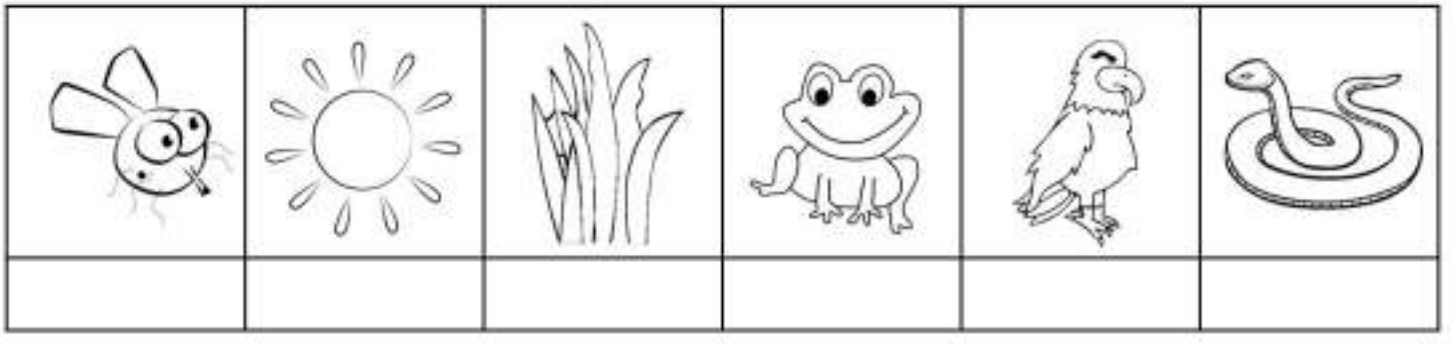
5-Link Energy Chain

Number the plants/animals 1-5



6-Link Energy Chain

Number the plants/animals 1-6

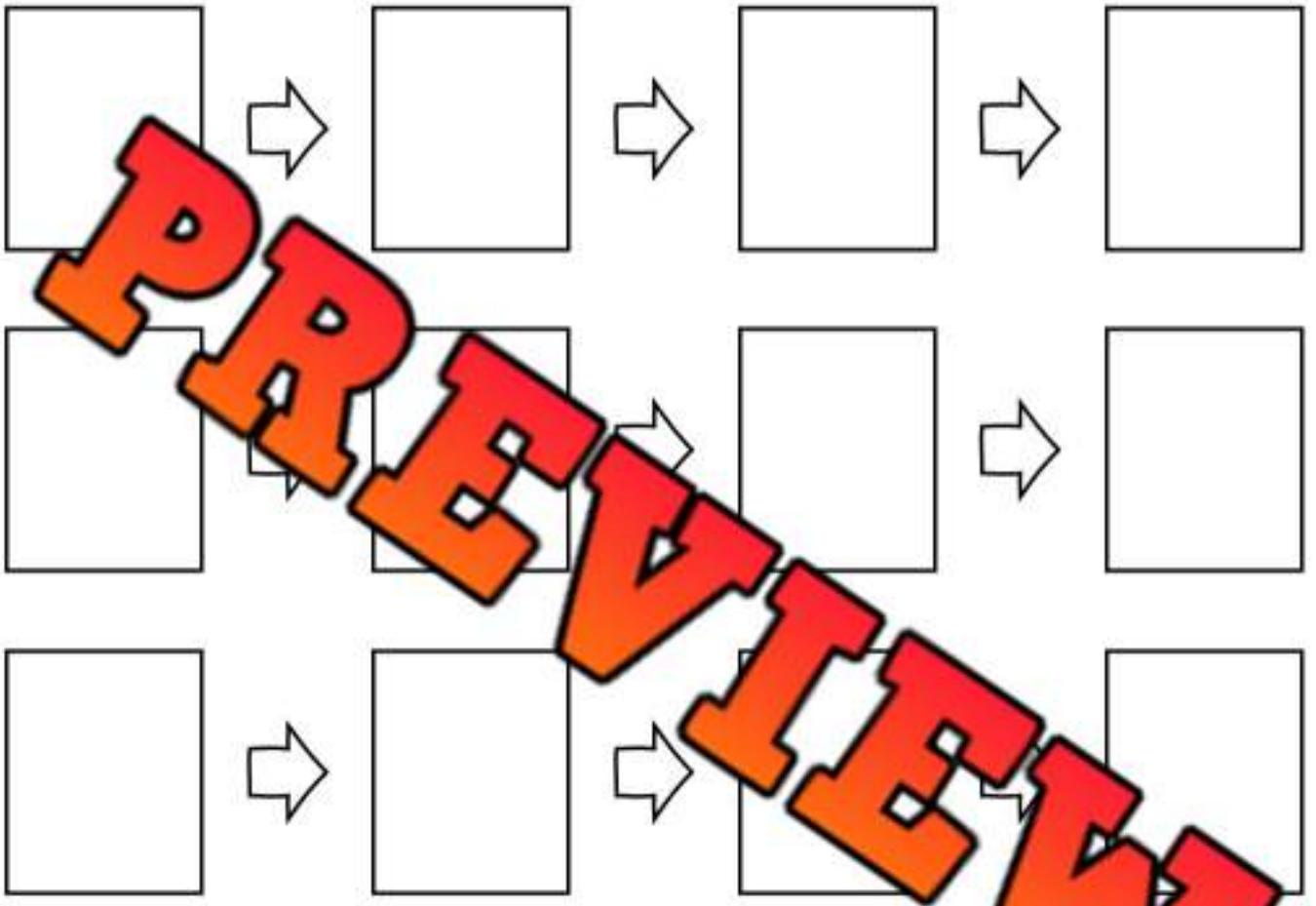


Name: _____ 75

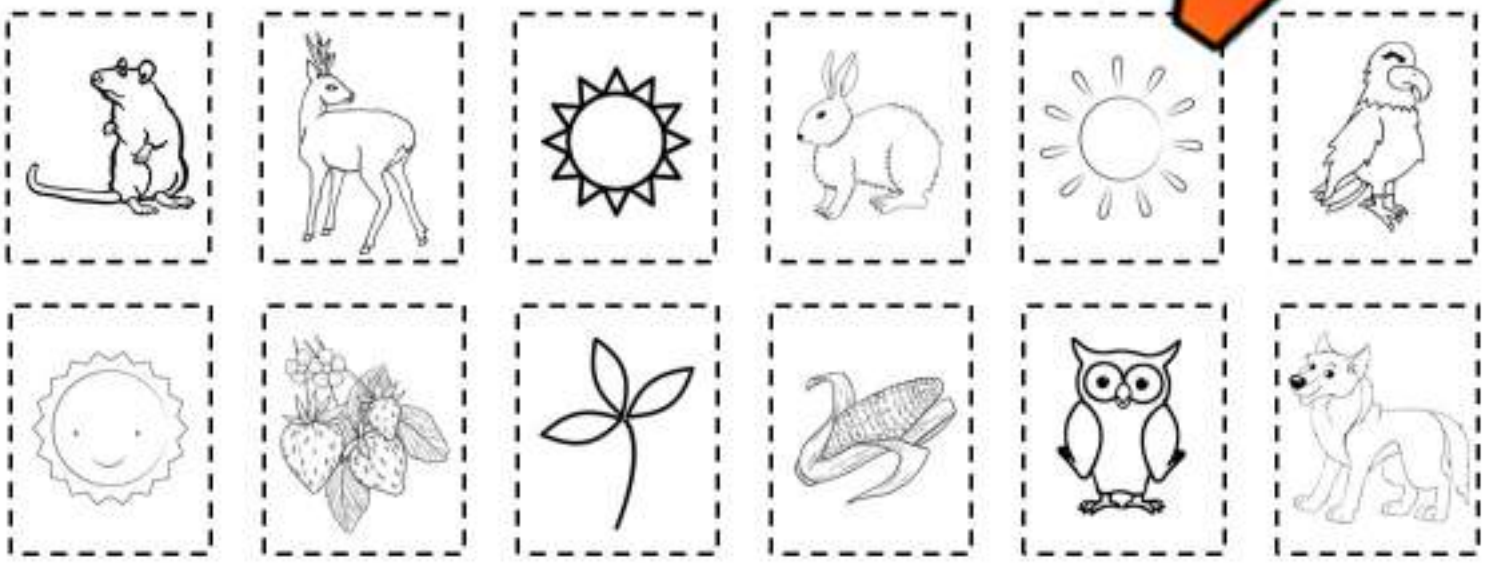
Curriculum Connection
C2.2, C2.3

Ordering Energy Chains

Energy Chain Cut and paste the plants and animals into the energy chains



PREVIEW



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Name: _____ 76

Curriculum Connection
C2.2, C2.3

Energy Chains – Activities



Fill in the Blanks

What is the missing word?

Word Bank		
Animals	Grow	Energy
	Food	Sun

1) Living things [illegible]y to _____.

2) The sun is the [illegible]t so[illegible] _____.

3) We get energy from _____.

4) Plants get energy from the _____.

5) Some animals get energy from _____.

6) Animals at the end of the energy chain eat other _____.

PREVIEW

Write and Draw

Why do we need food?



_____

_____

_____

_____

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Name: _____

Curriculum Connection
C2.2, C2.3

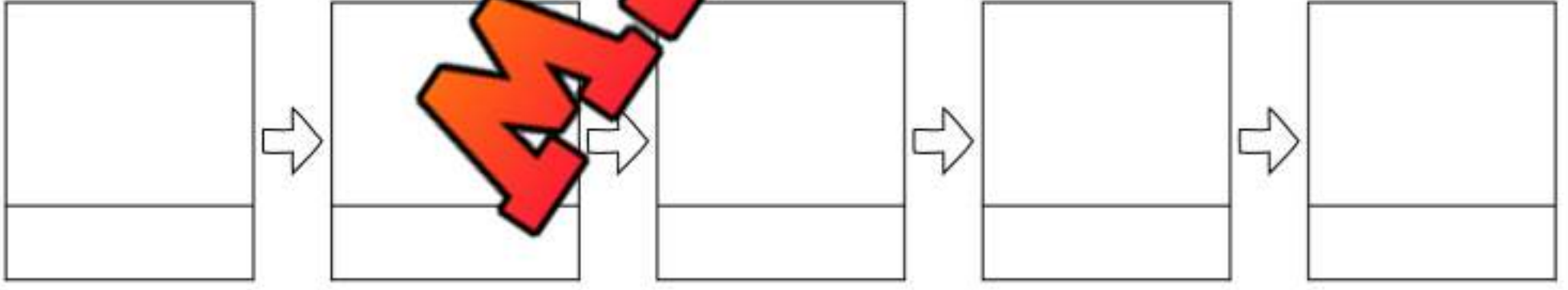
My Energy Chain

Energy Chains Draw your own energy chains below

4-Link Energy Chain



Energy Chain



PREVIEW

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Name: _____ 78

Curriculum Connection
C2.2, C2.3

Energy Chains – Activities



Word Search

Find the words from the word bank.

Energy	Chain	Sun	Plants	Bug
Frog	Snake	Eagle	Link	Grow

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

PREVIEW

Word Scramble

Unscramble the words from the wo



SKNAE		ENRGEY	
BGU		FOGR	
EGALE		CAHIN	
SNU		PTANLS	
GORW		LNIK	

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Name: _____ 79

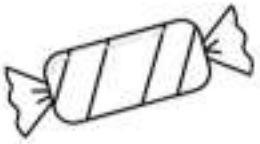
Curriculum Connection
C2.3

Everyday Uses of Energy – Food

Matching Draw a line from the food to what it does for us.



- Healthy energy that is sweet
- Energy that will help us grow our muscles



- ood – no energy



- hy vitamins and
- min



- Unhealthy energy, wi
- vitamins or minerals



- Drink with energy in it



- Drink that is healthy but doesn't have energy in it

PREVIEW

Name: _____ 80

Curriculum Connection
A2.1

Introduction to If/Then Statements

An if/then statement is a *conditional* that is an action that could occur if something specific happens.
For example – If the bell goes at school, then the students go to class.



Direction Circle which then statement makes the most sense.

PREVIEW

1)	u push edal	Then	The car will stop	The car will go
2)	If you push the	Then	The player will jump	The sun will rise
3)	If the clock strikes 3		t will rain	The bell will ring
4)	If you score a goal	Then	dd 1	Take away 1 point
5)	If you win the race	Then	ys	r says "No!"
6)	If you press the horn	Then	Turn the car	und
7)	If you plug in the TV	Then	It will turn on	It will turn off
8)	If you bike downhill	Then	You bike faster	You bike slower
9)	If you push the red button	Then	The device blows up	The device turns on
10)	If you press the up-volume arrow	Then	The music gets louder	The music gets quieter

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Name: _____ 81

Curriculum Connection
A2.1

If Then Conditional Statements – Activity

Questions Follow the if/then statements to move the lion to the watering hole.

1)	If heat energy comes from the sun	then	Move ↓ 4 spots
2)	If the wind is energy	then	Move → 2 spots
3)	If is energy	then	Move ↓ 3 spots
4)	ergy	then	Move → 3 spots
5)	ergy	then	Move ↓ 3 spots
6)	If wasting	then	Move ← 5 spots
7)	If computers use	then	Move → 3 spots
8)	If children toys use gas for		Move ↑ 4 spots





PREVIEW

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Name: _____ 82

Curriculum Connection
C2.3

Healthy and Unhealthy Food Energy

Colour Colour the healthy food that will give you a lot of energy.



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Curriculum Connection
C2.3

Exit Cards

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

Name: _____ | Mark

Draw 1 food that is healthy and 1 that is not.

Healthy	Unhealthy

Name: _____ | Mark

Draw 1 food that is healthy and 1 that is not.

Healthy	Unhealthy

Name: _____ | Mark

Draw 1 food that is healthy and 1 that is not.

Healthy	Unhealthy

Name: _____ | Mark

Draw 1 food that is healthy and 1 that is not.

Healthy	Unhealthy

PREVIEW

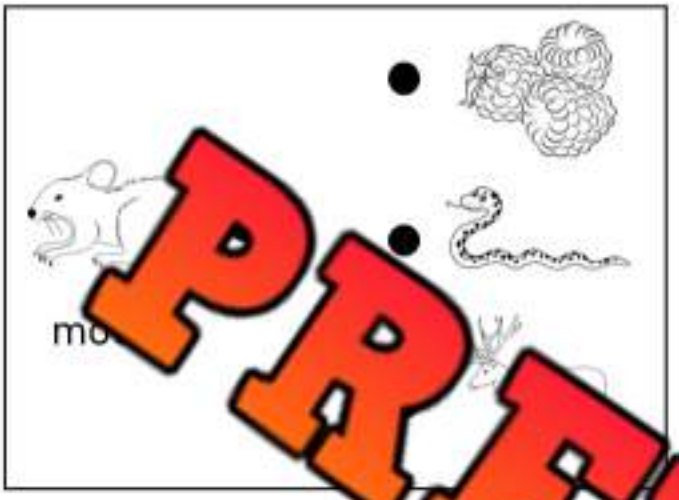
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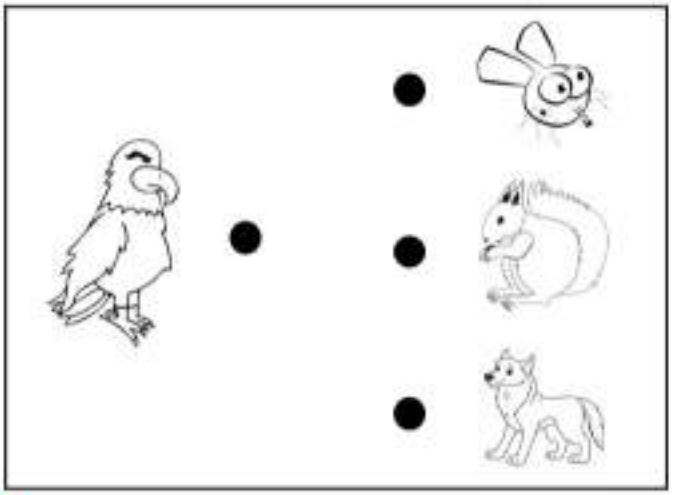
Name: _____ 84

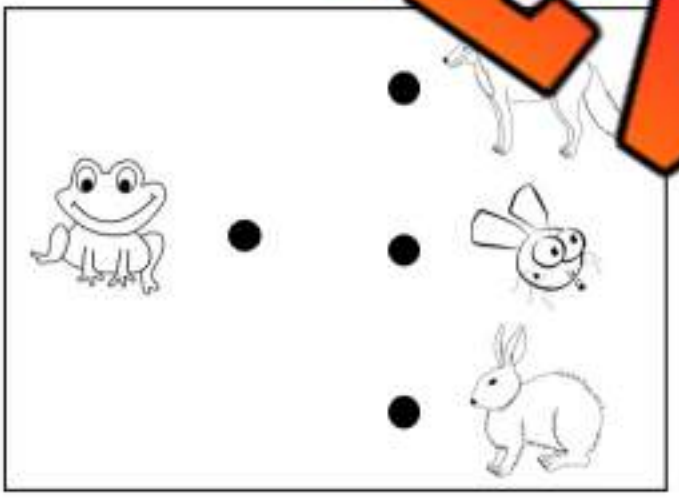
Curriculum Connection
C2.2, C2.3, C2.4

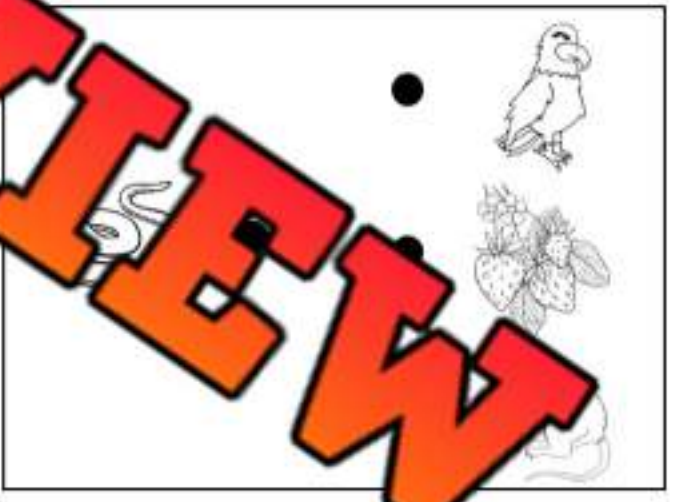
Animal Food – Where Animals Get Energy

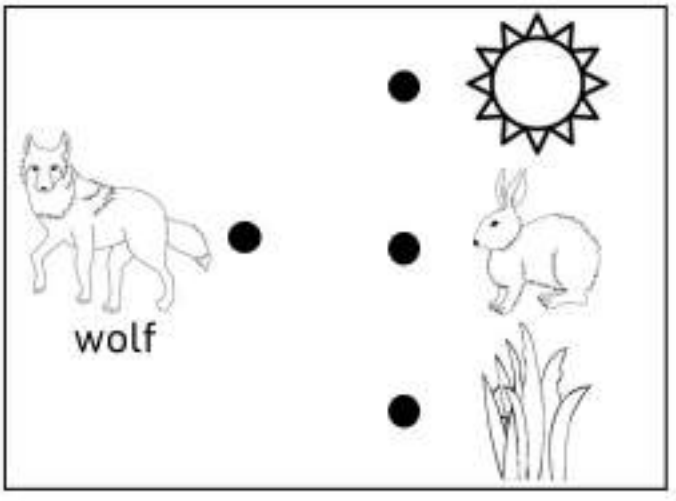
Matching Draw a line from the animal to what it eats for energy.

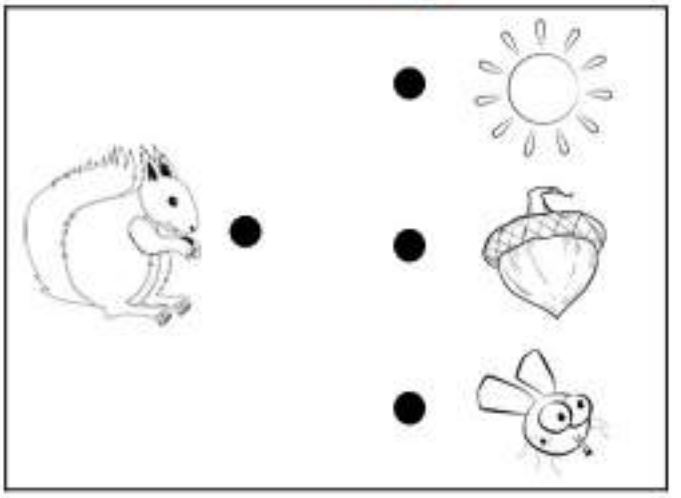












PREVIEW

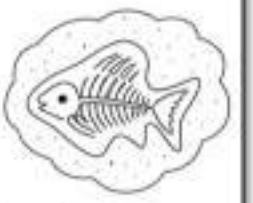
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Name: _____ 86

Curriculum Connection
C1.1, C2.4

Heating Your Home

Natural gas is a type of energy used often to heat homes. Natural gas is gas that is underground. It is made naturally when plants and animals break down.



N gas will keep being made, but it takes millions of yea s we will run out if we use it too much. We s d try ly what we need so that we don't waste it.

PREVIEW

Fill in the blanks Wh issing?



Word Bank		
Plants	H es	Years
Humans	ste	derground

1) Natural gas is used to heat a lot of _____.

2) Natural gas is found _____.

3) Natural gas takes millions of _____. to make.

4) Natural gas is not made by _____.

5) Natural gas is made when _____ and animals break down.

6) We will run out if we _____ too much natural gas.

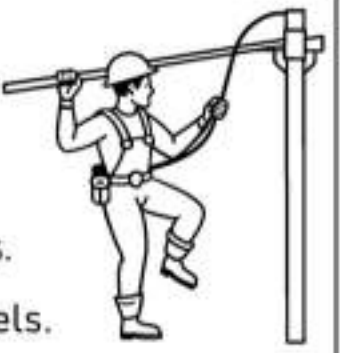
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Name: _____ 87

Curriculum Connection
C1.1, C2.4

Electricity in Your Home

Electricity is energy that is made in one place and can be sent to other places. Electricity is energy that can be made from the wind, the sun, water, and burning fuel. When electrici made at a power station it is sent to our homes.



M electricity we use is from burning fossil fuels. Fos derground. They include oil, coal, and natural gas. When we ru fuels, we won't have as much electricity!

PREVIEW

Right or Wrong?

tate right or wrong?



1) Electricity is made in a powe on.	☑	☒
2) Electricity is sent to our houses.	☑	☒
3) Electricity is made mostly from the sun.		☒
4) Electricity will never run out.		
5) We will run out of electricity if we waste it.		☒
6) Electricity is made from coal, natural gas, and oil.	☑	☒
7) Electricity is made from the sun, wind, and water.	☑	☒
8) We burn fuel to make electricity.	☑	☒
9) Burning fuel is good for the environment.	☑	☒
10) Wasting electricity is good for the environment.	☑	☒

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Name: _____ 88

Curriculum Connection
C1.1, C2.4

Making Electricity

Directions Circle the pictures that make electricity.



PREVIEW

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Name: _____ 89

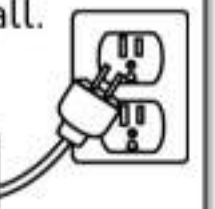
Curriculum Connection
C1.1, C2.4

Using Electricity

Electricity is energy used to power anything we plug into the wall.

Common household things we use electricity for are:

TV	Video Games	Computer	Toaster	Fridge



Brainst[illegible] or write things that need electricity to work.

PREVIEW

Electricity

Name: _____ 90

Curriculum Connection
C2.4

Electricity or Not?

Directions Colour the things that use electricity for energy.



PREVIEW

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Name: _____ 91

Curriculum Connection
C1.2, C2.4

How My Family Uses Electricity

Survey How does your family use electricity? Answer yes or no.

1) My family has a car we charge with electricity.	☑	☒
2) We ha[illegible] lot of electronics that use electricity.	☑	☒
3) We [illegible] a lot which wastes electricity.	☑	☒
4) We [illegible] to le[illegible] on in rooms we are not in.	☑	☒
5) I use a lot of [illegible] into the wall.	☑	☒
6) My siblings waste a [illegible] ving them on.	☑	☒
7) I always turn off my electronic[illegible] m n[illegible] them.	☑	☒
8) We run the dishwasher even if it is not [illegible]	☑	☒
9) We don't use a lot of electronics as we play [illegible] more.	☑	☒
10) My parents have tools that they plug in using electricit[illegible]	☑	☒

PREVIEW

Write Do you think your family ever wastes electricity? Explain.



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Name: _____ 92

Curriculum Connection
C1.2, C2.4

Draw Draw two appliances that use electricity in each room.

Bathroom 	**Bedroom** 
Kitchen 	**g R** 

PREVIEW

Name: _____ 93

Curriculum Connection
C1.2, C2.4

Living Without Electricity

Without electricity, we would have nothing that we plug in. Also, the lights we use need electricity, which means our light switches would no longer work.



Adjectives - Word Bank				
	Boring	Dark	Happy	Sad



PREVIEW

Write a... Draw

Use ...ctives to describe how life would be without ...

Life would be _____ because _____ _____ _____ _____	

Life would be _____ because _____ _____ _____ _____	

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Name: _____ 94

Curriculum Connection
C2.4

Energy – Gasoline

Gas is a clear liquid that is used to give energy to engines. An engine is used by machines to move. Here is a list of machines that use gas.

Cars	Tractors	Lawn Mowers	Boats	Chainsaws



Draw [illegible] es below that use gasoline.



PREVIEW

Name: _____ 95

Curriculum Connection
C1.1, C2.4, C2.5

Energy – Gasoline

Gas is burned to make energy. When we pour gas into a car's gas tank, it is burned by the engine. Exhaust comes out of the back of the car. The exhaust is not good for the environment. It is bad for us to breathe, and it pollutes the air.

Gas is made from oil. Oil is a fossil fuel that comes from under the ground. When we run out of fossil fuel, we will not have any more gasoline and we will waste gas because we will run out and because it is bad for the environment.

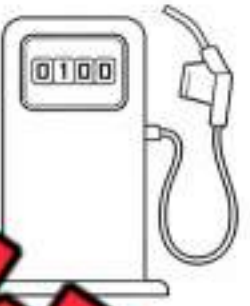


PREVIEW

Fill in the blanks

Word Bank

Environment	Fuels	Vehicles
Gasoline	Air	



1) Gas is made from fossil _____.

2) Gas is used mainly by _____.

3) Engines burn _____.

4) We will run out of gas if we _____ it.

5) Burning gas is bad for the _____.

6) When we burn gas in a car, the exhaust makes _____ pollution.

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Curriculum Connection
C1.1, C2.4, C2.5

Exit Cards

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

Name: _____ Mark

Draw a line to match.

Used to move vehicles	☐	☐	Exhaust
Bad for the environment	☐	☐	Air pollution
Comes out of the back of a car	☐	☐	Fuel

Name: _____ Mark

Draw a line to match.

Used to move vehicles	☐	☐	Exhaust
Bad for the environment	☐	☐	Air pollution
Comes out of the back of a car	☐	☐	Fuel

Name: _____ Mark

Draw a line to match.

Used to move vehicles	☐	☐	Exhaust
Bad for the environment	☐	☐	Air pollution
Comes out of the back of a car	☐	☐	Fuel

Name: _____ Mark

Draw a line to match.

Used to move vehicles	☐	☐	Exhaust
Bad for the environment	☐	☐	Air pollution
Comes out of the back of a car	☐	☐	Fuel

PREVIEW

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Name: _____ 97

Curriculum Connection
C1.1, C2.4, C2.5

How My Family Uses Gasoline



Survey How does your family use gasoline? Answer yes or no.

1) We drive a vehicle that uses gas for energy.	☑	☒
2) We ha[illegible]more than 1 car.	☑	☒
3) We [illegible]en just to get out of the house.	☑	☒
4) Our [illegible]hicle [illegible]d uses a lot of gas.	☑	☒
5) Our vehicle [illegible] and [illegible] of gas.	☑	☒
6) We have a lot of sh[illegible]hin[illegible]se gas.	☑	☒
7) My parents drive a long dista[illegible]wor[illegible]	☑	☒
8) My dad sometimes bikes to work so[illegible]esn't	☑	☒
9) We carpool with other families to use les[illegible]	☑	☒
10) We take the bus sometimes to use less gas.	☑	☒

PREVIEW



Write Do you think your family ever wastes gasoline? Explain.

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Name: _____ 99

Curriculum Connection
C2.4

Energy From Batteries

Batteries are used for things that need energy that can't be plugged in. When we want to move things around, batteries are used. Some commonly used things that use batteries are:

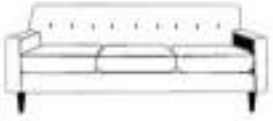


Phon	Toys	Tools	Watches	Laptops

Direc ictures of things that use batteries.

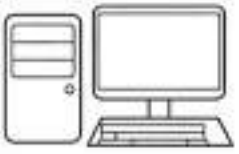
PREVIEW

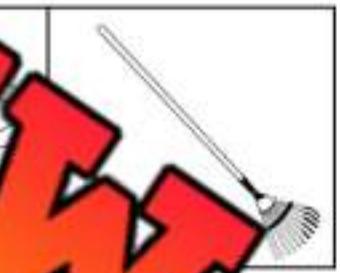
1)





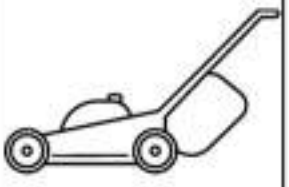
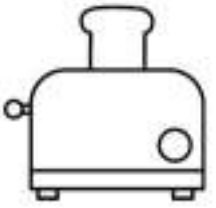

2)



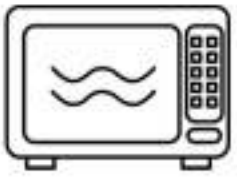



3)




4)




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Name: _____ 101

Curriculum Connection
C1.1, C2.4

How My Family Uses Batteries



Survey How does your family use batteries? Answer yes or no.

1) My parents use phones with batteries.	☑	☒
2) I use b ries in my toys.	☑	☒
3) I thr the garbage.	☑	☒
4) My b thers use batteries in their toys.	☑	☒
5) My family m s alw ff toys that use batteries.	☑	☒
6) I never waste batter	☑	☒
7) My parents have tools that use s.	☑	☒
8) We have a vacuum that uses a battery.	☑	☒
9) We have a car that uses batteries and not ga	☑	☒
10) We charge batteries using electricity (plugging them in)	☑	☒

PREVIEW

Write and Draw Do you think your family ever wastes batteries? Explain.



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Name: _____ 102

Curriculum Connection
C2.4

Different Sources of Energy

Source of Energy	Does the thing below use batteries, gas, or electricity?		
1) Car 	Batteries	Gas	Electricity
2) Drill 	Batteries	Gas	Electricity
3) Toy train 	Batteries	Gas	Electricity
4) Lawn mower	tteries	Gas	Electricity
5) Lamp 	ries	as	Electricity
6) Television (TV) 	Batte	Ga	tricity
7) Computer 	Batteries	Gas	ectricity
8) Phone 	Batteries	Gas	Electricity
9) Chainsaw 	Batteries	Gas	Electricity
10) Camera 	Batteries	Gas	Electricity

PREVIEW

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Name: _____ 105

Curriculum Connection
C2.5

Where Does Energy Come From?

Energy comes from our environment. If we look in the right places, we can find all the energy we use. If we waste the energy, we will run out!

Food	Wood	Fossil Fuels (Oil, Coal, Gas)
		
Farms	Forests	Underground

PREVIEW

Directions Where do we find the energy in our environment?

1) Strawberries	Farms	Forests	Underground
2) Gasoline	Farms	Forests	Underground
3) Corn	Farms	Forests	Underground
4) Bread	Farms	Forests	Underground
5) Wood	Farms	Forests	Underground
6) Natural gas	Farms	Forests	Underground
7) Coal	Farms	Forests	Underground
8) Carrots	Farms	Forests	Underground
9) Oil	Farms	Forests	Underground
10) Tree bark	Farms	Forests	Underground

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Name: _____ 106

Curriculum Connection
C1.1, C2.5

Using Energy Responsibly



Directions Is the use of energy responsible – yes or no?

1) Ben turns the light off in the basement when he goes upstairs.	☑	☒
2) Ashley and her husband both drive to the same workplace.	☑	☒
3) Sam [illegible] so he doesn't have to drive.	☑	☒
4) Lily [illegible] than she plays video games.	☑	☒
5) Nora leaves [illegible] wants to watch it later.	☑	☒
6) Henry's dad leaves [illegible] goes shopping.	☑	☒
7) Dan opens the fridge for a [illegible]	☑	☒
8) Bella's family keeps their house really warm [illegible]	☑	☒
9) Alex keeps his house cool and wears a swe[illegible] blankets to stay warm.	☑	☒
10) In the summer, Jack's family opens windows to let [illegible] instead of running the air conditioner.	☑	☒

PREVIEW

Write and Draw What do you do to use energy responsibly?

_____

_____

_____

_____

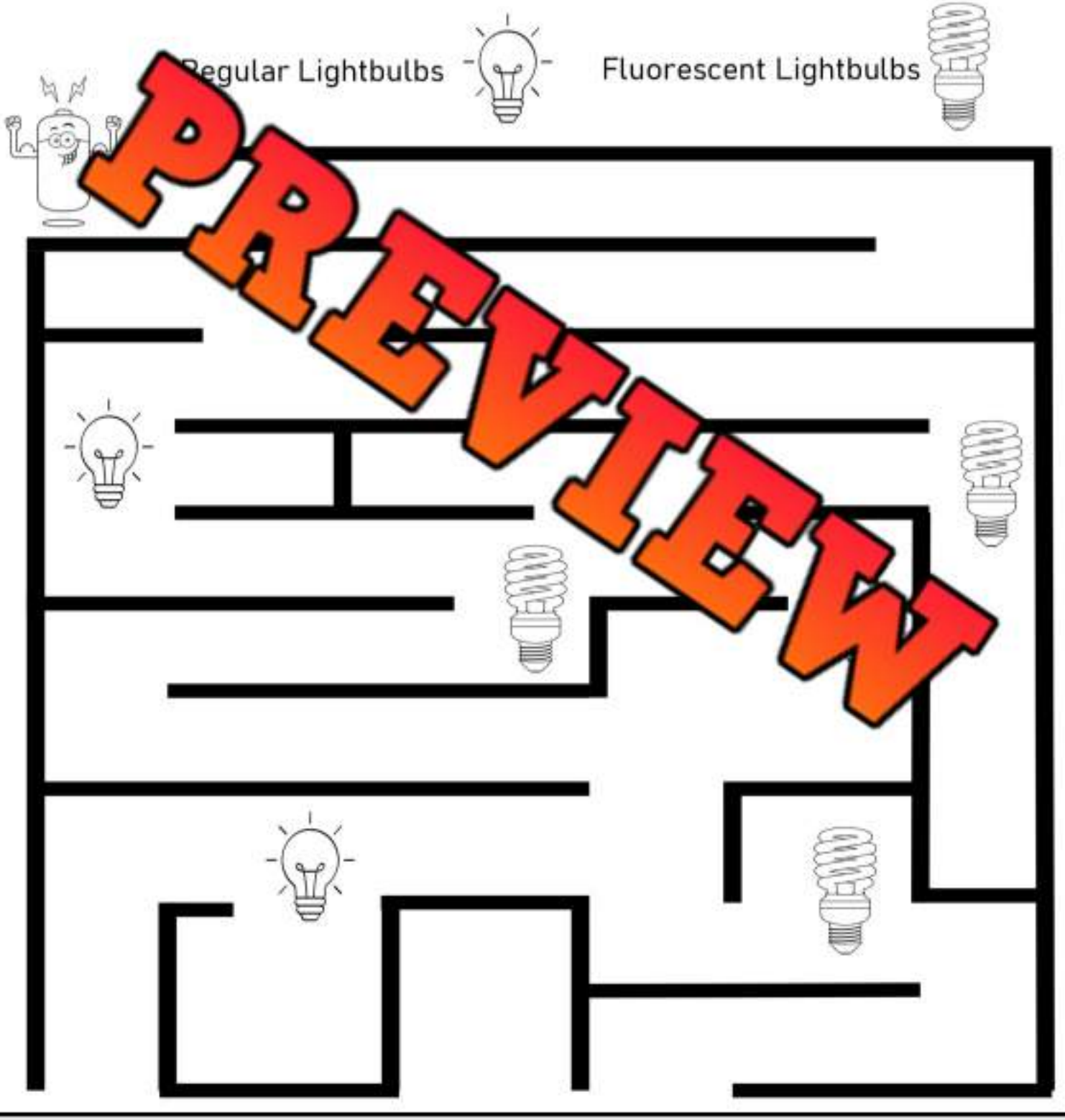
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Name: _____ 108

Curriculum Connection
C1.1, C2.5

Change Your Bulbs

Maze Did you know that fluorescent light bulbs use less energy than regular light bulbs. Help Mr. Energy find the fluorescent light bulbs! Colour them when he finds them.



PREVIEW

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Name: _____ 110

Curriculum Connection
A2.1, C2.2

Coding – Thermostat

A **thermostat** is a computer that uses code to turn our heating and air conditioning on and off. Thermostats help us save energy! When a thermostat heats our house up to the right temperature, it turns off and saves energy. When the house gets cold again, it turns back on.



Y[illegible] set your thermostat to not turn on when you ar[illegible]me. When you are at school and your par[illegible]rk, the thermostat can turn the heat off.

PREVIEW

Directions [illegible]ou [illegible] the thermostat on or off?

1)	No one is hom[illegible] the [illegible]	On	Off
2)	Your family comes h[illegible]e a[illegible]	On	Off
3)	You are going away on vaca[illegible]n.	On	Off
4)	It is the summer and your family i[illegible]me.	On	Off
5)	It is the spring so the temperature is nic[illegible]	[illegible]n	Off

Directions What temperature would you set your the[illegible]?

Cold - 18° C	Warm - 22° C	Hot - 25° C

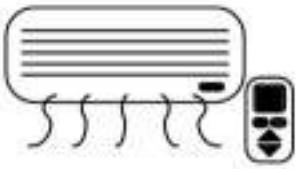
1)	It is very hot outside on a summer day.	
2)	It is the winter and is very cold outside.	
3)	It is bedtime and you like to sleep in the cold.	
4)	It is winter and you want to save energy.	
5)	It is summer and you want to save energy.	

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Name: _____ 111

Curriculum Connection
A2.1, C2.2

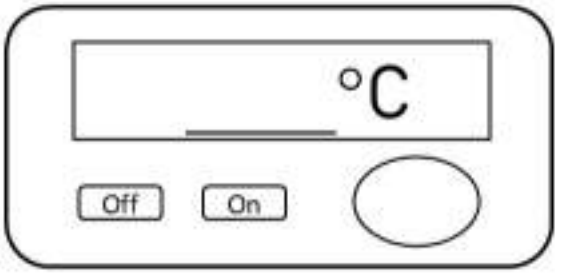
Directions Write the temperature on the thermostat



1)

Code – Instructions

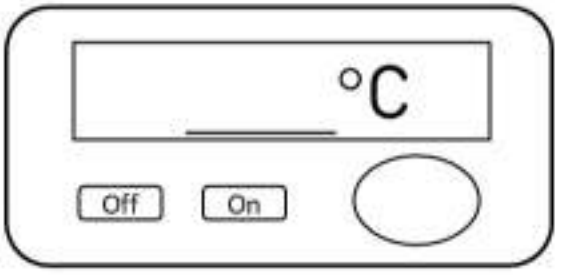
The thermometer reads 18°C + 3°C =



2)

Co uctions

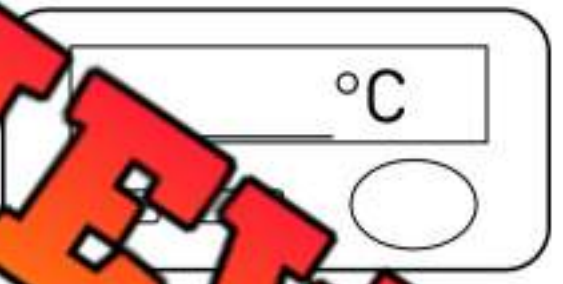
The thermon eads C =



3)

Code – Instructions

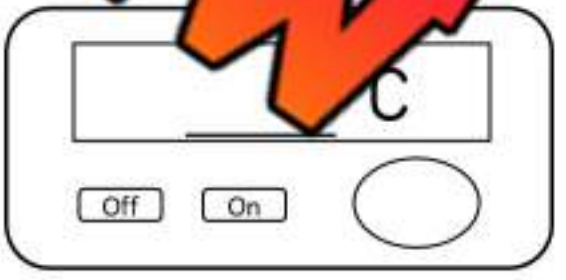
The thermometer reads 13°C + 6°C =



4)

Code – Instructions

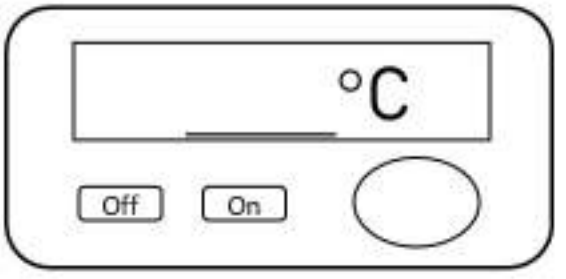
The thermometer reads 1°C + 20°C =



5)

Code – Instructions

The thermometer reads 15°C + 10°C =



PREVIEW

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Name: _____ 112

Curriculum Connection
C1.1, C2.6

Winter Energy Use

As the seasons change, we use energy differently. During the winter, people use more energy than during the summer. Here is why.

- When it is cold, people turn on their furnace which uses a lot of energy.
- Runni[illegible] your furnace all day, everyday uses a lot of energy.
- Peopl[illegible]side more and use their electronics (TVs, computers, tablets).
- It[illegible]r so people use light energy more.
- A [illegible]ses m[illegible] the winter because its tires don't grip the ground a[illegible]
- A home's wate[illegible]ter [illegible] in the winter, so it uses more energy.



PREVIEW

Lightbulbs	Computer or Tablet	Te[illegible]on
Gas Station - Car	Bathtub (hot water)	Furnace

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Name: _____ 113

Curriculum Connection
C1.1, C2.6

Which Season Uses More Energy?

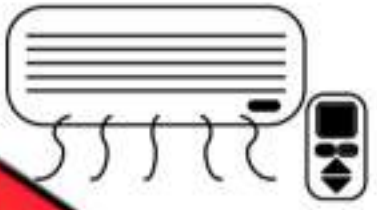
Seasons The pictures below use energy. Which season do you use the picture more?

Furnace



Summer	Winter

Air Conditioner



Summer	Winter

Boat



Summer	Winter

Lights



Summer	Winter



Summer	Winter

Fireplace



Summer	Winter

Lawnmower



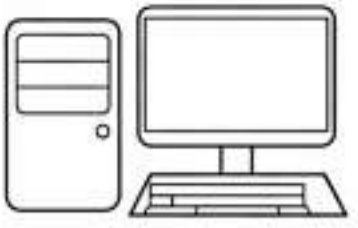
Summer	Winter

Snow Plow



Summer	Winter

Computer



Summer	Winter

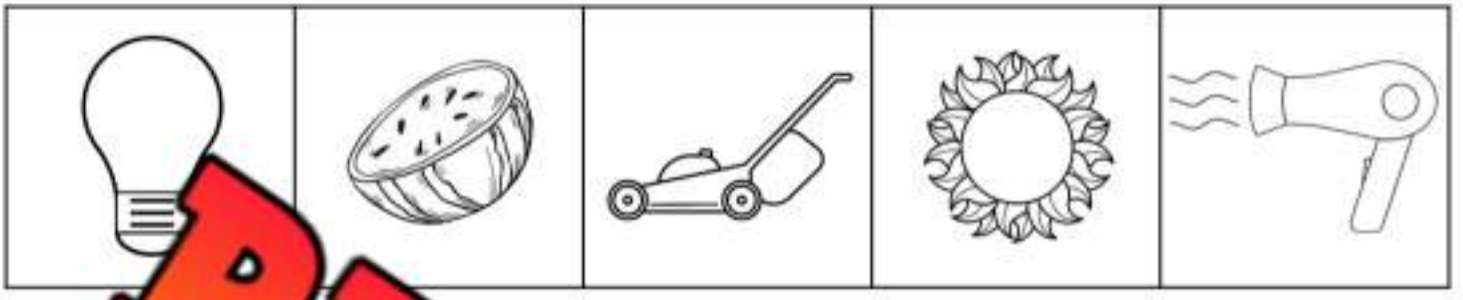
PREVIEW

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Name: _____ 115

Unit Test – Energy in Our Lives

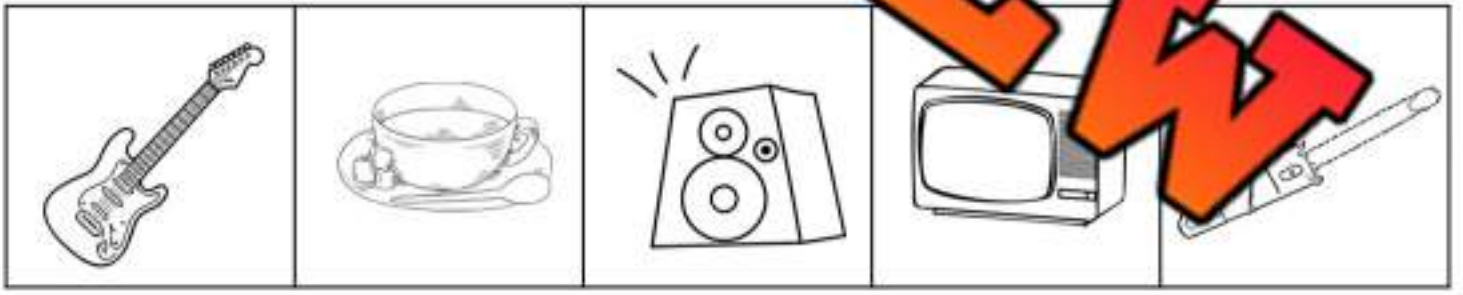
Heat Energy Circle the picture that is NOT heat energy.



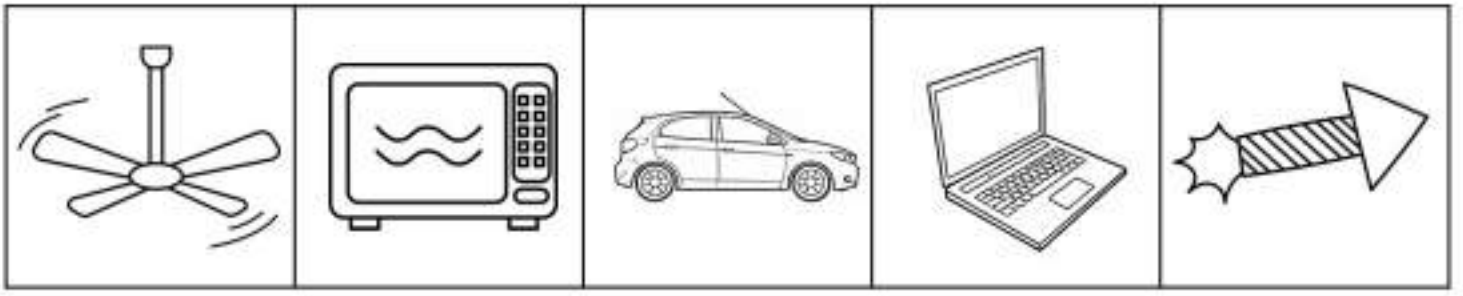
Light Ene Ci[illegible]ture that is NOT light energy.



Sound Energy Circle the picture that is NOT [illegible] en[illegible]



All 3 Types Circle the picture that does NOT make heat, sound, AND light.



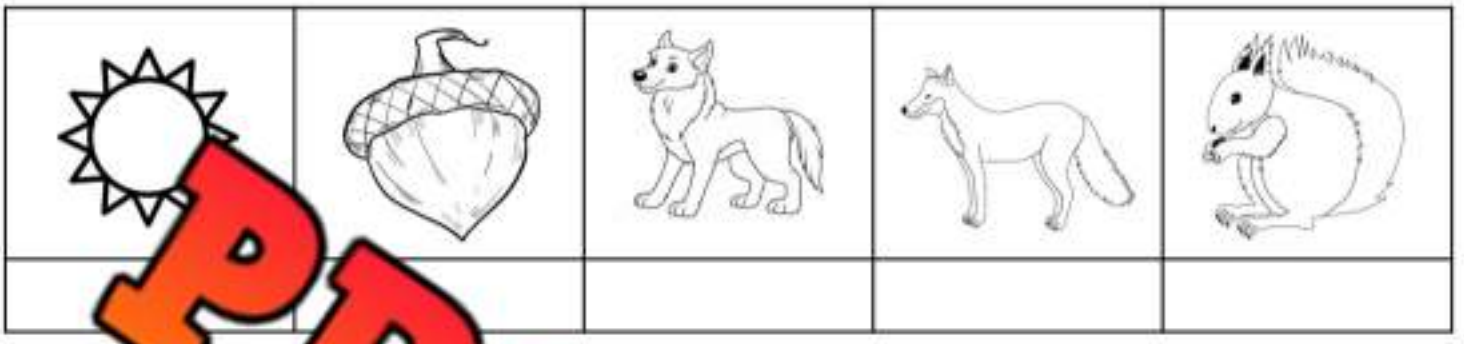
PREVIEW

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Energy Chain Order the plants and animals by numbering them.

5-Link Energy Chain

Number the plants/animals 1-5



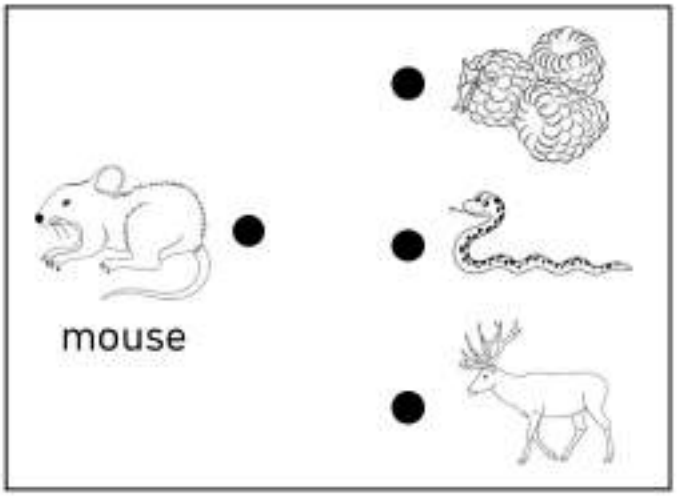
Energy Chain

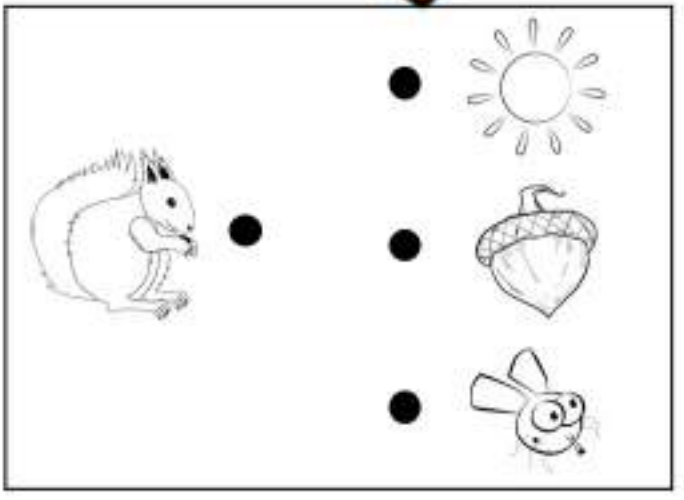
/animals 1-6



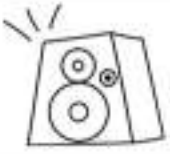
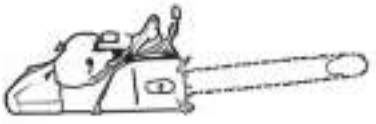
PREVIEW

Matching Draw a line from the plant/animal to what it eats f





Source of Energy | Does the thing below use batteries, gas, or electricity?

1) Lawnmower 	Batteries	Gas	Electricity
2) Car 	Batteries	Gas	Electricity
3) Tele 	Batteries	Gas	Electricity
4) Camera 	Batteries	Gas	Electricity
5) Watch 	ies	Gas	Electricity
6) Speaker 	eri		Electricity
7) Chainsaw 	Batteries		city
8) Lamp 	Batteries	Gas	Electricity
9) Phone 	Batteries	Gas	Electricity
10) Computer 	Batteries	Gas	Electricity

PREVIEW

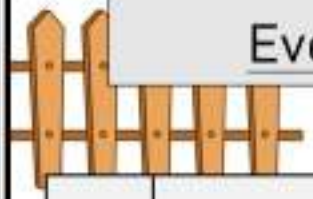
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Workbook Preview

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Grade 1 – Science Unit

Everyday Materials, Objects, and Structures





	Curriculum Expectations	Pages That Cover the Expectations
D1.1	identify the kinds of waste materials produced by humans, and plan and carry out a course of action for minimizing waste in the classroom or at home, explaining why each action is important	39-48
D1.2	assess everyday objects, including structures, that have similar purposes, in terms of the materials they are made from, the source of these materials, and what happens to these objects	29-31, 38-48, 76-78, 84-85
D2.1		4-85
D2.2		54, 56,
D2.3	including structures	, 23, 51-54, 56, 58-59
D2.4	describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses	51-52, 62-75, 84-85
D2.5	describe purposes of everyday objects, including structures	53-54, 56, 76-78
D2.6	identify properties of materials that enable the objects made from them to perform their intended function	22-23, 53-54, 56, 58-59, 89-90, 94-96
D2.7	identify different kinds of fasteners and describe uses for each	79-83, 89-90, 94-96
D2.8	identify sources in nature of some common materials that are used to make various objects, including structures	24-25, 27, 29-31

Preview of 75 pages from this product that contains 171 pages total.

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Grade 1 Science Unit

Strand A - STEM Investigation and Communication Skills

	Curriculum Expectations	Pages That Cover the Expectations
A1.1	use a scientific research process and associated skills to conduct investigations	17-19
A1.2	use a scientific experimentation process and associated skills to conduct investigations	15-16, 32-37, 86-88
A1.3	using design process and associated skills to design, build, and test devices, models, structures, and systems	57, 60-61
A1.4	follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, equipment, and materials	15-16, 32-37, 57, 60-61
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	15-16, 32-37, 57, 60-61
A2.1	write and execute code in investigations that involve modelling concepts, with a focus on creating and debugging precise instructions for simple algorithms	8, 55, 91-93
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life	101
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	20-21, 86-88
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	20-21, 86-88
A3.3	analyse contributions to science and technology from various communities	20-21, 97-100

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NAME: _____

MATERIALS, OBJECTS AND EVERYDAY STRUCTURES



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Name: _____ 8

Curriculum Connection
D2.1, D2.3

Materials

Materials are used to make things we use. The chair you are sitting in is made of materials. Chairs are often made of metal, wood, and plastic. Common building materials are:

				
[illegible]	[illegible]od	Plastic	Fabric	Glass

PREVIEW

Matching Dra[illegible]ne f[illegible]ing made to the material it is made of.


● ● [illegible]d


● ● Metal


● ● Plastic


● ● Fabric


● ● Glass


● ● Wood

● ● Metal


● ● Plastic


● ● Fabric

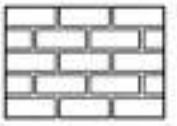

● ● Glass

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Name: _____ 9

Curriculum Connection
D2.1, D2.3

Matching Write the letter from the example beside the material.

	Material		Example	
1)	Rubber	☐	A)	
2)	[illegible]ic	☐	B)	
3)	Woo[illegible]	☐	C)	
4)	Stone	☐	D)	
5)	Fabric	☐		
6)	Glass	☐		
7)	Metal	☐	G)	
8)	Brick	☐	H)	
9)	Wool	☐	I)	
10)	Leather	☐	J)	

PREVIEW

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Name: _____ 10

Curriculum Connection
D2.1

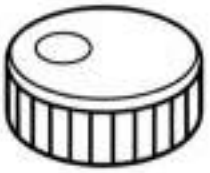
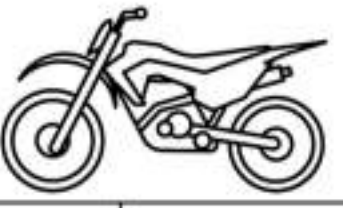
What are Objects?

Objects are the things we see in our lives. Objects can be touched. Some objects are made of just one material, while others are made of more than one material. Check out the examples below.

	
One M[illegible]jects	More Than One Material Objects

PREVIEW

Directions Circle [illegible]he[illegible] made of 1 or more than 1 material.

		
1 / More Than 1	1 / More Tha[illegible]	1 / [illegible]ore Than 1
		
1 / More Than 1	1 / More Than 1	1 / More Than 1
		
1 / More Than 1	1 / More Than 1	1 / More Than 1

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Name: _____ 11

Curriculum Connection
D2.1

Directions Circle whether it is an object or not.

Dream	Cereal	Shoes
		
Yes / No	Yes / No	Yes / No

Love	[illegible]	Idea
		
Yes / No	Yes / No	Yes / No

Chair	Desk	Table
		
Yes / No	Yes / No	Yes / No

PREVIEW

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Name: _____ 13

Curriculum Connection
D2.1, D2.3

Objects Made of Materials

Directions Look at the object and circle the materials it is made of.



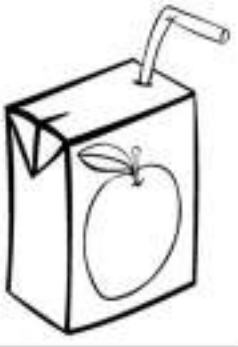
Me	Wood	Glass	Rubber	Graphite



Metal	Wood		Rubber	Cloth



Metal	Wood	Plastic	Rubber	Cloth



Paper	Wood	Plastic	Rubber	Cloth

PREVIEW

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Name: _____ 14

Curriculum Connection
D2.1, D2.3

Directions What materials are the objects in your life made of?

1) Your shoes



Cloth	Rubber	Stone	Metal	Wood	Plastic

2) Your school



Brick	Rubber	Stone	Metal	Wood	Plastic

3) Your desk or table



Cloth	Rubber	Glass	Metal	Wood	Plastic

4) Your chair



Cloth	Rubber	Stone	Metal	Wood	Plastic

5) A playground



Cloth	Rubber	Stone	Metal	Wood	Plastic

PREVIEW

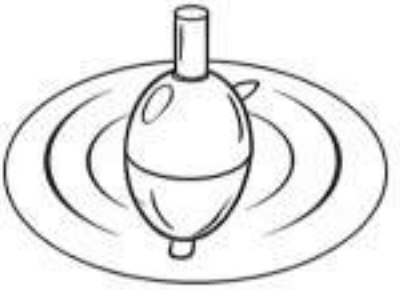
Name: _____ 15

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

Experiment – Objects Sink or Float?

Research Question Will the objects sink or float?

If we put the object in water, will it sink or float?



Materials What do we need for our experiment?

- One [illegible] of water
- [illegible] issors, eraser, paper ball, [illegible] bloc[illegible] ttle, stick, rock, pencil
- Recordi[illegible]



Method How do we [illegible] iment?

1) One at a time, place the obj[illegible]ct in [illegible]
2) Record whether it sinks
3) Answer the questions



Hypothesis Will the object float or sink?

Objects You Will Test	Float
Scissors	
Pencil	
Eraser	
Plastic Block	
Rock	
Stick	
Water bottle	
Paper Ball	

PREVIEW

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Name: _____ 16

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



Observations

Did the object sink or float?

Objects	Float or Sink
Scissors	
Pencil	
Eraser	
ti- Block	
Wate ttl	
Paper Ba	

PREVIEW

Results

Answer the questio below

1) Which objects float?	
Heavy	Light
2) Do metal objects float or sink?	
Sink	Float
3) Do wood objects sink or float?	
Sink	Float
4) Do plastic objects sink or float?	
Sink	Float

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Name: _____ 18

Curriculum Connection
A1.1

Sink or Float

Sink or Float? Will the object sink or float? Circle your answer.



Sink | Float



Sink | Float



Sink | Float



Sink | Float



Sink | Float



Sink | Float



Sink | Float



Sink | Float



Sink | Float



Sink | Float



Sink | Float



Sink | Float

PREVIEW

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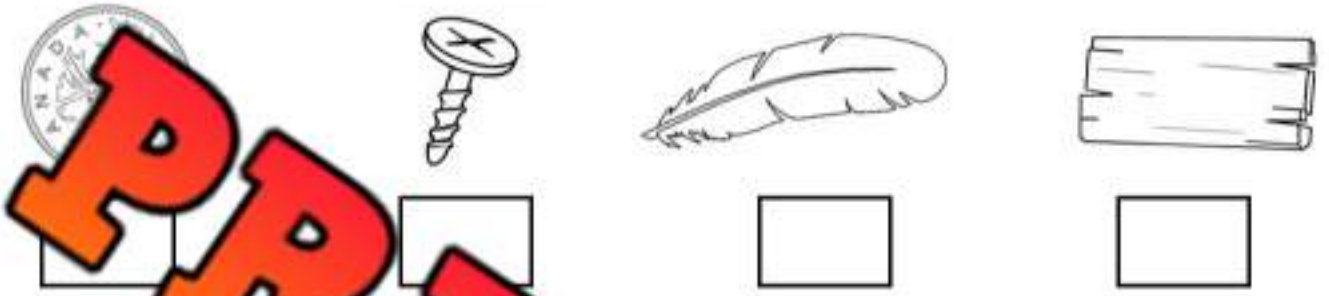
Curriculum Connection
A1.1

Exit Cards

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

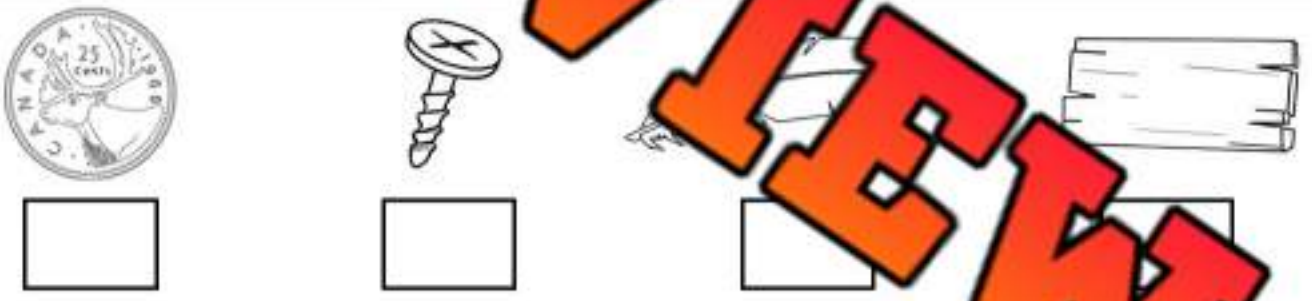
Name: _____

Order the objects from most likely to float to most likely to sink.



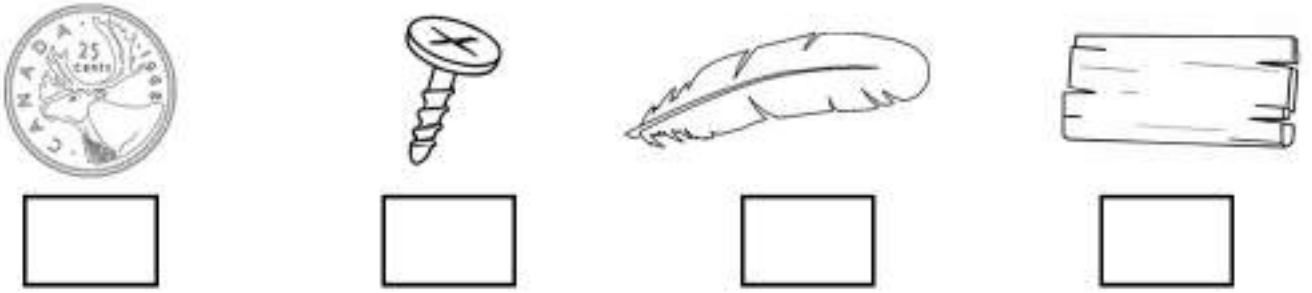
Name: _____

Order the objects from most likely to float to most likely to sink.



Name: _____

Order the objects from most likely to float to most likely to sink.



PREVIEW

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Name: _____ 23

Curriculum Connection
D2.1, D2.3, D2.6

Activities – Materials

Word Search Find the words from the word bank.

Rubber	Plastic	Wood	Fabric	Stone
Glass	Metal	Brick	Wool	Leather

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

PREVIEW

Word Scramble Unscramble the words from the word bank.

REBBUR		FBAIRC	
SNOTE		WODO	
PTASILC		GALSS	
LHAETER		WLOO	
BICRK		MTAEL	

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Name: _____ 24

Curriculum Connection
D2.8

Where Materials Come From

Directions Write the materials that are found in the pictures below.

Cloth	Rubber	Plant	Metal	Wood	Paper

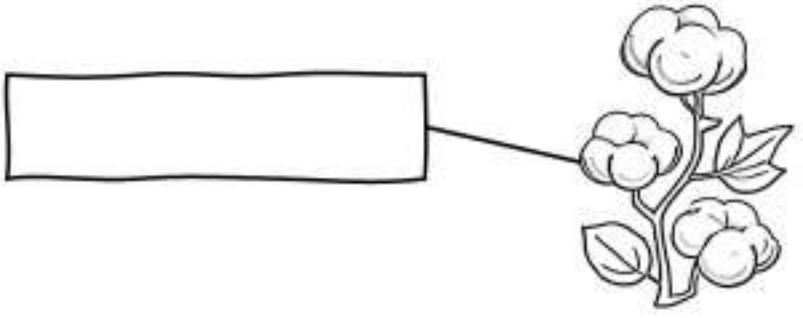


PREVIEW

Cloth	Rubber	Sto	Me	Wood	Plastic



Cloth	Rubber	Stone	Metal	Wood	Paper



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Name: _____ 25

Curriculum Connection
D2.8

Where Materials Come From

Question	What are they made of?

Wood	Glass	Rock	Metal	Wool



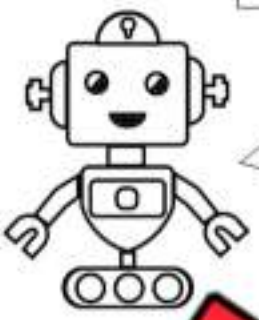
PREVIEW

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Name: _____ 26

Curriculum Connection
A2.1

Coding – Making Materials



Hi, my name is Levi. My job is to take things from our environment and make materials from them. Can you help me by coding directions for me to get my work done?



PREVIEW

Direct ...rite the order of the code for making paper.

Step Numb	Code – Instruction
	...e tr... tree
	Cut the ...nto ...ces called pulp
	Cut down tree
	Spread the pulp and ...t int...
	Cut off the branches

Directions Write the order of the code for maki...

Step Number	Code – Instruction
	Turn the cotton balls into yarn
	Pick the cotton ball off the plant
	Dye the yarn to make it different colours
	Clean the cotton balls
	Use the coloured yarn to make clothing

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Name: _____ 27

Curriculum Connection
D2.8

Materials – Wood and Paper Products

Directions Fill in the flowchart below by drawing pictures.

Trees





Logs

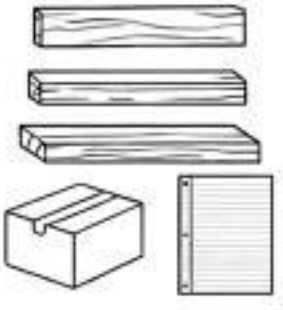


Firewood

Lumber

Pulp





Cardboard

Paper

PREVIEW

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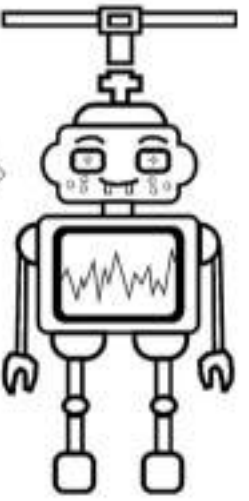
Name: _____ 28

Curriculum Connection
A2.1

Coding – Drawing Trees

Directions Follow the code from Nora to draw a tree.

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



run pr
straight line on the bottom of page
aw a nk straight up
dra wavy ches off the trunk
draw sm w off those branches
draw the leave sm nches
colour the trunk and bra d the leaves green

PREVIEW

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Name: _____ 29

Curriculum Connection
D1.2, D2.8

Recycling – Paper

Cycle Cut and paste the recycling process of paper products.



PREVIEW













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Name: _____ 34

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

Can you Poke a Hole in a Balloon?

Hypothesis Can you poke a hole in a balloon without popping it?

Yes	No

Materials What do we need for our experiment?

- [illegible]
- Vaseline or lip chap
- Wooden skewer

PREVIEW

Method How do we [illegible] experiment?

1) Blow up the balloon but not [illegible] way
2) Tie the balloon
3) Dip the pointy end of the skewer in the vaseline or rub lip chap on the pointy end
4) Stick the pointy end into the area near the knot that isn't fully stretched. The area will be darker.
5) Pull out the skewer
6) Try sticking the skewer into the opposite side of the balloon where there is a dark spot.
7) Stick the skewer right through the balloon and into the knot on the other side





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Name: _____ 35

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

Results Answer the questions below.

1) What happened when you poked the balloon?

2) If you poked the balloon in another place, what would happen?

3) Why didn't the balloon pop?

a) The balloon is stiff and won't stretch

b) The balloon is stretchy in those areas, so it stretches around the stick

c) The balloon is stretchy, so the hole opens up and stretches

4) Draw a picture of the balloon with the stick through it.

PREVIEW

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Name: _____ 36

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

Materials – Catching Bubbles

Hypothesis Which materials do you think will catch bubbles?

Sharp	Smooth	Waterproof	Absorbent

Materials What do we need for our experiment?

- ✓ [illegible]
- ✓ Bu[illegible]le wa[illegible]ke bubbles with
- ✓ Paper t[illegible]
- ✓ Materials t[illegible]h bu[illegible]e
  1) Wax Pape[illegible]
  2) Aluminum fo[illegible]
  3) Paper
  4) Plastic wrap
  5) Cardboard
  6) Pavement – bumpy surface



PREVIEW

Method How do we complete the experimen[illegible]

1) Setup your first material by putting it on a table or on th[illegible]ound.
2) Blow bubbles gently on to the material.
3) Did the material catch the bubble or did the bubble break?
4) Record your results on the back of the page.
5) Before trying the next material, use the paper towel to dry the area.
6) Repeat the steps above for each of the materials.

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Name: _____ 37

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

Observations

Which materials caught the bubbles?

Material	Yes	No
Wax Paper	Yes	No
Paper	Yes	No
Aluminum Foil	Yes	No
Plastic Wrap	Yes	No
[illegible]	Yes	No
[illegible]	Yes	No





PREVIEW

Results

Answer the questions below.

1) Which materials were the best at catching bubbles?

Sharp	Smooth	Waterproof	[illegible]

2) What happened when the bubbles touched a bumpy material?

3) What happened when the bubbles touched a surface that sucked up the water?

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Name: _____ 39

Curriculum Connection
D1.1, D1.2

Recycling Materials

Recycling Circle the objects that are made of materials that can be recycled.



PREVIEW

Write and Draw What things in your cl[illegible]

	Name
1)	
2)	
3)	
4)	
5)	
6)	

Dr[illegible]

© Super Simple Sheets

Name: _____ 40

Curriculum Connection
D1.1, D1.2

Colour Colour the recycling items blue and the trash red. Recyclable materials may include paper products, glass, metals and plastics

Colour the recyclable objects **blue**.



Colour the trash objects **red**.





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Name: _____ 44

Curriculum Connection
D1.1, D1.2

Recycle Maze Fun

The boy has a can, a paper, and a plastic bottle. Use coloured pencils to draw 3 paths and help him put each item in the correct recycling bin! Use yellow for paper, blue for plastic, and red for metal.









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Name: _____ 45

Curriculum Connection
D1.1, D1.2

7 R's of Waste Management

Directions Copy and paste the 7 R's into the correct places.





Recycle

gift

Refuse

Rethink

Repair

Reduce

Re-use





PREVIEW

Find new uses for old objects

Give your old things to someone else

Don't buy things you don't need

Use less things

Get rid of things in the proper bins

Fix broken things instead of throwing them out

Think about everything you do that affects the environment

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Name: _____ 46

Curriculum Connection
D1.1, D1.2

Assignment – 7 R's Poster Plan

Plan Follow the instructions below to complete your plan.

1) Which of the 7 R's will you choose for your poster? Write it large as practice for your poster.

2) Write a slo[gan] po[ster] below. You can choose from one of the slogans or make your[s] [ch]nge t[he] recycle below to your R.

- Clean up the Earth[,] [on]ly ho[me] have
- Pollution is not a solu[tion]
- One Earth, One Chance
- Think Green
- Rebirth our Earth
- Don't be trashy, recycle
- Don't throw away, recycle for another da[y]
- Eat, Sleep, Recycle
- Got Pollution, Be the Solution! Recycle!
- Keep Calm and Recycle
- Once is not enough, Recycle
- Recycle – Do it for us kids!

Your Slogan

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

PREVIEW

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Name: _____ 47

Curriculum Connection
D1.1, D1.2

Colour A child is putting trash in the recycling bin to keep the park clean. Colour the picture to show how we take care of our Earth and keep our surroundings clean!



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Name: _____ 48

Curriculum Connection
D1.1, D1.2

Activities - Waste

Word Search

Find the words from the word bank.

Recycle	Reduce	Reuse	Repair	Rethink
Refuse	Regift	Waste	Plastic	Paper

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

PREVIEW

Word Scramble

Unscramble the words from the word bank.

RITHENK		RCLECYE	
PEAPR		REIGFT	
RFUESE		RESUE	
RESUE		PLSTAIC	
WSATE		RAEPIR	

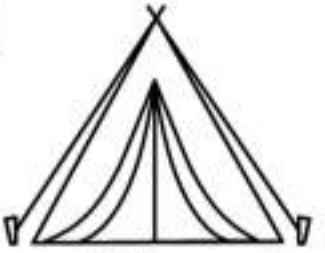
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Name: _____ 49

Curriculum Connection
D2.2

Human-Made and Natural Structures

A structure is a when we put materials together to build things we need.
Structures are also objects, but they hold the object together.
A **structure** is the frame of an object. Objects are held together by their structure.



We natural structures that happen in our environment. We can also see ures that people have built.

PREVIEW

Directions Wh structure is human-made or natural?



Natural	Human-Made



Natural	Hu ade	Human-Made



Natural	Human-Made



Natural	Human-Made



Natural	Human-Made



Natural	Human-Made



Natural	Human-Made



Natural	Human-Made



Natural	Human-Made

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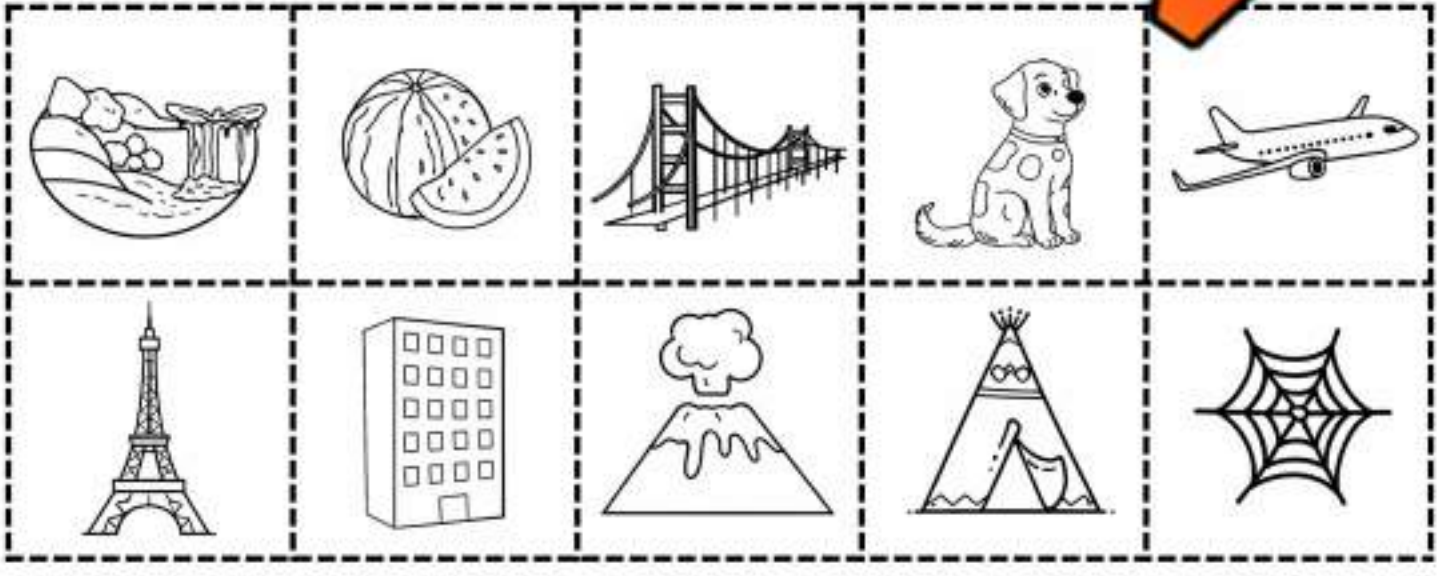
Name: _____ 50

Curriculum Connection
D2.2

Questions Cut and paste the structures putting them in the right category

Natural Structures	Human-Made Structures

PREVIEW



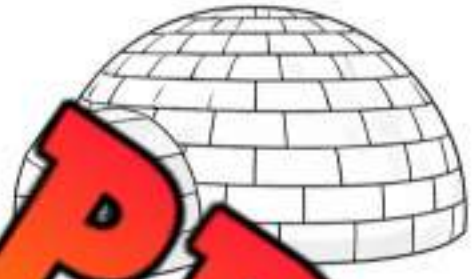
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Name: _____ 51

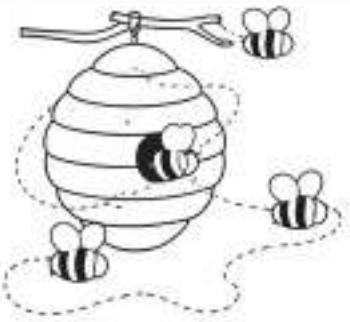
Curriculum Connection
D2.3, D2.4, D2.6

Structures – Shelters

Questions Circle the materials used in the structure. Then answer the questions.

	Wood	
	Ice	
	Water	
	Stone	
	Metal	
Is th[illegible] str[illegible]?	Yes	No
Human-[illegible]or N[illegible]	Human-Made	Natural

	Wood	
	Leather	
	[illegible]bric	
	[illegible]	
	Met[illegible]	
Is the structure strong?	Yes	[illegible]
Human-Made or Natural?	Human-Made	[illegible]ral

	Wood	
	Plastic	
	Wax	
	Straw	
	Grass	
Is the structure strong?	Yes	No
Human-Made or Natural?	Human-Made	Natural

PREVIEW

Name: _____ 52

Curriculum Connection
D2.3, D2.4, D2.6

Questions Circle the materials used in the structure. Then answer the questions.

	Wood	
	Plastic	
	Glass	
	Brick	
	Metal	
Is the structure strong?	Yes	No
Human-Made or Natural?	Human-Made	Natural

	Wood	
	Plastic	
	Fabric	
	[illegible]	
	[illegible]	
Is the structure strong?	[illegible]	[illegible]
Human-Made or Natural?	Human-Made	[illegible]

	Wood	
	Plastic	
	Mud	
	Straw	
	Grass	
Is the structure strong?	Yes	No
Human-Made or Natural?	Human-Made	Natural

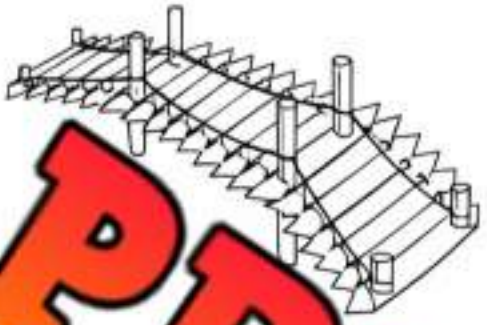
PREVIEW

Name: _____ 53

Curriculum Connection
D2.2, D2.3, D2.5, D2.6

Structures – Bridges

Questions Circle the materials used in the structure. Then answer the questions.

	Wood	
	Plastic	
	Glass	
	Brick	
	Metal	
Is the structure strong?	Yes	No
What is the structure used for?	People Walking	Cars Driving

	Wood	
	Plastic	
	Brick	
	Metal	
Is the structure strong?	Yes	
What is the structure used for?	People Walking	Cars Driving

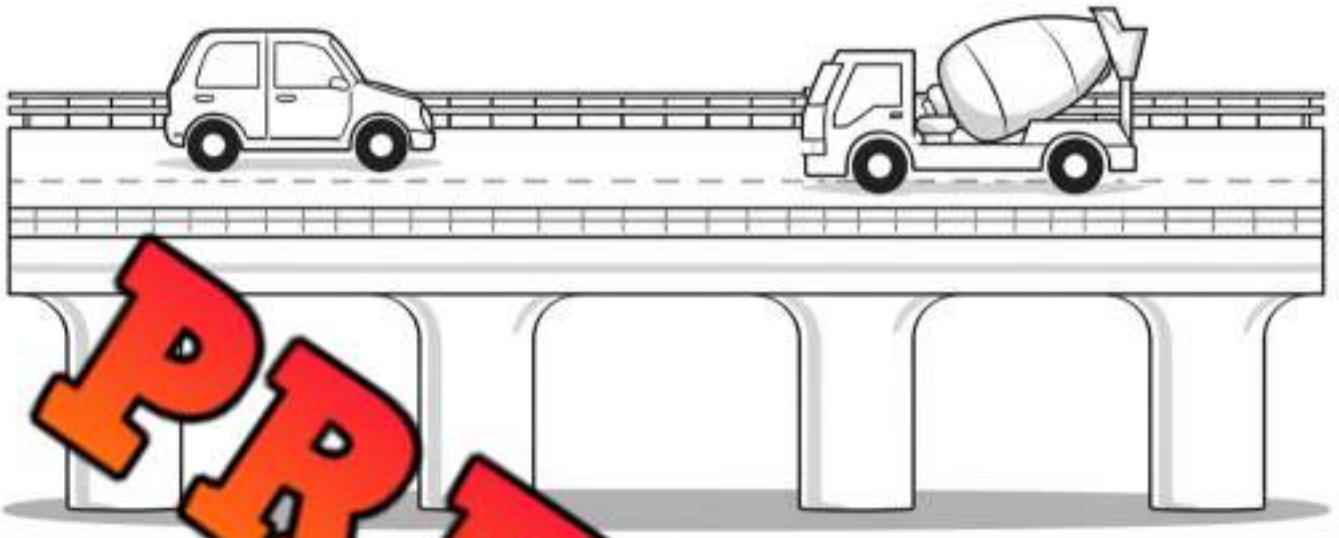
	Wood	
	Plastic	
	Stone	
	Metal	
	Fabric	
Is the structure strong?	Yes	No
What is the structure used for?	People Walking	Cars Driving

PREVIEW

Name: _____ 54

Curriculum Connection
D2.2, D2.3, D2.5, D2.6

Questions Circle the materials used in the structure. Then answer the questions.



Brick	Wood
Metal	Plastic
Stone (concrete)	Glass

1) Is the structure strong?	Yes	No
2) What is the structure used for?	People Walking	Cars Driving

3) Why did this bridge need to be built strong?

4) Why wouldn't you use wood and plastic for this bridge?

PREVIEW

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Name: _____ 55

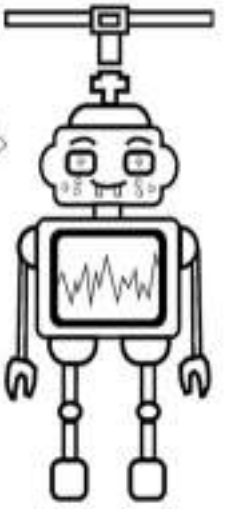
Curriculum Connection
A2.1

Coding – Drawing Bridge

Directions Follow the code from Nora to draw a bridge.

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

run pro
d ground line at the bottom
two t ping up (one on each side)
draw a e a the top to connect them
draw a cur e u ge (like a rainbow)
draw short lines n fr p to the bottom
draw small lines on to e a
colour your bridge



PREVIEW

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Name: _____ 56

Curriculum Connection
D2.2, D2.3, D2.5, D2.6

Structures – Towers

Questions Circle the materials used in the structure. Then answer the questions.



Brick	Wood
Metal	
Stone (concrete)	Glas
1) Is the structure strong?	Yes

2) Why does the tower need to be built strong?

_____

_____

3) Why wouldn't you use wood and plastic for the tower?

_____

_____

PREVIEW

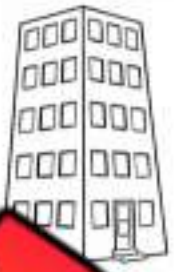
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Name: _____ 58

Curriculum Connection
D2.3, D2.6

Strong Structures

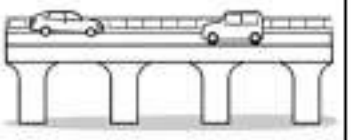
Order Order the shelters below from weakest (1) to strongest (5).




1) What materials were used in the weakest shelter?			
Wood		Fabric	Stone
2) What materials were used in the strongest shelter?			
Wood	Metal		Stone

Order Order the bridges below from weakest (1) to strongest (4).



1) What materials were used in the weakest bridge?			
Wood	Metal	Fabric	Stone
2) What materials were used in the strongest bridge?			
Wood	Metal	Fabric	Stone

PREVIEW

Name: _____ 60

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

Experiment – Triangles

Research Question What are we trying to learn more about?

Are triangles the strongest shape to use in structures?

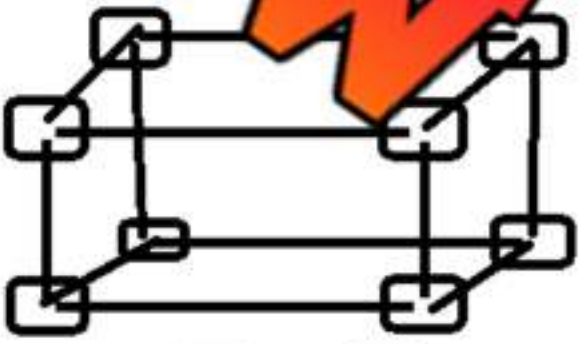
Hypothesis Will a rectangular structure or triangular structure be stronger?

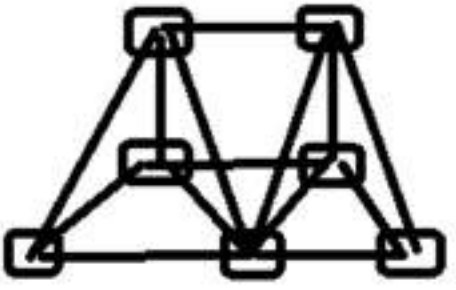
Materials What wit[illegible] [illegible]eriment?

- Gummies – as fasteners
- Toothpicks
- Weight – books, wood blocks, anything t[illegible] res[illegible]ed on a structure

Method How will you complete the experiment?

1) Create a rectangular prism using the toothpicks and gummies
2) Rest one weight on the prism. Add weight and record how much the structure supported
3) Create a structure using triangles. You will need to keep adding triangles until the structure can support a weight





PREVIEW

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Name: _____ 61

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

Observations | What happened?

Which structure held more?	
Triangle Prism	Rectangular Prism

Results | Answer the questions below.

1) W[illegible] correct or incorrect? Explain.

2) Which shape is the st[illegible]t?

Triangles	[illegible]tangles

3) Draw a diagram of your structure.

PREVIEW

Name: _____ 62

Curriculum Connection
D2.4

Our 5 Senses

Fill in the Blanks Fill in the blanks below.

Word Bank		
Taste	See	Touch
Hear	Smell	



PREVIEW

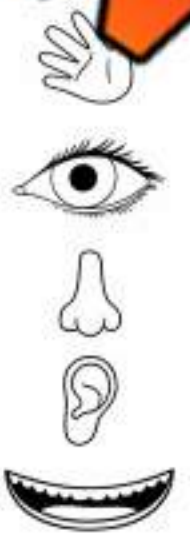
1) I can _____ with my hands.

2) I can _____ with my eyes.

3) I can _____ with my nose.

4) I can _____ with my ears.

5) I can _____ with my mouth.



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Name: _____ 63

Curriculum Connection
D2.4

Our 5 Senses

Matching Draw a line matching how we use each organ.

Smell

Touch

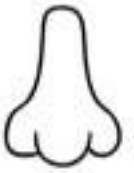
Hear

See

Taste









PREVIEW

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

Taste	See	Hear	Touch	Smell

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Name: _____ 64

Curriculum Connection
D2.4

Five Senses – Hearing

Directions Colour the things that you can hear.



PREVIEW

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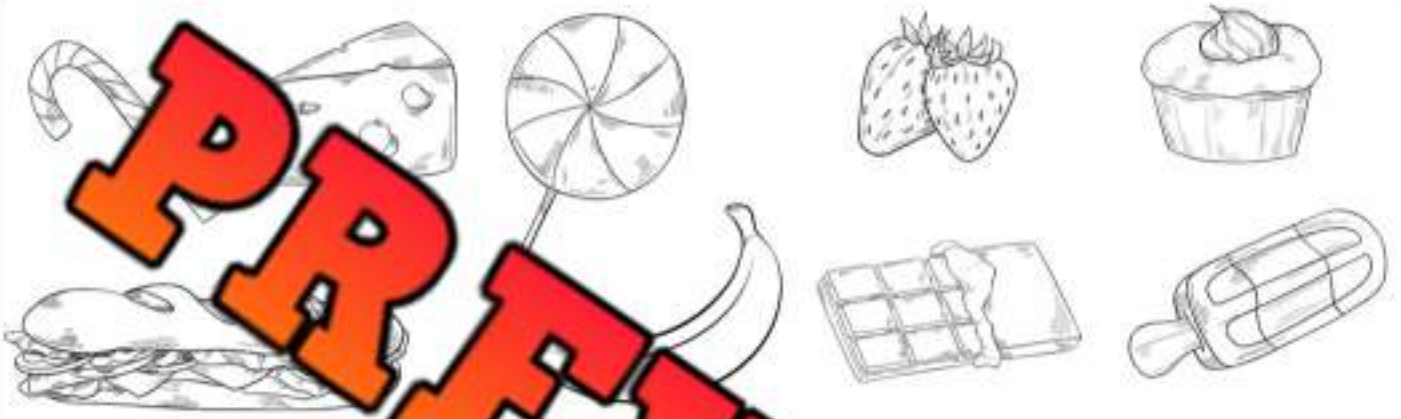
Name: _____ 65

Curriculum Connection
D2.4

Five Senses – Taste

Questions Answer the questions below.

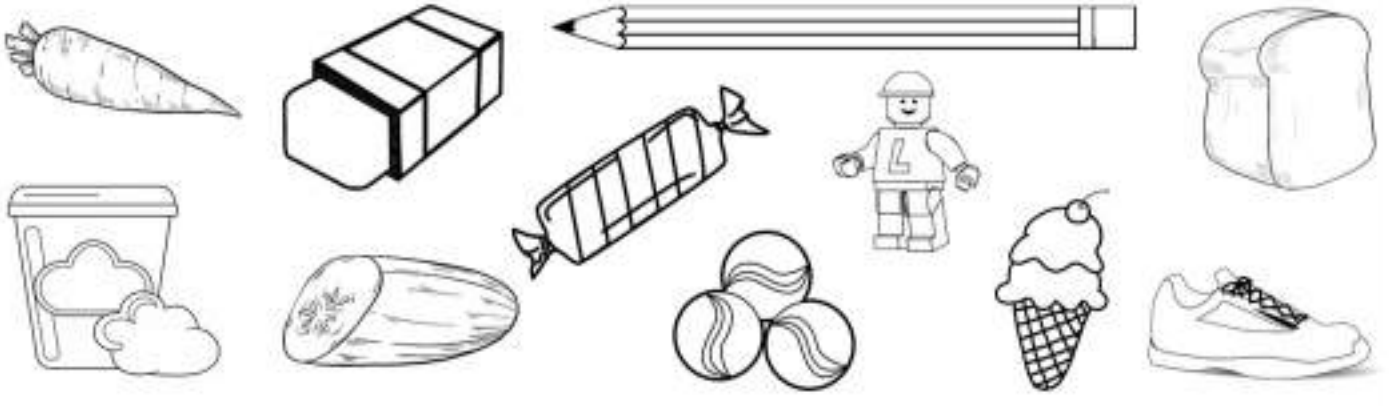
1) Circle the things that taste sweet.



2) Circle the things that taste salty.



3) Circle the things we shouldn't taste.



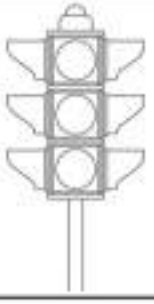
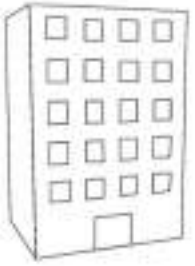
PREVIEW

Name: _____ 66

Curriculum Connection
D2.4

Five Senses – Seeing

Directions Circle the best adjectives that describe the picture.

	Tall Short Thin Wide Bright Dull Curved Square
	Short Thin Wide Dull Curved Square
	Tall Wide Bright Square
	Tall Short Thin Wide Bright Dull Curved Square
	Tall Short Thin Wide Bright Dull Curved Square

PREVIEW

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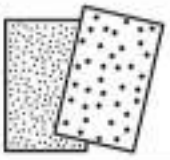
Name: _____ 67

Curriculum Connection
D2.4

Five Senses – Touch

Directions Use the word bank to describe the objects.

Word Bank		
Hard	Soft	Smooth
[illegible]	Bumpy	Sharp

	[illegible]tack feels _____
	sp[illegible] _____
	The desk feel[illegible] _____
	The sand paper feels _____
	The basketball feels _____
	The teddy bear feels _____
	The marker feels _____

PREVIEW

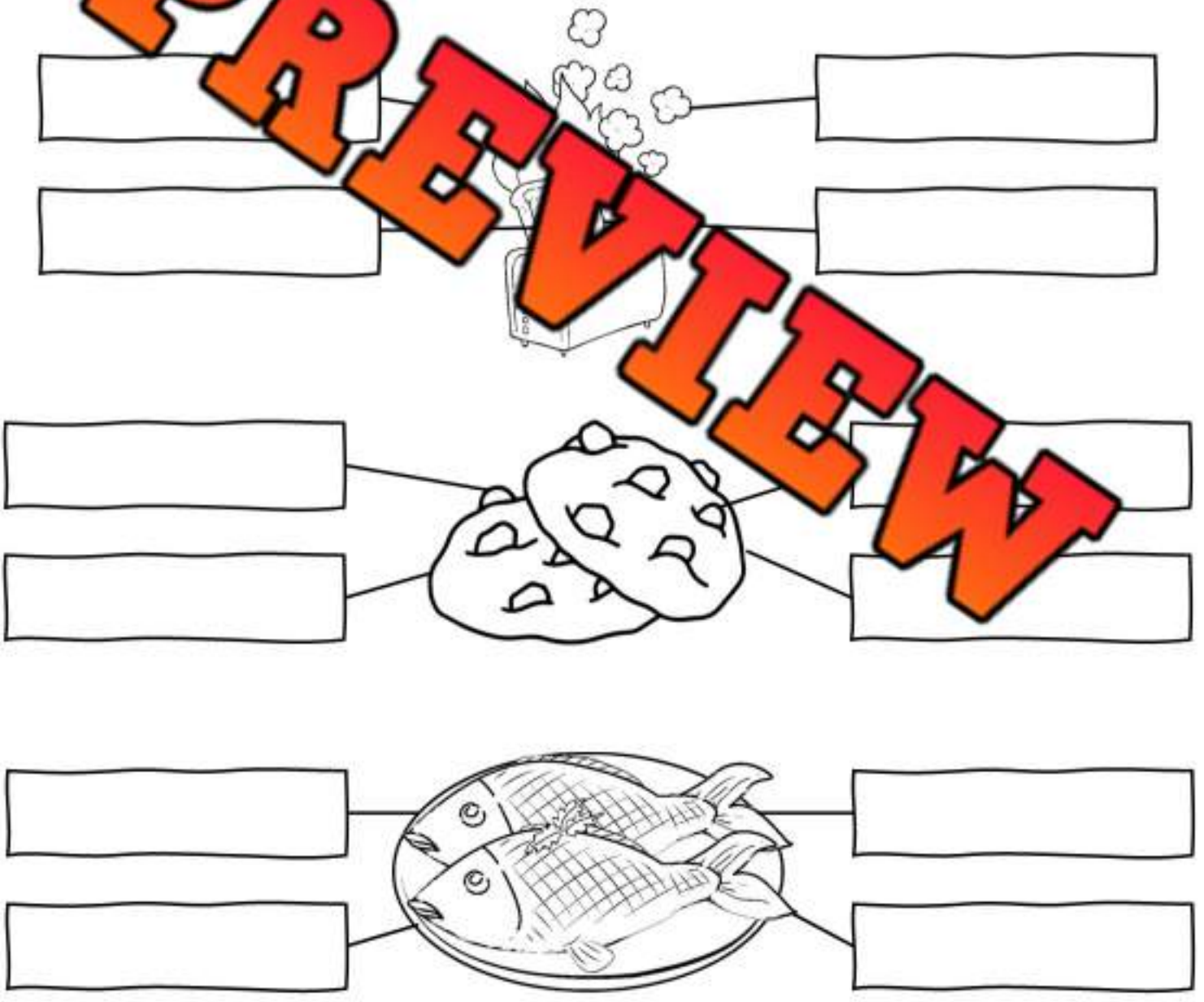
Name: _____ 68

Curriculum Connection
D2.4

Five Senses – Smell

Directions Use the word bank to describe the smell of the food.

Word Bank				
Good	Bad	Chocolaty	Stinky	Sweet
Yum	Scorched	Fishy	Rotten	Burnt



PREVIEW

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Name: _____ 69

Curriculum Connection
D2.4

Five Senses – Describing Objects

Brainstorm Use the word bank or your own words to describe the hot chocolate.

Smell	Taste	Touch	See	Hear
Stinky	Good	Hard	Tall	Loud
Burnt	Sweet	Soft	Short	Quiet
Swe	our	Bumpy	Wide	Silent
Rot		Hot	Thin	Deep
Good		Smooth	Colour	Whisper

PREVIEW



Hot Chocolate

Writing Describe the hot chocolate using the words you chose.

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Curriculum Connection
D2.4

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!

Eye	Ear
Nose	Hand
Mouth	

Mark

1) I help you hear sounds like music and talking.	
2) I help you taste sweet and sour food.	
3) I help you see colours and shapes.	
4) I help you feel things like soft and rough.	
5) I help you smell flowers and food.	

Name: _____

Guess who I am and write the answer!

Eye	Ear
Nose	Hand
Mouth	

Mark

1) I help you hear sounds like music and talking.	
2) I help you taste sweet and sour food.	
3) I help you see colours and shapes.	
4) I help you feel things like soft and rough.	
5) I help you smell flowers and food.	

Name: _____

Guess who I am and write the answer!

Eye	Ear
Nose	Hand
Mouth	

Mark

1) I help you hear sounds like music and talking.	
2) I help you taste sweet and sour food.	
3) I help you see colours and shapes.	
4) I help you feel things like soft and rough.	
5) I help you smell flowers and food.	

PREVIEW

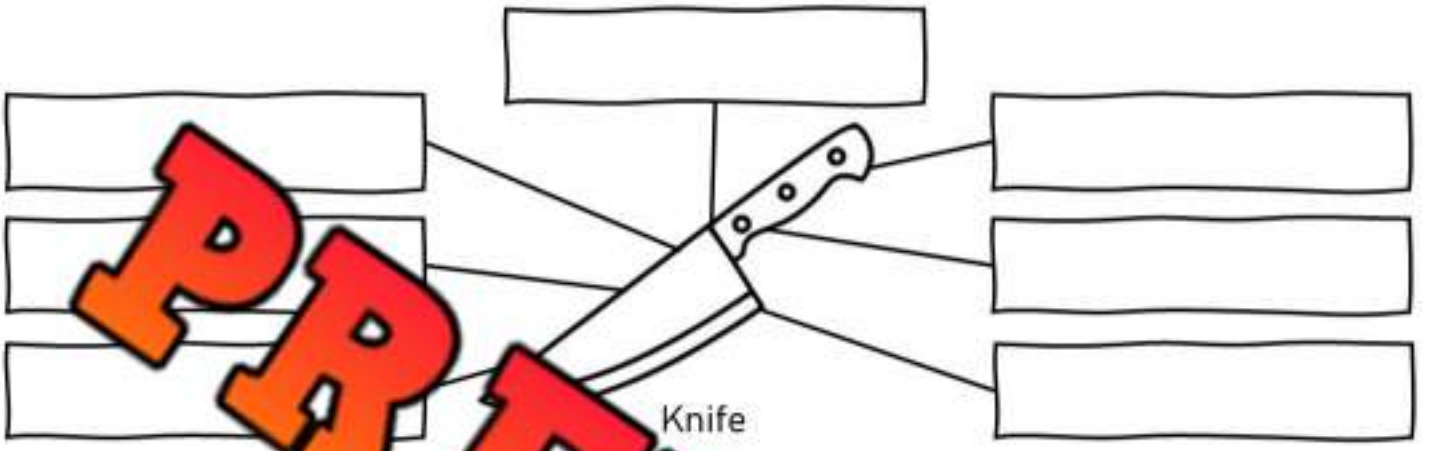
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Name: _____ 72

Curriculum Connection
D2.4

Five Senses – Describing Objects

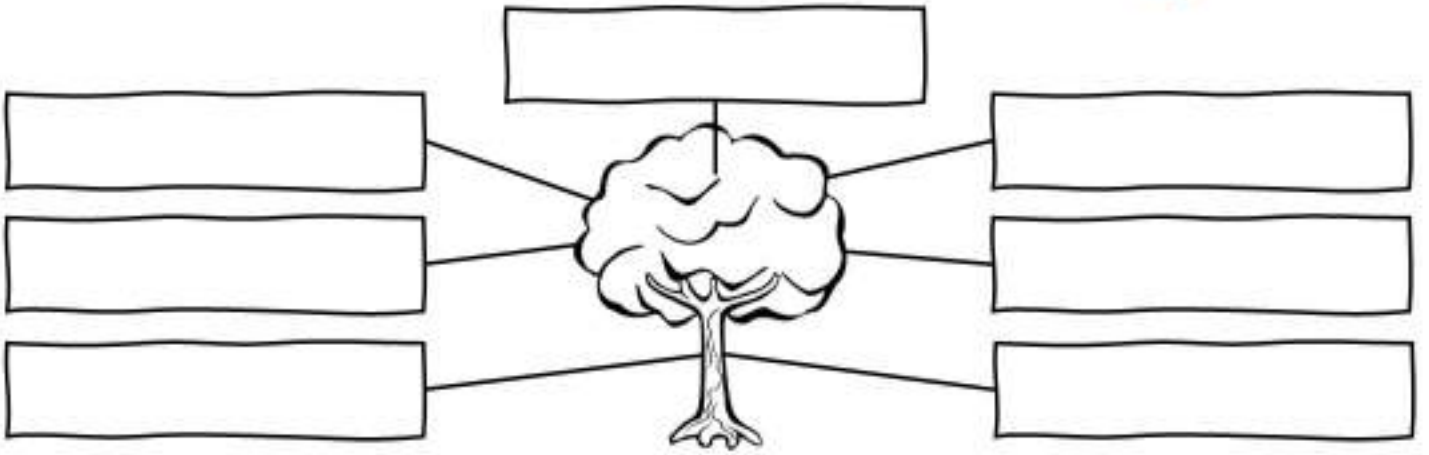
Brainstorm Describe the objects below.



Knife



Ship



Tree

PREVIEW

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Name: _____ 74

Curriculum Connection
D2.4

Activities – 5 Senses

Word Search

Find the words from the word bank.

See	Smell	Hear	Touch	Taste
Objects	Material	Structures	Human	Natural

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

PREVIEW

Word Scramble

Unscramble the words from the word ba

TSATE		OJECTBS	
HERA		HMAUN	
NARTAUL		TOHCU	
SRURCUETTS		SELML	
ESE		MRTAAEIL	

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Name: _____ 75

Curriculum Connection
D2.4

Recognizable Objects in the World

Questions Answer the questions below.



1) It looks _____

2) Why do you think stop signs are red

3) What shape are each of the signs? How many sides do they have?

4) Why do stop signs look the same in different countries?

PREVIEW

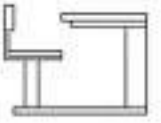
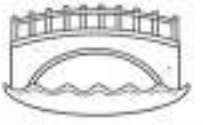
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Name: _____ 76

Curriculum Connection
D1.2, D2.2, D2.5

Purpose of Structures

Matching Write the letter of the structure beside the purpose.

		Purpose	Structure
1)	☐	To cross over water or a ditch	A) 
2)	☐	in	B) 
3)	☐	ear	C) 
4)	☐	To keep y co	D) 
5)	☐	To keep you dry in th	
6)	☐	To eat with	
7)	☐	To hold your pencils	G)
8)	☐	To tell cars when to stop and go	H) 
9)	☐	For birds to live in	I) 
10)	☐	To write on	J) 

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Name: _____ 79

Curriculum Connection
D2.7

Fasteners

Fasteners are used to hold things together. When a structure is made, materials are put together. The fastener that is chosen to hold the materials depends on the purpose. For strong structures, nails and screws are chosen. For weaker structures, glue or tape could be used.

						
Glue	N	erclip	Tape	Button	Zipper	Rope

Matching Draw a line from each struc ade to the fastener used to make it.



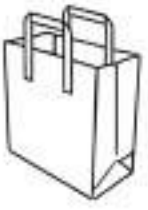
● ● Glue



● ● Buttons



● ● Rope



● ● Nail



● ● Screw



● ● lip



● ● Tape



● ● Zipper

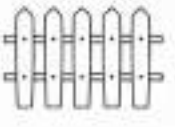
PREVIEW

Name: _____ 80

Curriculum Connection
D2.7

Fasteners - Matching

Matching Write the letter from the example beside the material.

	Material		Example	
1)	G	☐	A)	
2)	Butt	☐	B)	
3)	Rope	☐	C)	
4)	Nail	☐	D)	
5)	Screw	☐	E)	
6)	Paperclip	☐	F)	
7)	Tape	☐	G)	
8)	Zipper	☐	H)	 Stickers

PREVIEW

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Name: _____ 82

Curriculum Connection
D2.7

Activities - Fasteners

Word Search

Find the words from the word bank.

Tape	Glue	Button	Zipper	Nail
Screw	Rope	Staple	Cement	Paperclip

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

PREVIEW

Word Scramble

Unscramble the words from the word ba

ZPIPRE		GULE	
CNEEMT		SLPATE	
TPAE		NALI	
PPLIARCEP		BOTTUN	
SCWER		REOP	

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Curriculum Connection
D2.7

Exit Cards

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

Name: _____ Mark

Draw a line to match.

Twists into place	☐	☐	Zipper
Used to close a jacket	☐	☐	Nail
Joins wood strongly	☐	☐	Screw

Name: _____ Mark

Draw a line to match.

Twists into place	☐	☐	Zipper
Used to close a jacket	☐	☐	Nail
Joins wood strongly	☐	☐	Screw

Name: _____ Mark

Draw a line to match.

Twists into place	☐	☐	Zipper
Used to close a jacket	☐	☐	Nail
Joins wood strongly	☐	☐	Screw

Name: _____ Mark

Draw a line to match.

Twists into place	☐	☐	Zipper
Used to close a jacket	☐	☐	Nail
Joins wood strongly	☐	☐	Screw

PREVIEW

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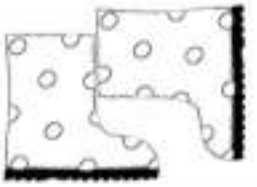
Name: _____ 84

Curriculum Connection
D1.2, D2.1, D2.4

Structures – Different Types of Chairs

Structures and objects are made for different purposes. Check out these examples:

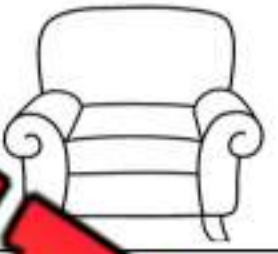
- A chair used in school is different than a chair used at home
- Rainboots are different than running shoes
- A gym floor is different than a classroom floor



Question Answer the questions below.

PREVIEW

1) Circ[illegible]bove e[illegible] where it would be used.

Home	School	Home	School
			

2) Circle the materials the chairs are made

Plastic	Fabric	Metal	Plas[illegible]	Fabr[illegible]	Metal
Wood	Stone	Rubber	Wood	Sto[illegible]	[illegible]ber

3) Use your senses to describe the chairs below.

Hard	Soft	Comfortable	Hard	Soft	[illegible]mfortable
Big	Small	Supportive	Big	Small	Supportive

4) What are the benefits of both chairs?

_____	_____
_____	_____
_____	_____

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Name: _____ 86

Curriculum Connection
A1.2, A3.1, A3.2

Investigating Structures



Directions Find a shelter at your school. Circle the materials used and answer the questions.

Draw the Shelter	Metal
	Wood
	Rubber
	Stone
	Plastic
	Brick
	Glass
	Fabric

Is the structure strong?	Yes	No
Human-Made or Natural?	Human-Made	Natural
Fasteners Used	Glue	
	Screws	
	Nails	
	Bolts	
	Rope	
	Other:	

Will this structure fall? Why or why not?

_____

_____

PREVIEW

Name: _____ 87

Curriculum Connection
A1.2, A3.1, A3.2





Directions Find a chair at your school. Circle the materials used and answer the questions.

Draw the Chair	Metal
	Wood
	Rubber
	Stone
	Plastic
	Brick
	Glass
	Fabric

Is the chair strong?	No
Human-Made or Natural?	Natural
Fasteners Used	Bolts
	Rope
	Other:

Will this chair break? Why or why not?

_____

_____

PREVIEW

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Name: _____ 89

Curriculum Connection
D2.6, D2.7

Building Structures

Questions Which materials and fasteners would you use to build the structures?

1a) If you were making a poster with cut up drawings on the poster, which materials would you use?

Wood (Paper)	Metal	Fabric	Stone

b) Which fasteners would you use?

Nails	Zipper	Glue	Tape	Buttons	Staples

2a) If you were making a bridge across a stream of water, which materials would you use?

Wood	Metal	Fabric	Stone

b) Which fasteners would you use?

Nails	Zipper	Glue	Tape	Buttons	Screws

3a) If you were making a large bridge that would cross a river, which materials would you use?

Wood	Metal	Fabric	Stone

b) Which fasteners would you use?

Nails	Zipper	Rope	Tape	Buttons	Screws

4a) If you were making a small shelter in the woods that you were only using for one night, which materials would you use?

Wood	Metal	Fabric	Stone

b) Which fasteners would you use?

Nails	Zipper	Glue	Tape	Rope	Screws

PREVIEW

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Curriculum Connection
D2.6, D2.7

Instruction	The builder is making a strong structure. Trace the lines and colour the materials to help finish the building.



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Curriculum Connection
A2.1

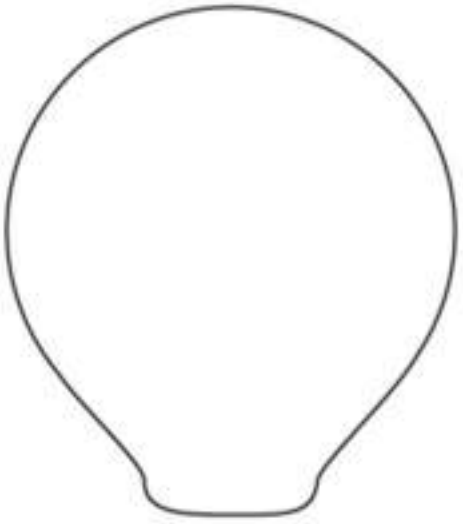
Coding – Making Structures

Directions Follow the code to design a hot air balloon.

run program
cut out all the shapes
past[illegible]alloon in the middle
p[illegible] on the balloon
p[illegible] the top of the page
paste th[illegible] below [illegible]alloon
paste the bu[illegible] to[illegible]
paste the top on t[illegible]on



PREVIEW



Balloon



Stripe



Stripe

Top



Ropes



Cloud



Cloud

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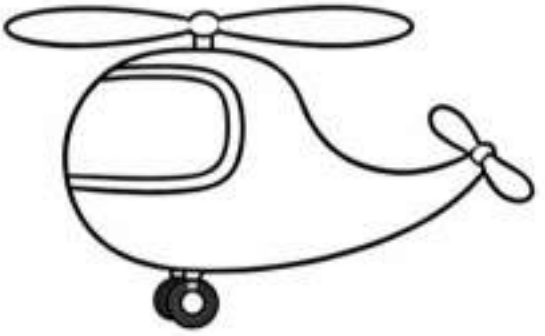
Name: _____ 93

Curriculum Connection
A2.1

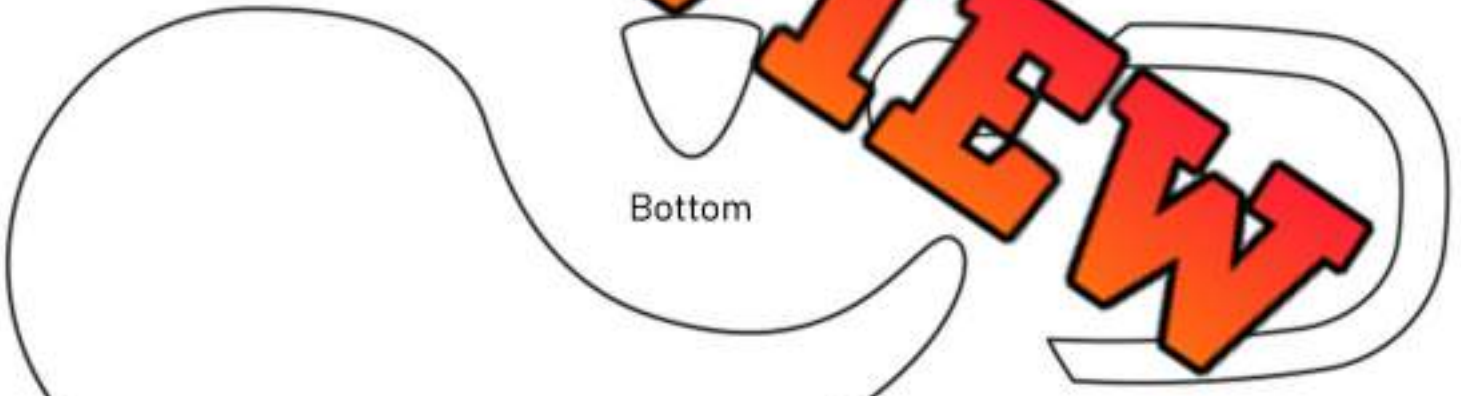
Coding – Making Structures

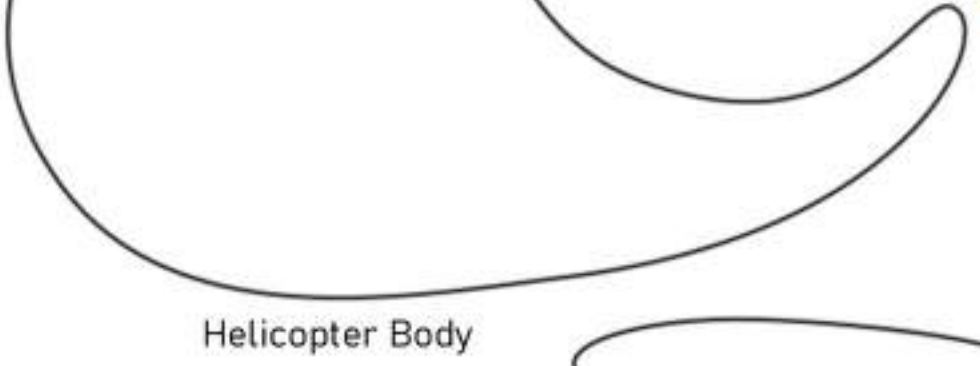
Directions Follow the code to design a helicopter.

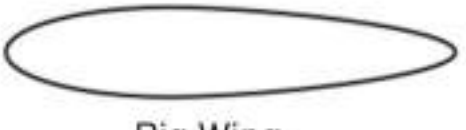
run program
cut out all the shapes
paste the helicopter body on the paper
paste the bottom below the plane
paste the bottom part
paste the front
paste the window
paste the small wings
paste the top on the
paste the big wings on the

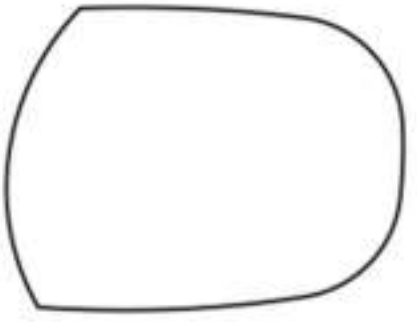


PREVIEW

















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Name: _____ 94

Curriculum Connection
D2.6, D2.7

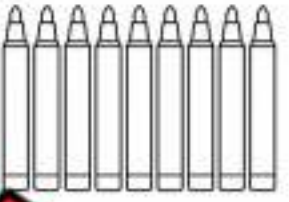
Activity: Making a Pencil Holder

You can build a pencil holder out of many different materials. Choose materials that you have to make a pencil holder that can stand on its own and hold pencils inside.

Materials

What do we need for our activity?

- ✓ Mat[illegible] the frame of the holder. The options below will work
  - [illegible]
  - [illegible]oilet [illegible]ls
  - ✓ Ma[illegible]
  - ✓ Plasti[illegible]e – s[illegible]or juice
- ✓ Paper to cove[illegible]
- ✓ Glue, tape, or hot g[illegible]ecu[illegible]per to the frame
- ✓ Materials to decorate
  - ✓ Ribbons
  - ✓ Stickers
  - ✓ Markers, crayons, paint



Method

How do we complete the activity?

1) Bring materials in and let students see what they have to work with
2) Look up pictures of homemade pencil holders to help the planning phase
3) Make a plan on the back of this page of what materials you will use
4) Make a rough copy of the design you will use on the back of the page
5) Begin construction!



PREVIEW

Name: _____ 95

Curriculum Connection
D2.6, D2.7

Plan Plan your pencil holder below.

1) What materials will you use to make your pencil holder?

Cardboard	Paper	Glass	Wood	Plastic	Other

2) Are th aterials strong enough to hold pencils up?

3) Draw a de your holder.



PREVIEW

Curriculum Connection
D2.6, D2.7

Exit Cards

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

Name: _____ Mark

Check the things we need to build strong structures!

- ☐ Use strong materials like metal
- ☐ Use glue for heavy bridges
- ☐ Use nails to hold parts together
- ☐ Use soft fabric for strong buildings
- ☐ Use tape for big, heavy structures
- ☐ Choose materials based on the job

Name: _____ Mark

Check the things we need to build strong structures!

- ☐ Use strong materials like metal
- ☐ Use glue for heavy bridges
- ☐ Use nails to hold parts together
- ☐ Use soft fabric for strong buildings
- ☐ Use tape for big, heavy structures
- ☐ Choose materials based on the job

Name: _____ Mark

Check the things we need to build strong structures!

- ☐ Use strong materials like metal
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- ☐ Use soft fabric for strong buildings
- ☐ Use tape for big, heavy structures
- ☐ Choose materials based on the job

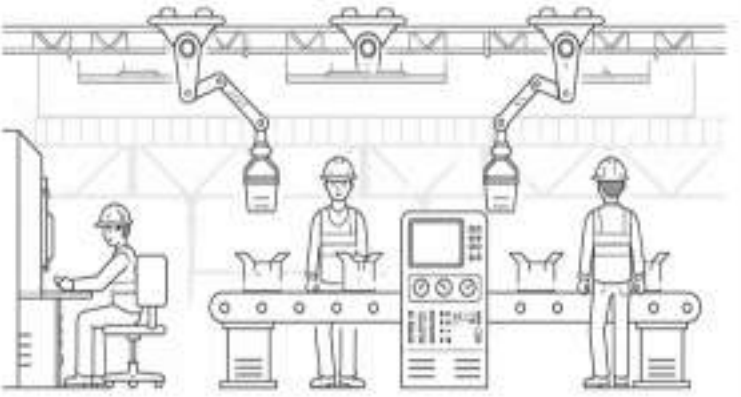
PREVIEW

Name: _____ 97

Curriculum Connection
A2.2, A3.3

Coding – Robot Assembly Lines

Today, code is used to program robots to do work. Assembly lines use robots to do boring work. Robots are good at:



- ✓ Working hard – they do not get tired
- ✓ Lifting [illegible]avy
- ✓ Work[illegible]y and night
- ✓ D[illegible]g [illegible]work

We still need [illegible]de [illegible]obots. When a robot breaks, a human fixes the robot. People at[illegible]ch th[illegible] make sure they are working.

PREVIEW

Fill in the Blanks

[illegible]e w[illegible]ords to fill in the blanks.

Word Bank		
night	hurt	[illegible]
robots	hard	heavy



1) _____ is written so robots know what [illegible].

2) Robots are good at working _____.

3) Robots can work all day and all _____.

4) Robots don't get _____ so they can do dangerous work.

5) Robots can lift _____ things.

6) We need humans to fix _____.

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Name: _____ 100

Curriculum Connection
A2.2, A3.3

Coding – Robot Assembly Lines



PREVIEW

Questions Answer the questions below.

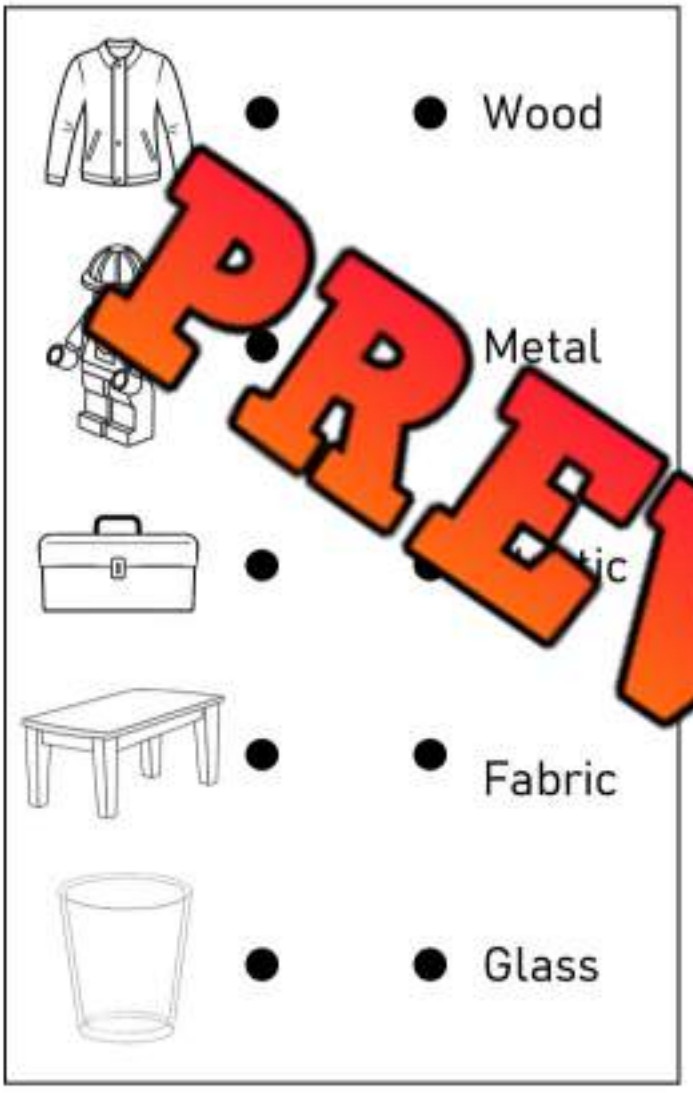
1) What are the robots making?			
2) Do you think the robots make cars faster or slower than people?			
Faster		Slower	
3) What are the humans doing in the diagram? Circle the answers.			
Building	Carrying	Selling	Driving
Inspecting	Buying	Painting	Lifting

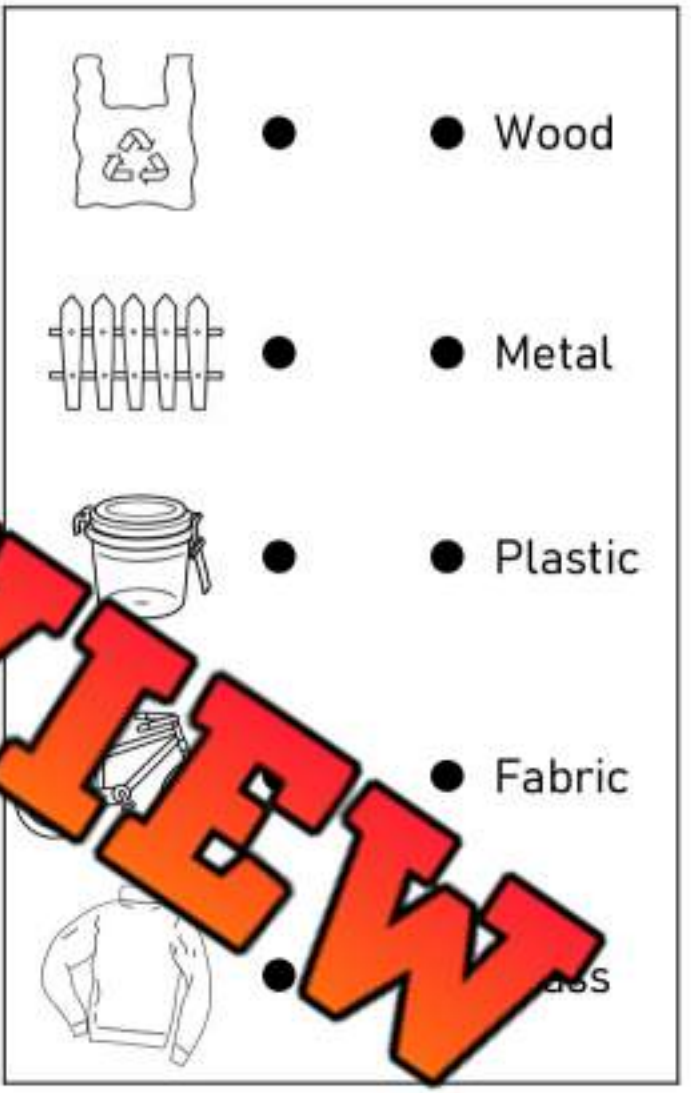
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Name: _____ 102

Unit Test – Materials, Objects, Structures

Matching Draw a line from the thing made to the material it is made of.





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Directions Circle whether the object is made of 1 or more than 1 material.



1	More Than 1



1	More Than 1



1	More Than 1

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Directions Circle whether the structure is human-made or natural?



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made



Natural | Human-Made

PREVIEW

Matching Draw a line m[illegible] ho[illegible] use each organ.

Smell	●		
Touch	●	●	
Taste	●	●	
Hear	●	●	
See	●	●	

Matching Draw a line from the structure made to the fastener used to make it.









- Glue
- Buttons
- Nail









- Screw
- Paperclip
- Tape
- Zipper

PREVIEW

Questions Which materials and fasteners would you u[illegible]o b[illegible]s?

1) If you were making a large bridge that went across a wid[illegible]iver, which materials would you use?			
Wood	Metal	Fabric	Stone

2) Which fasteners would you use?					
Nails	Zipper	Rope	Tape	Buttons	Screws

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Workbook Preview

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Grade 1 – Science Unit

NEEDS AND CHARACTERISTICS OF LIVING THINGS

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

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

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Grade 1 Science Unit

Strand A - STEM Investigation and Communication Skills

	Curriculum Expectations	Pages
A1.1	use a scientific research process and associated skills to conduct investigations	48-49, 87-91
A1.2	use a scientific experimentation process and associated skills to conduct investigations	19-20, 35, 37-38
A1.3	use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems	87-91
A1.4	follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials	19-20, 37-38, 87-91
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	19-20, 37-38
A2.1	write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms	23, 94-96, 106-107
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life	97
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	21
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	21, 92-93
A3.3	analyse contributions to science and technology from various communities	93

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NAME: _____

NEEDS AND CHARACTERSTICS OF LIVING THINGS



PREVIEW

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Name: _____ 8

Curriculum Connection
B2.1

Environment – Living and Non-Living Things

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





Living Things in the Environment



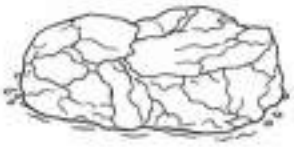


Non-Living Things in the Environment

Living Things: Anything that grows (plants, animals, humans, bacteria)

Non-Living Things: Anything that does not grow (rocks, wind, air, sunlight, water)

Directions Circle whether the following are living or non-living.



Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living



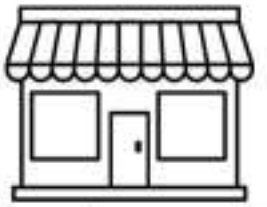
Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living

PREVIEW

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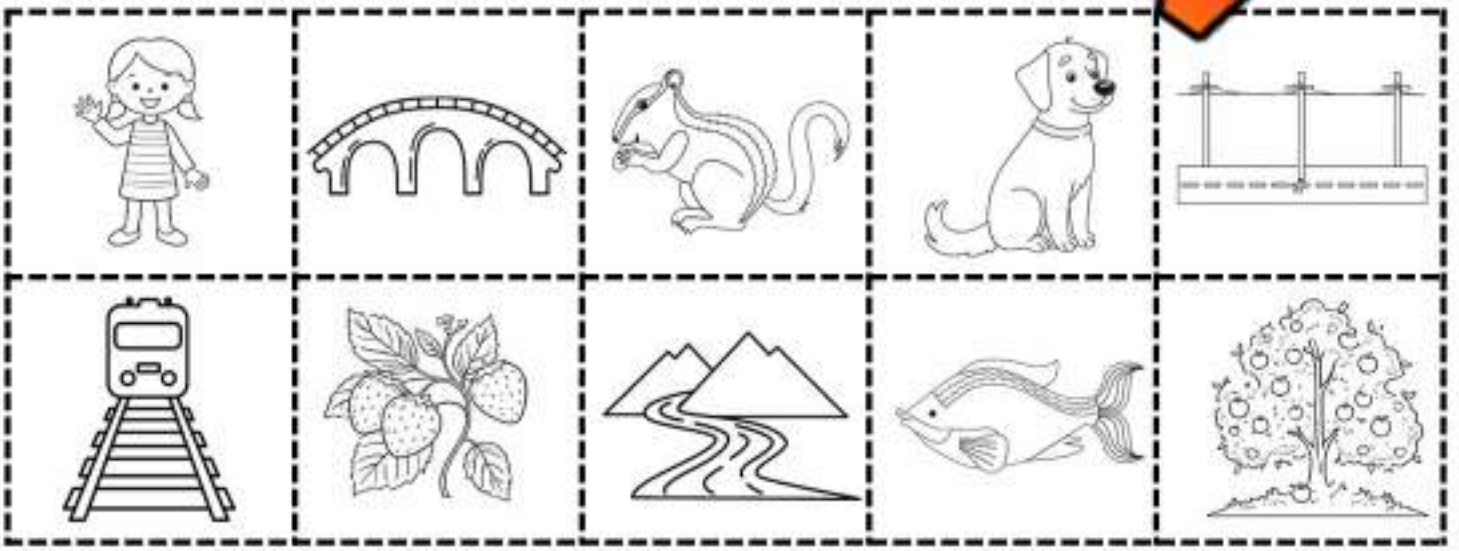
Name: _____ 9

Curriculum Connection
B2.1

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

Living Things	Non-Living Things

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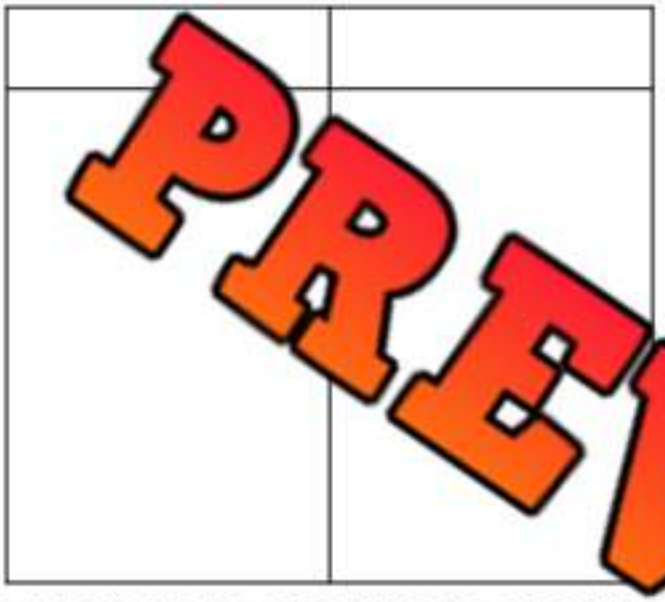
Curriculum Connection
B2.1

Exit Cards

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

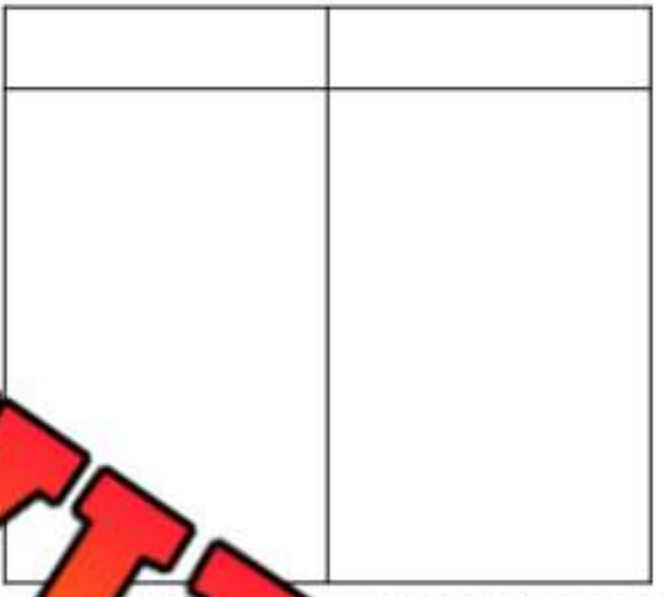
Name: _____ | Mark

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



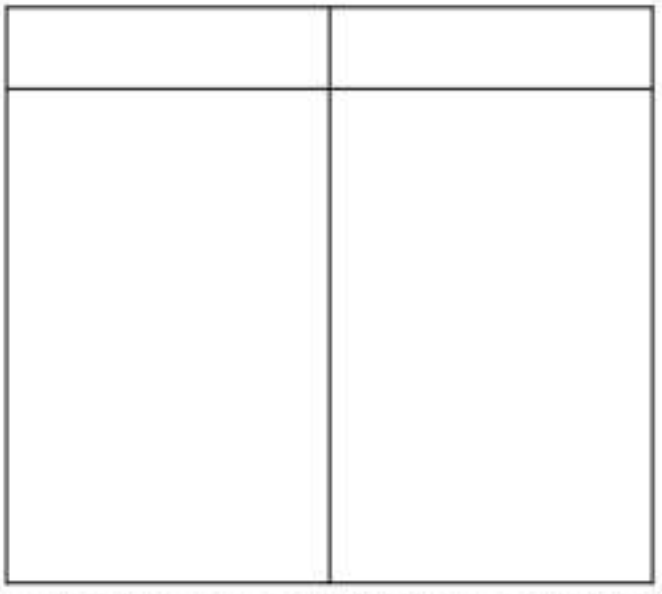
Name: _____ | Mark

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



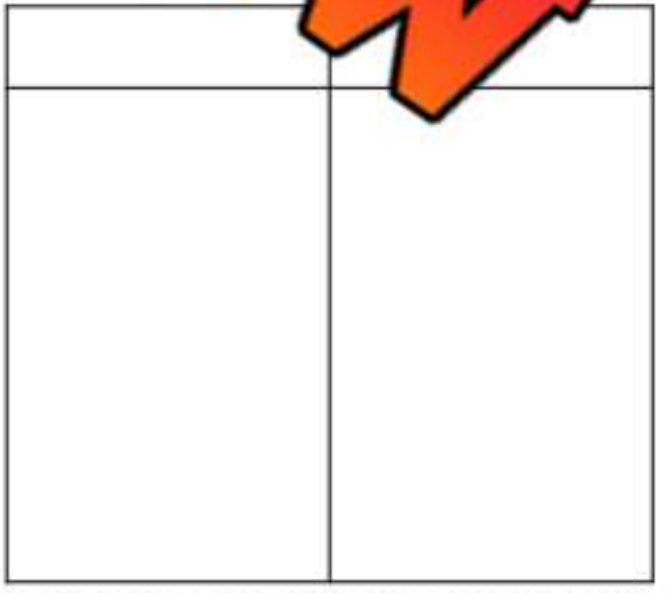
Name: _____ | Mark

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



Name: _____ | Mark

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



PREVIEW

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Name: _____ 11

Curriculum Connection
B2.1

Things In My Environment

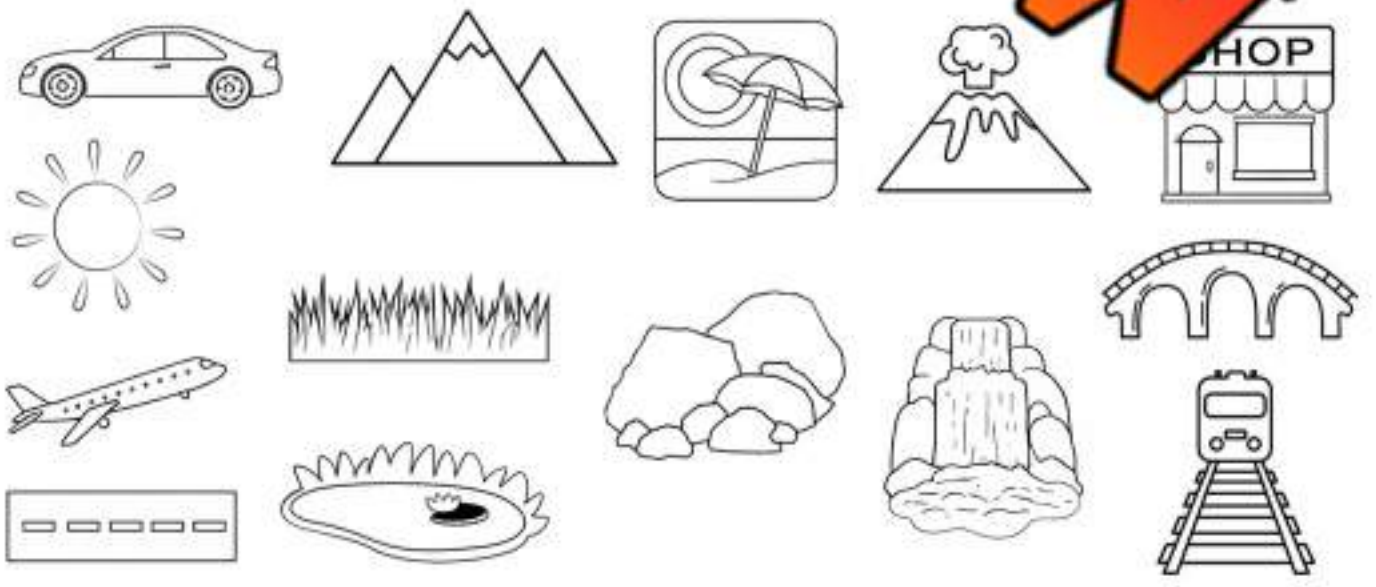
Directions Circle the living things you can find in your environment.

Living Things In Your Environment



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

Non-Living Things In Your Envi[illegible]m



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Curriculum Connection
B2.1

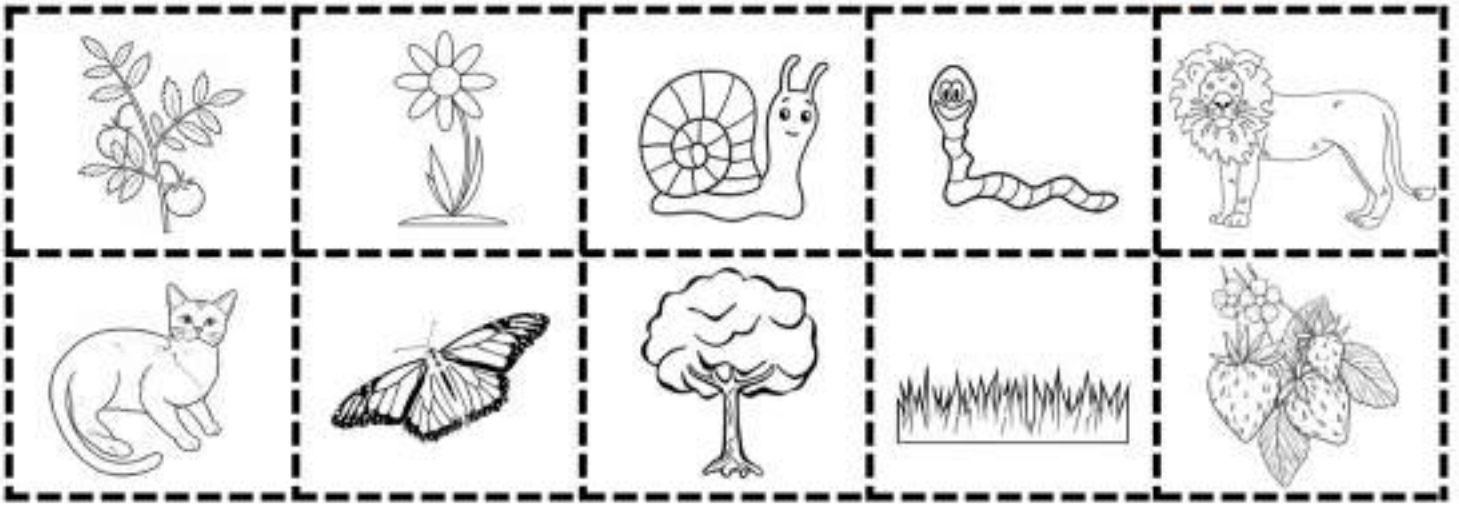
Plant or Animal

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

Plants	Animals

PREVIEW

Directions Cut the plants and animals out and paste them abov



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Name: _____ 15

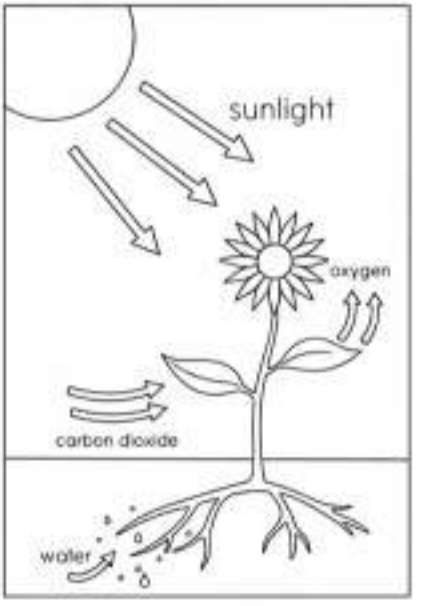
Curriculum Connection
B1.1, B2.2

Basic Needs of Plants

What Do Plants Need To Survive?

Plants need certain things to live and grow:

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



Light

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

Water

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

Air

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

Space

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

Warmth



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

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Curriculum Connection
B1.1, B2.2

Plant's Needs



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





Air







Water







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Curriculum Connection
B1.1, B2.2

Basic Needs of Plants

Question Answer the question below.

What are the 5 basic survival needs for a plant?

1)	
2)	





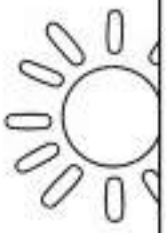
PREVIEW

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

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

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





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Curriculum Connection
B1.1, B2.2

Exit Cards

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

Name: _____ Mark

Check the things that help plants grow!

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

Name: _____ Mark

Check the things that help plants grow!

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

Name: _____ Mark

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

PREVIEW

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

Experiment – Basic Needs of Plants



Research Question — What do plants need to survive?

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

Materia — What do we need for our experiment?

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

PREVIEW

Method — How e xperiment?

1) Fill 5 cups with soil
2) In the 6th cup, do not add soil. Instead a edde
3) Add your seeds to the soil, about 2 cm de ti f the seed)
4) In one of the cups with soil, add a lot of seeds tether
5) Place one cup in a closet, where it won't get sun
6) Place another cup in the fridge, where it is cold
7) Place three cups in a window where it will get the most su e cups should be the one with a lot of seeds and one should be the shr paper.
8) Water each of the cups two times a day. Do not water one of the two cups that are in the window (you should water the one cup with a lot of seeds)
9) Monitor the results by checking the cups each day

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

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

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

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

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

PREVIEW

Results | What do plants need to grow?

_____

_____

_____

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Curriculum Connection
B2.2

Our Basic Needs

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



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

PREVIEW

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

Water – Where do you get drinking water?	
_____ _____	

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

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

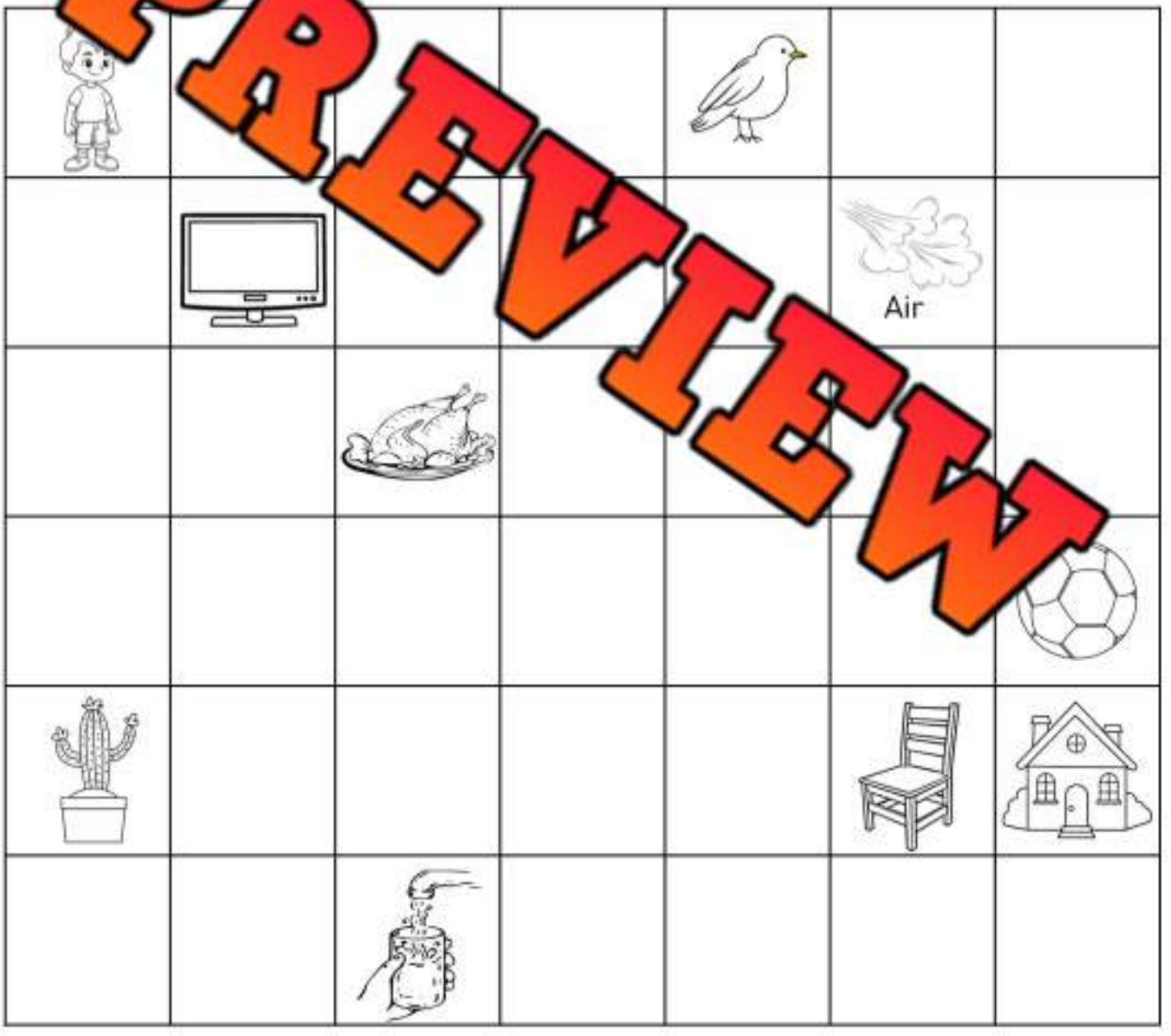
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Curriculum Connection
A2.1

Coding – Our Basic Needs

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



PREVIEW

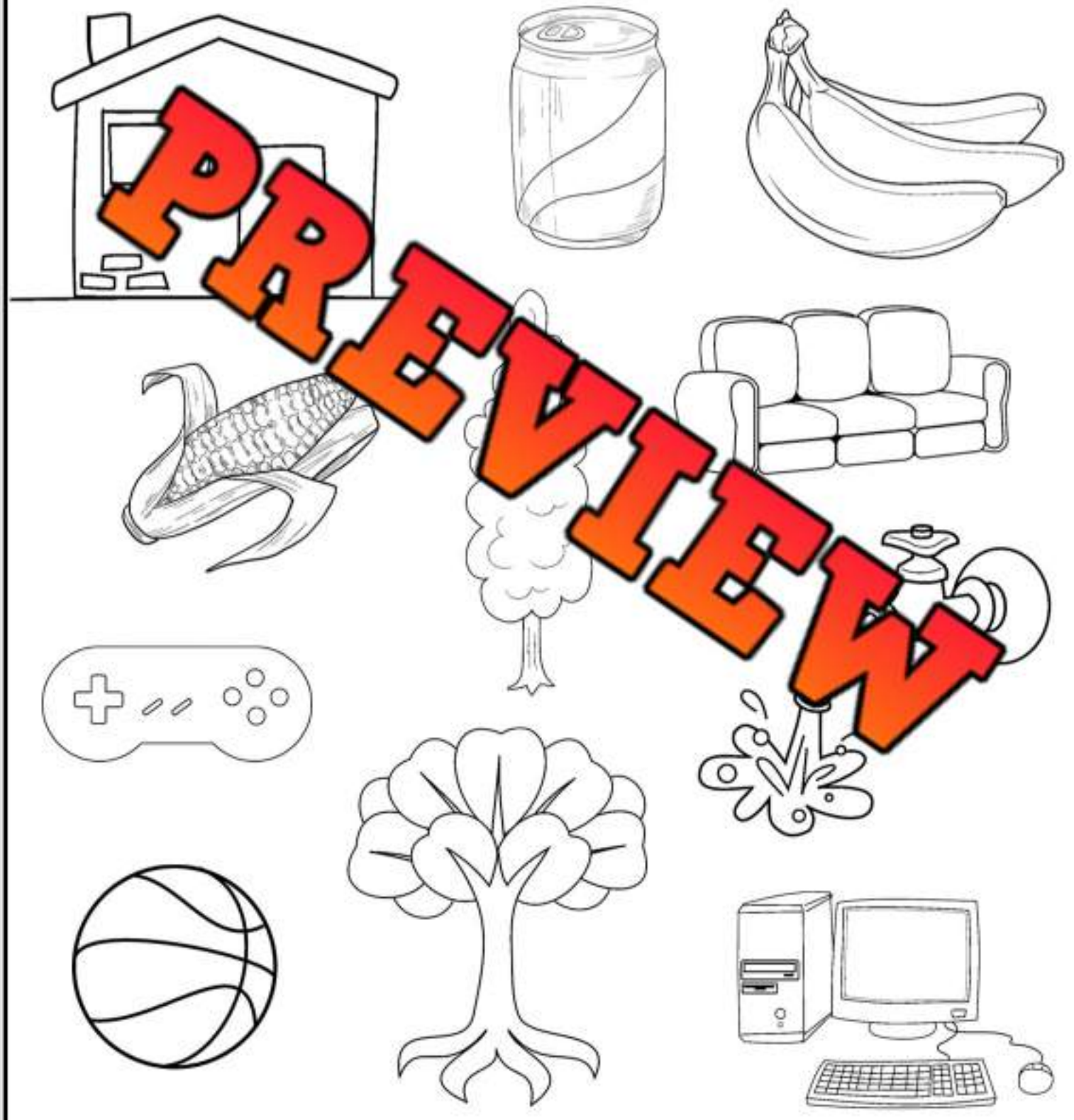
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Curriculum Connection
B2.2

Our Basic Needs

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



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Curriculum Connection
B2.2

Meeting Our Needs – Using Tools

Meeting Our Needs

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



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



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

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

PREVIEW

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

Food	
Water	
Shelter	

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

Food	Water	Shelter

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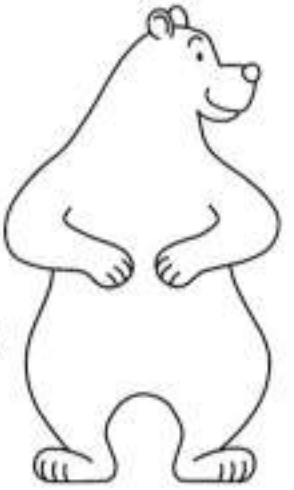
Name: _____ 26

Curriculum Connection
B2.2

Meeting Our Needs – Locomotion

Animal Locomotion

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



1) Legg… moving using legs

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

Humans a… al be… move on two legs. Penguins and humans are the only bipedal crea… only w… their two legs.

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



2) Limbless – moving without legs using their bo… ad

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





3) Rolling – rotating the body over the land

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

PREVIEW

Name: _____ 27

Curriculum Connection
B2.2

True or False

Circle whether the statement is true or false.

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

PREVIEW

Making Connections

What does this reading remind you of in your life?

Locomotion

Circle the locomotion type the animal uses.



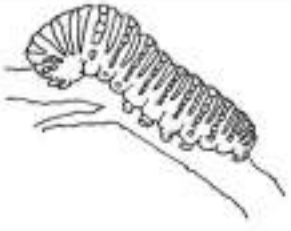
Legs	Roll	Limbless



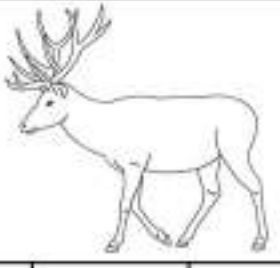
Legs	Roll	Limbless



Legs	Roll	Limbless



Legs	Roll	Limbless



Legs	Roll	Limbless



Legs	Roll	Limbless

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Name: _____ 28

Curriculum Connection
B2.2

Animal Locomotion

Locomotion

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





Anim...

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

PREVIEW

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

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

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

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

_____

_____

_____

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Curriculum Connection
B2.2

Exit Cards

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

Name: _____ Mark

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

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

Name: _____ Mark

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

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

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Frog	☐	☐	Swims
Bird	☐	☐	Jumps

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

PREVIEW

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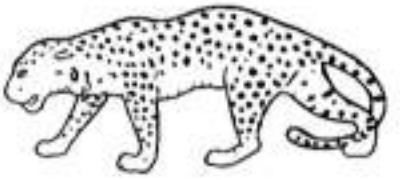
Curriculum Connection
B2.2

How Do I Move?

Matching Draw a line from the movement to the animals.

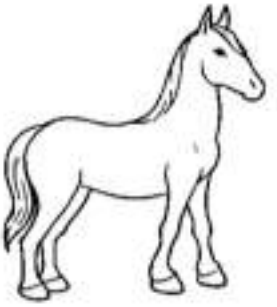


Fly





Jump





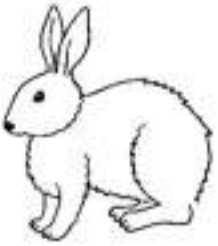




Swim



Galop





Crawl



Walk/Run



PREVIEW

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Name: _____ 31

Curriculum Connection
B2.2

Basic Needs – Activities



Word Search Find the words from the word bank.

Needs	Shelter	Air	Water	Food
Basic	Trees	Clean	Pollution	Home

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

PREVIEW



Word Scramble Unscramble the words from the word bank.

WAETR		ARI	
CALEN		POOILLTUN	
SETLHER		FODO	
BSIAC		NEDES	
HMOE		TERES	

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Name: _____ 32

Curriculum Connection
B2.3

Parts of a Plant

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

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

Word Bank

Roots Flower Leaf Seeds



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Name: _____ 33

Curriculum Connection
B2.3

Describing Plants

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



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

Describe Use words to describe the sunflower.



Sunflower

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

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

PREVIEW

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Name: _____ 34

Curriculum Connection
B2.3

Describing Plants

Describe Circle the words that describe the maple tree.



Maple Tree

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

Writing Describe the map... by ...ds you circled above.

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





PREVIEW

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Curriculum Connection
B2.3

Exit Cards

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

Name: _____

Guess who I am and write the answer!

Stem	Roots
Leaf	Flower
Seeds	

Mark

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

Name: _____

Guess who I am and write the answer!

Stem	Roots
Leaf	Flower
Seeds	

Mark

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

PREVIEW

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Name: _____ 39

Curriculum Connection
B2.3

Names of Common Plants

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

Sunflower

Mar

Mushroom

Daisy

Evergreen Tree

Tulip

Dandelion













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Name: _____ 40

Curriculum Connection
B2.3

Scavenger Hunt – Finding Common Plants

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



☐ Mushroom



☐ Dandelion



☐ Grass



☐ Daisy



☐ Clover



☐ Buttercup



☐ Tulip



☐ Orchid



☐ Thistle



☐ Maple Tree



☐ Yarrow



☐ Ivy

PREVIEW

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Name: _____ 41

Curriculum Connection
B2.3

Sorting Plants

Questions Answer the questions below.

1) Circle the plants that are tall.



2) Circle the plants that have round flowers.



3) Circle the plants that have le



4) Circle the plants that are short.



5) Circle the leaves with more than 4 points.



PREVIEW

Name: _____ 42

Curriculum Connection
B2.3

Describing Animals

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



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

PREVIEW

Describe tab below by describing the animals.



Dalmatian - Dog

Size	
Colo	
Shape	
Common Parts	



Chipmunk

Size	
Colour	
Shape	
Common Parts	

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Name: _____ 43

Curriculum Connection
B2.3

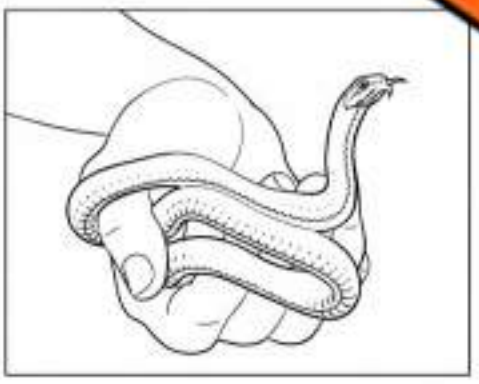
Describing Animals

Describe Fill in the tables below by describing the animals.



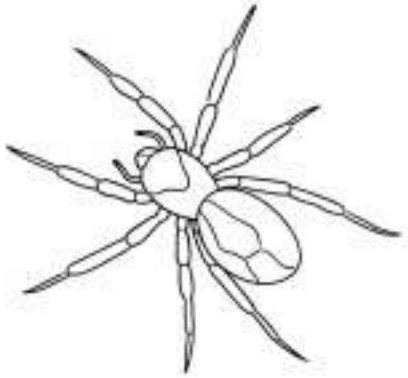
Bird – Bl

Size	
Colour	
Shape	
mon	



Snake – Garter Snake

Size	
Colour	
Shape	
Common Parts	



Spider

Size	
Colour	
Shape	
Common Parts	

PREVIEW

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Name: _____ 47

Curriculum Connection
B2.3

Describing Animals

Questions Answer the questions below.

1) Circle the animals that have tails.



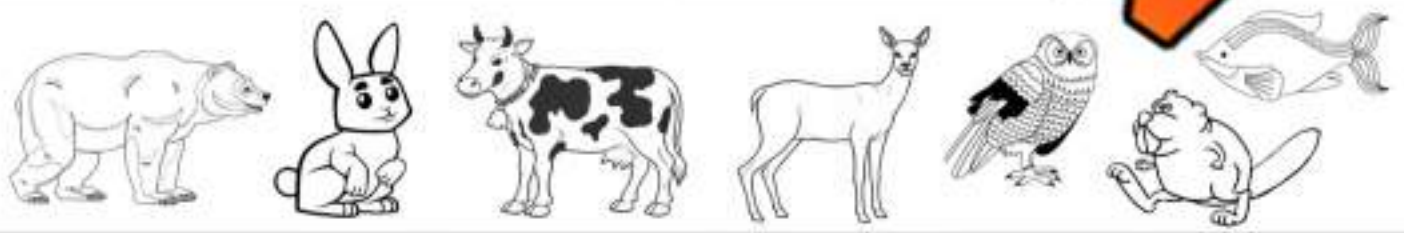
2) Circle the animals that have 4 legs.



3) Circle the animals that have fur.



4) Circle the animals smaller than you.



5) Circle the animals that have scales.



PREVIEW

Name: _____ 48

Curriculum Connection
A1.1

Research – Favourite Animal





Directions Answer the questions below.

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

PREVIEW

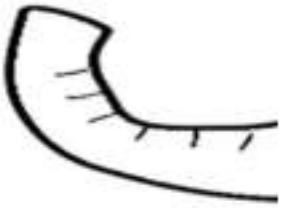
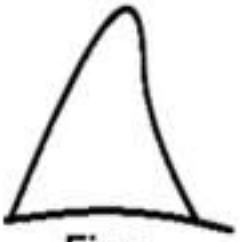
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Curriculum Connection
A1.1

Research – Favourite Animal

Colour Colour the features your animal has.

	 Trunk	 Stripes	 Fins
 Tail		 Wings	 Scales
 Hooves	 Tusks	 Ant	 Whis rs

PREVIEW

Writing Use your research to write a paragraph about the t.

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Name: _____ 51

Curriculum Connection
B2.3

Animal Body Parts

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

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



PREVIEW

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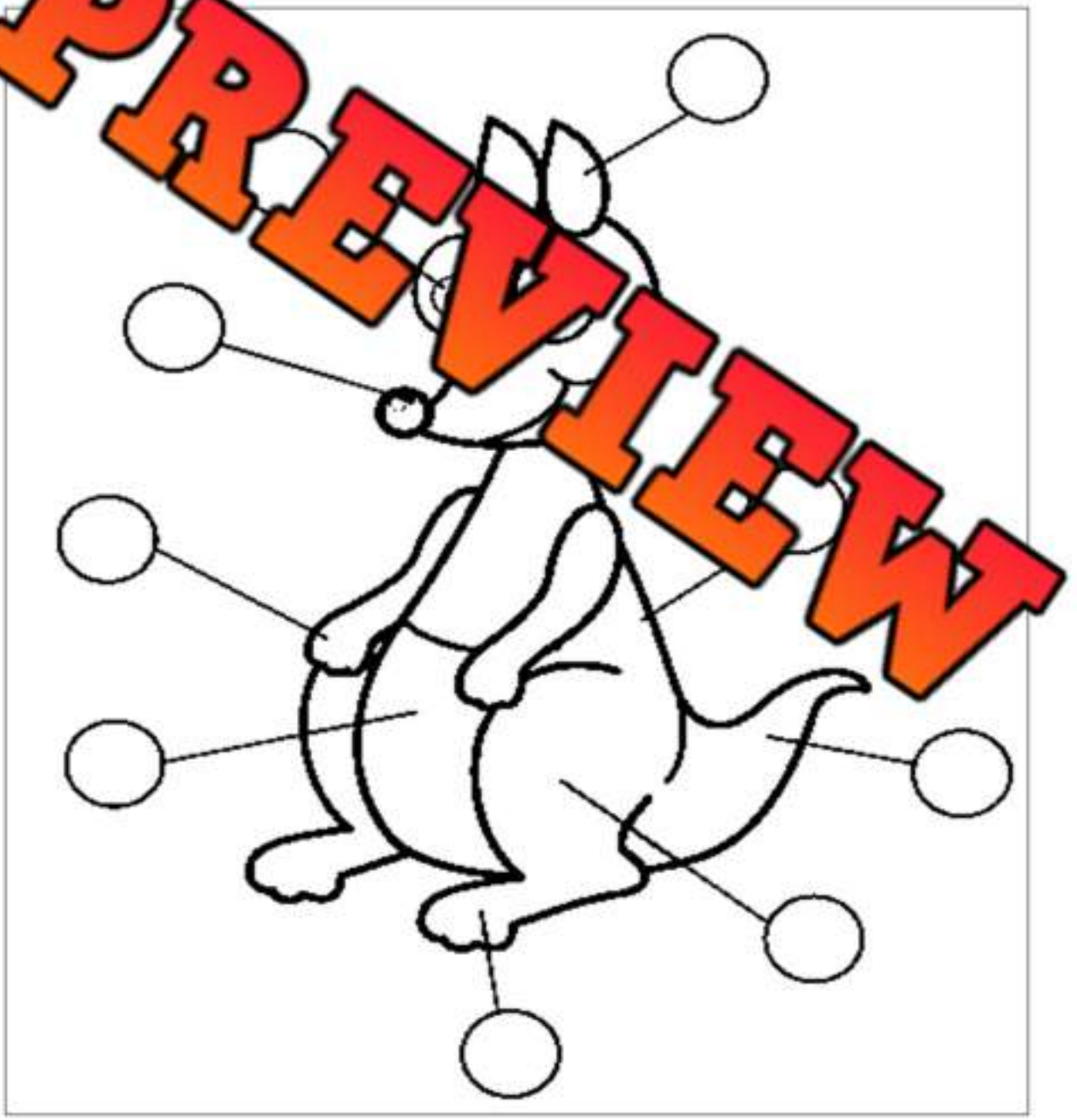
Name: _____ 52

Curriculum Connection
B2.3

Animal Body Parts

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

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



PREVIEW

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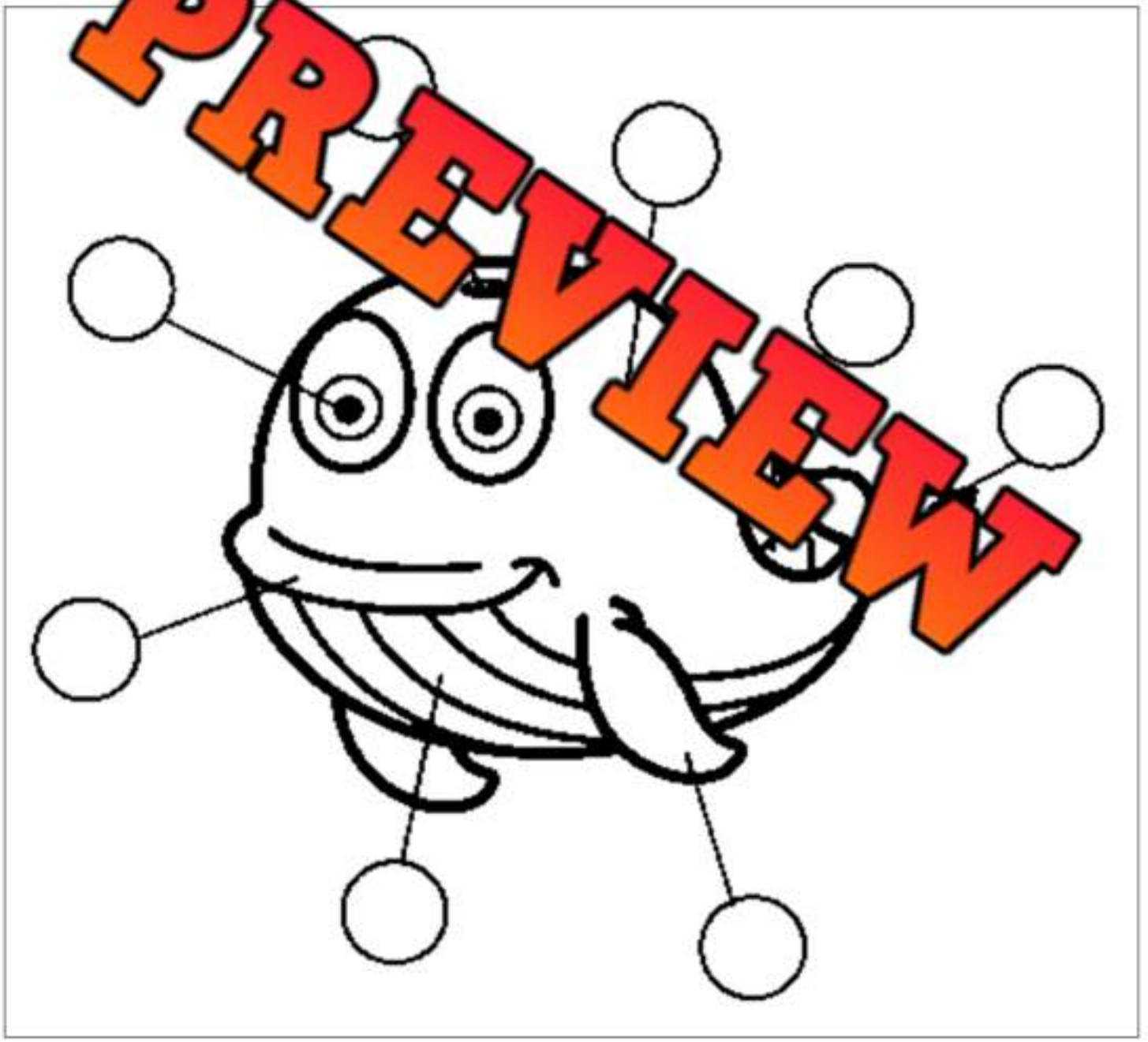
Name: _____ 54

Curriculum Connection
B2.3

Animal Body Parts

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

1) Blowhole	2) Dorsal Fin	3) Ear	4) Eye
5) Flipper	6) Fluke	7) Mouth	8) Belly Pleats



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Name: _____ 55

Curriculum Connection
B2.3

Living Things – Activities



Word Search

Find the words from the word bank.

Living	Plants	Animals	Grow	Dog
Cat	Pet	Sunflower	Environment	Needs

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

PREVIEW

Word Scramble

Unscramble the words from the word ban

PTNALS		GORW	
SONWFEULR		CTA	
PTE		LVNIIG	
DGO		EMEVNIORNNT	
NDEES		AALIMNS	

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Name: _____ 56

Curriculum Connection
B2.4

Describing Humans

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

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



lour	
Colou	
Body Type	

PREVIEW

Name: _____ 57

Curriculum Connection
B2.4

Human Body Parts

Questions Answer the questions below.

Word Bank					
Heart	Brain	Hair	Stomach	Lungs	Teeth



PREVIEW

Matching Draw a line matching how we use each org

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

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Name: _____ 64

Curriculum Connection
B2.4

Our 5 Senses

Fill in the Blanks Fill in the blanks below.

Word Bank		
Taste	See	Touch
Hear	Smell	



PREVIEW

1. I can _____ with my hands

2. I can _____ with my eyes 

3. I can _____ with my nose 

4. I can _____ with my ears 

5. I can _____ with my mouth 

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Name: _____ 65

Curriculum Connection
B2.4

Our 5 Senses

Matching Draw a line matching how we use each organ.

Smell

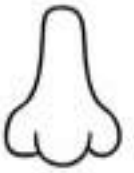
Hear

See

Taste









PREVIEW

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

Taste	See	Hear	Touch	Smell

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Name: _____ 66

Curriculum Connection
B2.4

Why We Need Our Senses – Hearing



Fill in the Blanks

What is the missing word?

Word Bank		
Hear	Ears	Loud
[illegible]	Siren	Safe

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

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

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

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

5) Being able to hear can help keep us _____

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

PREVIEW

Word Search

Find the words in the word bank.

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

Word Bank
Safe
Siren
Horn
Ears
Loud
Hear

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Name: _____ 67

Curriculum Connection
B2.4

Why We Need Our Senses – Smell

Directions Circle the dangerous smells.



PREVIEW

Word Search Find the words in the wo

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

Word Bank

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

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Name: _____ 68

Curriculum Connection
B2.4

Why We Need Our Senses – Touch



Fill in the Blanks

What is the missing word?

Word Bank		
Touch	Feel	Hurt
[illegible]	Pain	Hot

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

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

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

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

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

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

PREVIEW

Word Search

Find the words in the word bank.

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

[illegible]ord Bank
Touch
Feel
Hurt
Sharp
Pain
Hot

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Name: _____ 69

Curriculum Connection
B2.4

Why We Need Our Senses – See

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

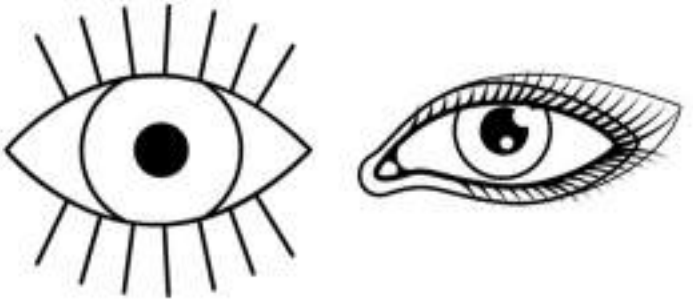
Directions What do you use your vision for?



1)	
2)	
3)	
4)	
5)	

PREVIEW

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

Draw 2 Eyes	Colour the Eyes
	

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Name: _____ 70

Curriculum Connection
B2.4

Why We Need Our Senses – Taste



Fill in the Blanks What is the missing word?

Word Bank		
Sour	Energy	Bad
	Sweet	Tongue

1) We use our ta[ste] to know if something taste _____.

2) We can taste fo[od] _____.

3) We have taste buds on our _____.

4) We can taste salty, sweet, bitter, an[d] _____ foods.

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

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

PREVIEW

Word Scramble Unscramble the words from the word bank.

TOIXC		SUOR	
EGERNY		BDA	
TUNOGE		SEWET	

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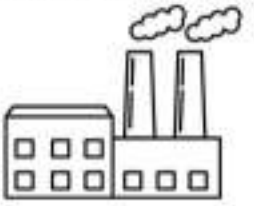
Name: _____ 71

Curriculum Connection
B2.5

Healthy Environment – Clean Air

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

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





PREVIEW

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



Clean Air	Air Pollution



Clean Air	A[illegible]tion



[illegible]Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution

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Curriculum Connection
B2.5

Exit Cards

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

Name: _____

Circle Yes or No for each question.

Mark

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

Name: _____

Circle Yes or No for each question.

Mark

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

Name: _____

Circle Yes or No for each question.

Mark

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

PREVIEW

Name: _____ 73

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

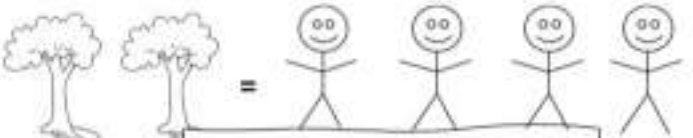
Clean Air From Trees and Plants

Plants keep our air clean by doing the following:

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



1 tree = [illegible]



2 trees = 4 people

PREVIEW

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

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

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

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

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Name: _____ 74

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

Clean Water From Our Environment

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



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

- Never pour oil down the drain.
- Use less soapy water at your house.
- Don't let food grease go down the drain.
- Only flush water and toilet down the toilet.
- Use natural fertilizers that have no pesticides that will get into our water.

PREVIEW

Fill in the Blanks

What is the missing word?



Word Bank		
Paper	Water	Drain
Wash		



1) We should not pour oil down the _____.

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

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

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

5) We need to keep our water _____.

Name: _____ 76

Curriculum Connection
B1.1, B2.6

Food From Our Environment

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

Direction Circle the plants you like to eat.



PREVIEW

Directions Circle the animal products you like to eat.

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

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Name: _____ 78

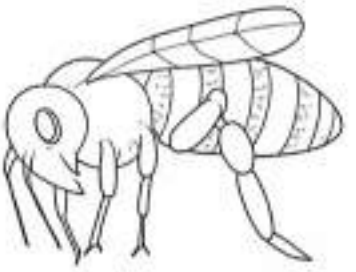
Curriculum Connection
B1.1, B2.6

Living Without Insects

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

Without insects...

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



PREVIEW

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

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





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

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

3) Insects _____ our plants.

4) Dead things would not _____ down without insects.

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

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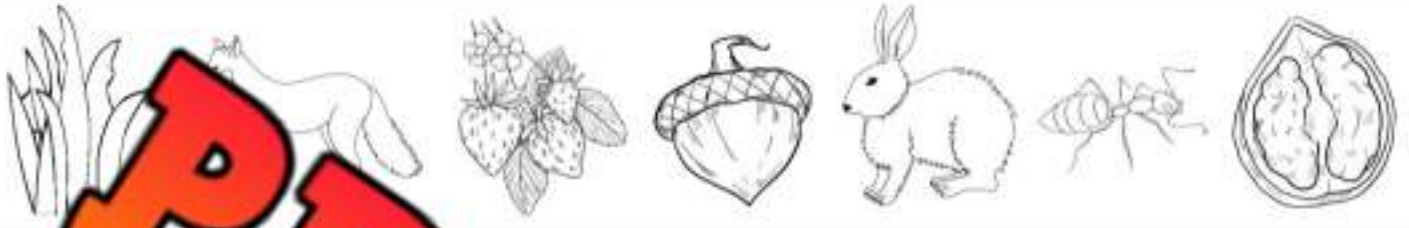
Name: _____ 79

Curriculum Connection
B1.1, B2.6

Animals Finding Food

Questions Answer the questions below.

1) Circle the things a squirrel eats.



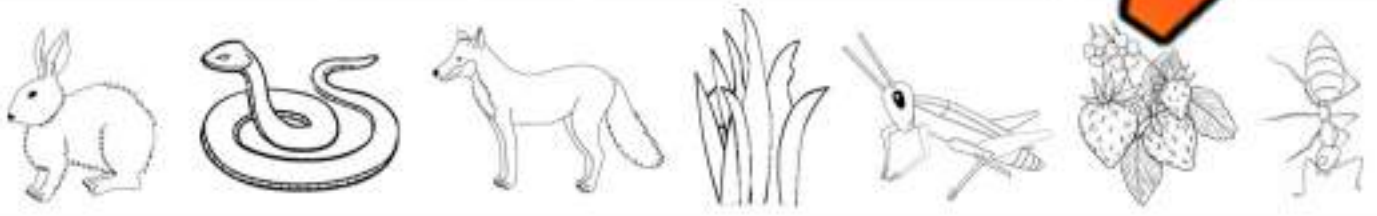
2) Circle the things a frog eats.



3) Circle the things a fox eats.



4) Circle the things an eagle eats.



5) Circle the things a bear eats.



PREVIEW

Name: _____ 80

Curriculum Connection
B1.1, B2.6

Animal Eating Nuts

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

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



Fill in What is the missing word?



Word Bank		
Bears	Mice	Nuts
Seeds		



1) Nuts are _____.

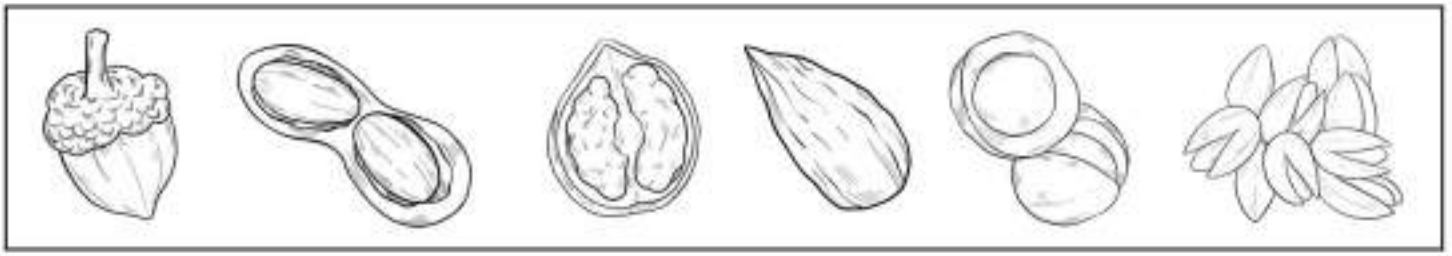
2) Squirrels, chipmunks, and _____ need nuts to survive.

3) Without nuts, many animals would _____

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

5) Even black _____ need nuts to survive!

Colour Colour the nuts below.



PREVIEW

Name: _____ 81

Curriculum Connection
B1.1, B2.6

How Animals Eat

Ways Animals Eat

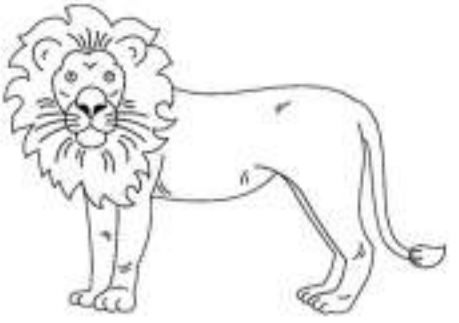
Animals have different ways of eating their food. Check them out below:

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

PREVIEW

How Animals Eat

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



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

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Name: _____ 82

Curriculum Connection
B1.1, B2.6

How Animals Eat

Directions Circle how the animal eats.



Cra | Te



Strangling | Tearing



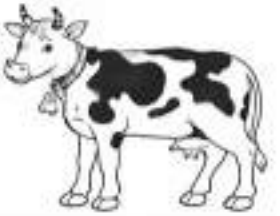
Cracking | Tearing



Cracking | Tearing



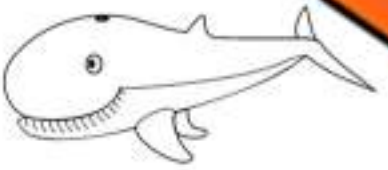
Tearing | Ch...g



...ewing | Tearing



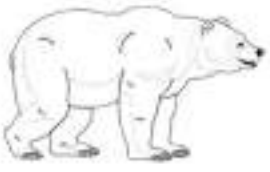
Swallowing Whole | Chewing



Swallowing Whole | Chewing



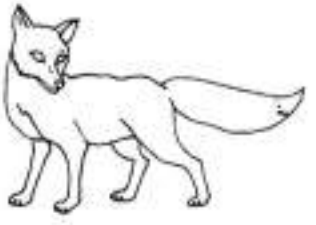
Swallowing Whole | Chewing



Cracking | Tearing



Tearing | Chewing



Cracking | Tearing

PREVIEW

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Curriculum Connection
B1.1, B2.6

Exit Cards

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

Name: _____ Mark

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

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

Name: _____ Mark

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

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

Name: _____ Mark

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

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

PREVIEW

Name: _____ 84

Curriculum Connection
B1.1, B2.6

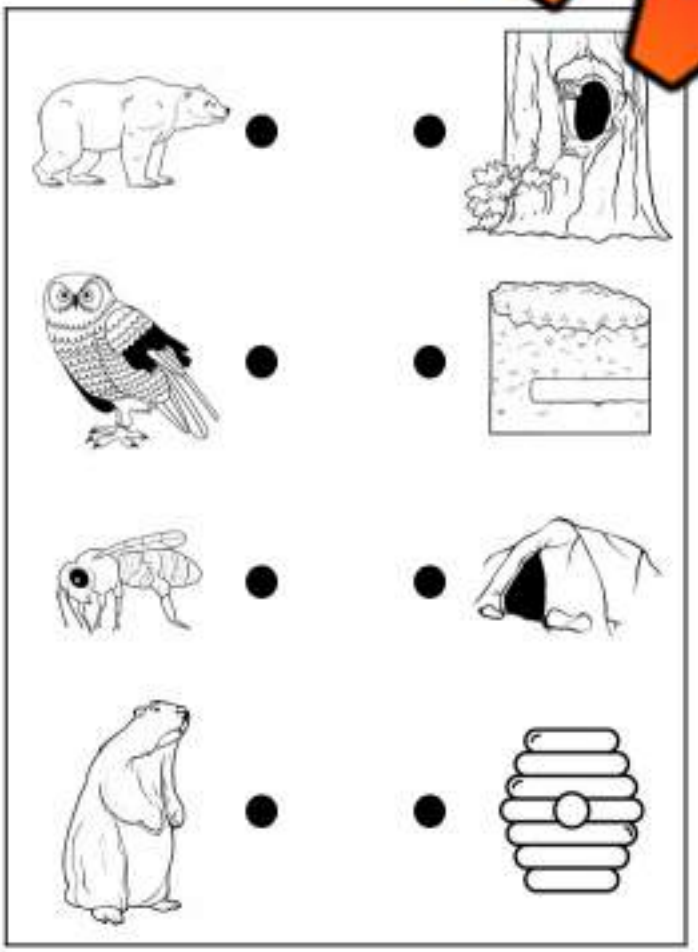
Shelters for Animals

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

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

PREVIEW

Matching Draw a line from the animal to their shelter.





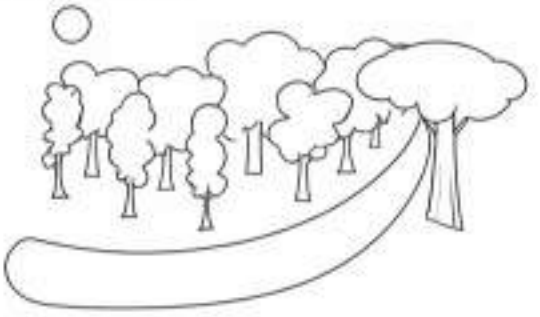
Name: _____ 85

Curriculum Connection
B1.2, B2.5

Healthy Environment – Shelters

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

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





PREVIEW

Draw Draw pictures of the desc ns bel

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

Paper and books	Garden with fruits and vegetables

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Name: _____ 86

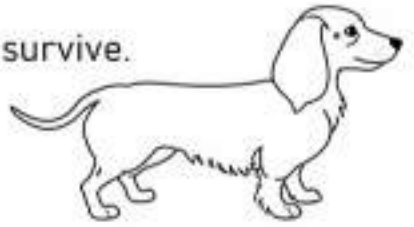
Curriculum Connection
B1.2, B2.5

Animals – Life Processes

Life Processes

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

How animals do each of these life processes is different.



Dogs

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

PREVIEW

Activities Try the activit... ow.

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

Yes/No Is the answer yes or no?

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

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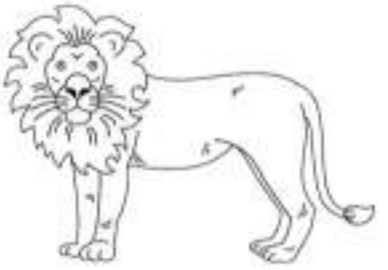
Name: _____ 87

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

Experiment – Designing a Zoo Enclosure

Research Question What do lions need to survive?

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



Materials What do we need for our activity?

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



PREVIEW

Method How do we complete the experi

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

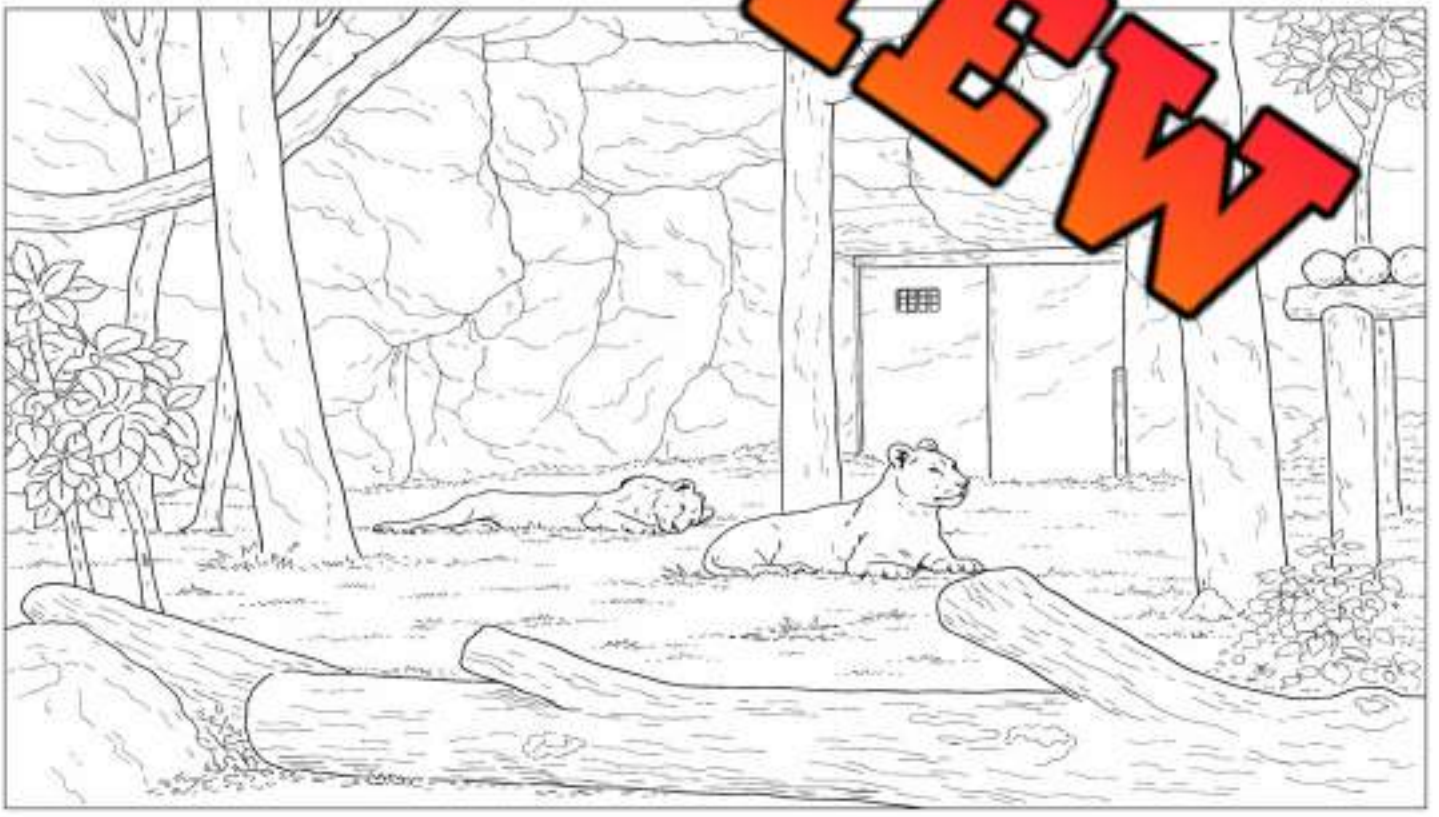
Name: _____ 88

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

Experiment – Designing a Zoo Enclosure

Examples | Lion Enclosures





PREVIEW

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

Experiment – Designing a Zoo Enclosure

Examples | Lion Enclosures





PREVIEW

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

Experiment – Designing a Zoo Enclosure

Planning Answer the questions below.

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

PREVIEW

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

Draw the things

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

Draw the things

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

STEAM – Designing a Zoo Enclosure

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



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Curriculum Connection
A3.2

STEAM – Designing a Zoo Enclosure

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



Math Answer the questions below.

Material	Cost
Pipe Cleaners	$1 each
Cardboard Boxes	$5 each
Clay	$1 for one piece
Toothpicks	$1 each
Wooden Dowels	$2 each
Straws	$1 each
Pieces of Paper	$



PREVIEW

How many of each material did you use? Write the number below.

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

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Name: _____ 93

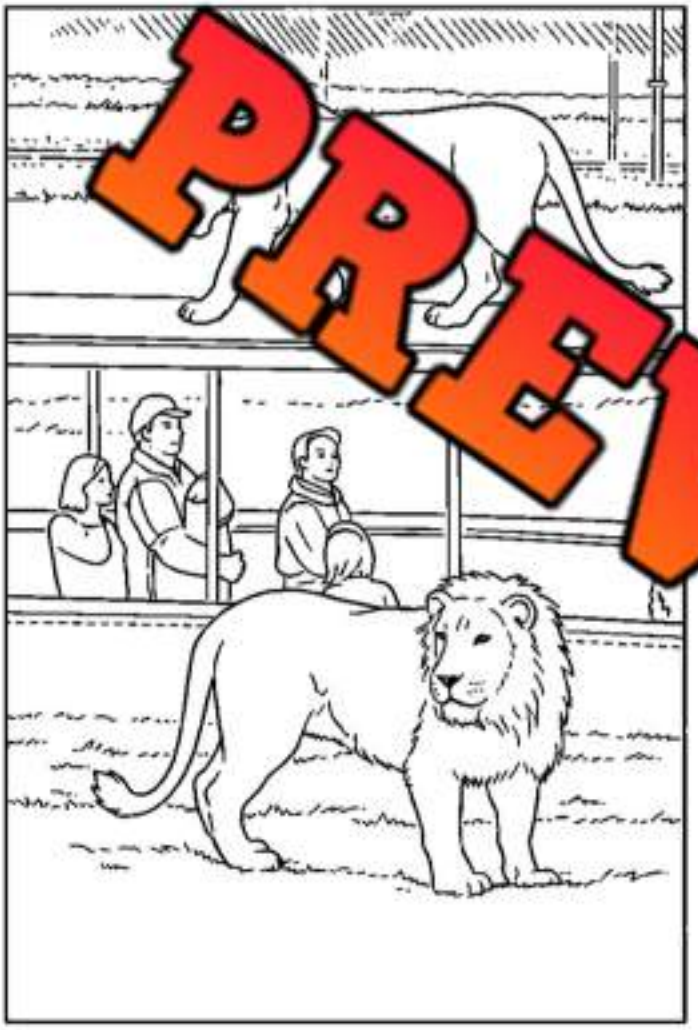
Curriculum Connection
A3.2, A3.3

Zoo Enclosures – Real World Problem

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



Think Look at the picture and answer the questions.



PREVIEW

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

2) Do you think the glass is strong?

glass thick or thin?

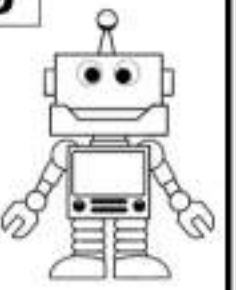
4) do nd not bricks or stee

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

Name: _____ 94

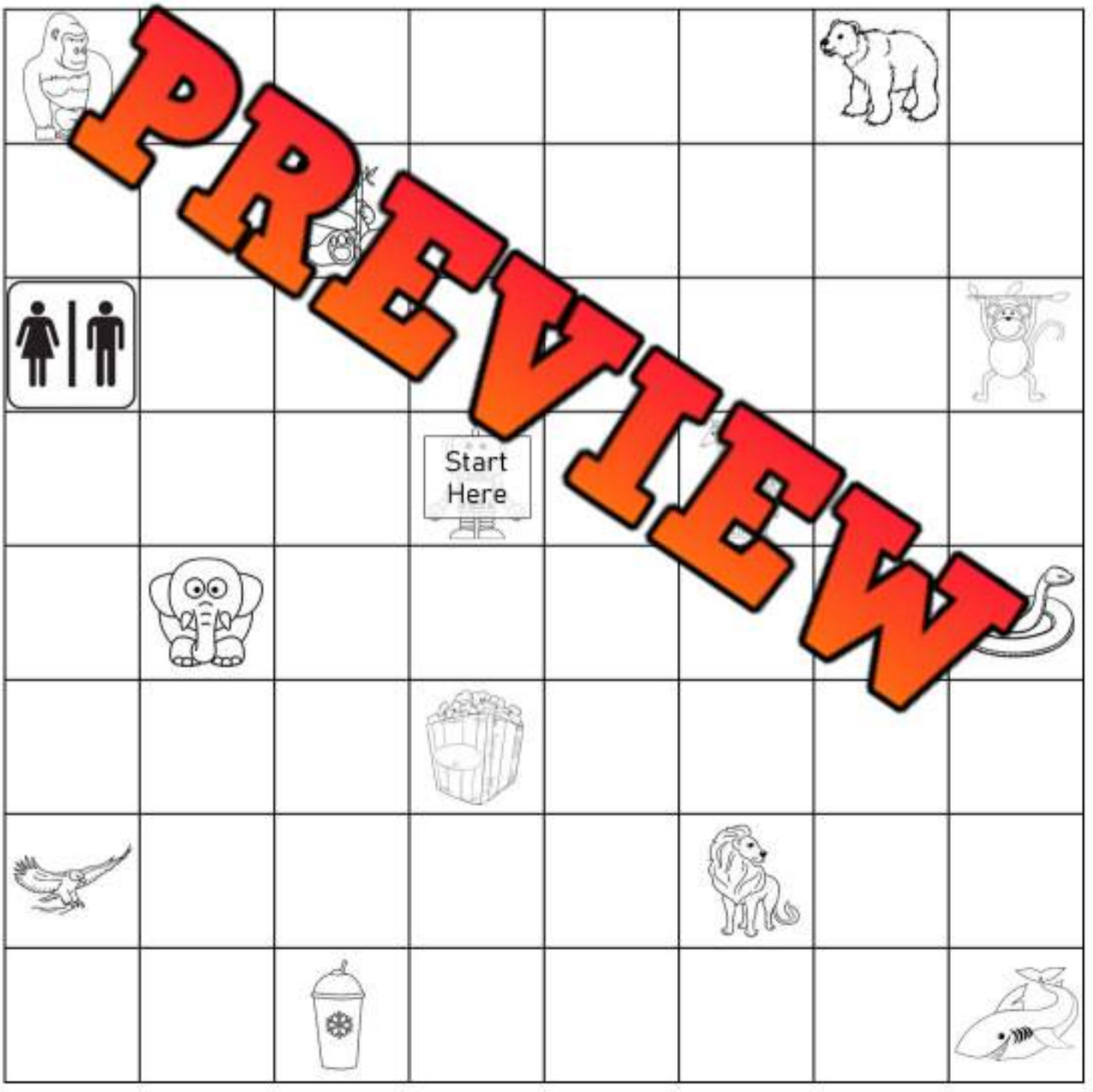
Curriculum Connection
A2.1

STEM – Working at the Zoo – Coding



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

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



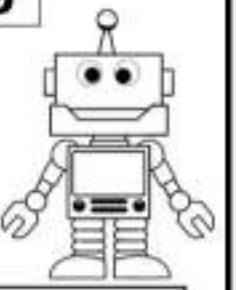
PREVIEW

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Name: _____ 95

Curriculum Connection
A2.1

STEM – Working at the Zoo – Coding



Commands – use arrows and numbers to fill in the code

Move ↓, 4 times, then move →, 2 times

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

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




Move _____, _____ time... ...ve _____, _____ times,

Move _____, _____ ti... ...n m... _____, _____ times.

2) Rob needs to feed the snakes ... then ... th... bathroom.



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

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

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





Move _____, _____ times,

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

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

PREVIEW

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Name: _____ 96

Curriculum Connection
A2.1

STEM – Working at the Zoo – Coding

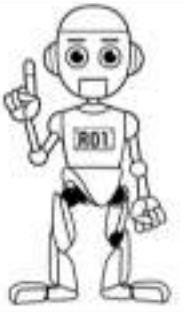
4) Rob needs to feed the pandas, then make more drinks, and then swim with the shark.



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

Move _____, _____ times, then,

Move _____, _____ times, then.



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



Move _____, _____ times, then,

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

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



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

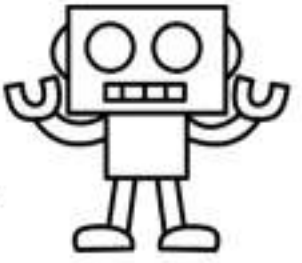


Move _____, _____ times, then move _____, _____ times,

Move _____, _____ times,

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

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



PREVIEW

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Name: _____ 97

Curriculum Connection
A2.2

STEM – Working at the Zoo – Coding



Coding How does coding help zoos?

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

_____

_____

PREVIEW

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

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

Monkeys	
Lions	
Otters	

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

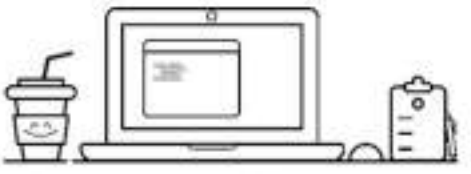
If animal presses button
then open door to food

How would using a code like this help zoo workers?

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

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

If customer pays
then send ticket



How does buying tickets online help people?

Faster	Slower	Less Work	More Work	Less Lineups	More Lineups

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Name: _____ 98

Curriculum Connection
B1.2, B2.5

Helping Other Living Things



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

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

PREVIEW

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

_____

_____

_____

_____

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Curriculum Connection
B1.2, B2.5

Exit Cards

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

Name: _____

Fill in the blanks using the word bank.

water	garbage
trees	feed
path	

Mark

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

Name: _____

Fill in the blanks using the word bank.

water	garbage
trees	feed
path	

Mark

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

PREVIEW

Name: _____ 100

Curriculum Connection
B1.2, B2.5

Assignment – Healthy Environment Poster

Plan Follow the instructions below to complete your plan.

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

- Stay on the path in a forest
- Feed [illegible] using a bird feeder
- [illegible] animals have a place to live
- Don't wa[illegible]
- Don't throw [illegible] (paints, batteries, cleaning supplies)
- Don't litter
- Don't use plastic water [illegible]
- Don't put paint, oils, or grease down th[illegible]
- Wash your hands so you don't spre[illegible]rms

PREVIEW

2) Practice writing the title of your poster b[illegible]

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

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Name: _____ 102

Curriculum Connection
B1.1, B2.6

Living Things Helping Other Living Things

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

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

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

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

PREVIEW

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Name: _____ 103

Curriculum Connection
B1.1, B2.6

Living Things Helping Other Living Things

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

Word Bank					
Plants	Grass	Trees	Animals	Humans	Water
					

PREVIEW

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

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Name: _____ 104

Curriculum Connection
B1.1, B2.6

Misinformation – Living Things

Misinformation

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



True/Fals the example from movies true or false?

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

PREVIEW

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Name: _____ 106

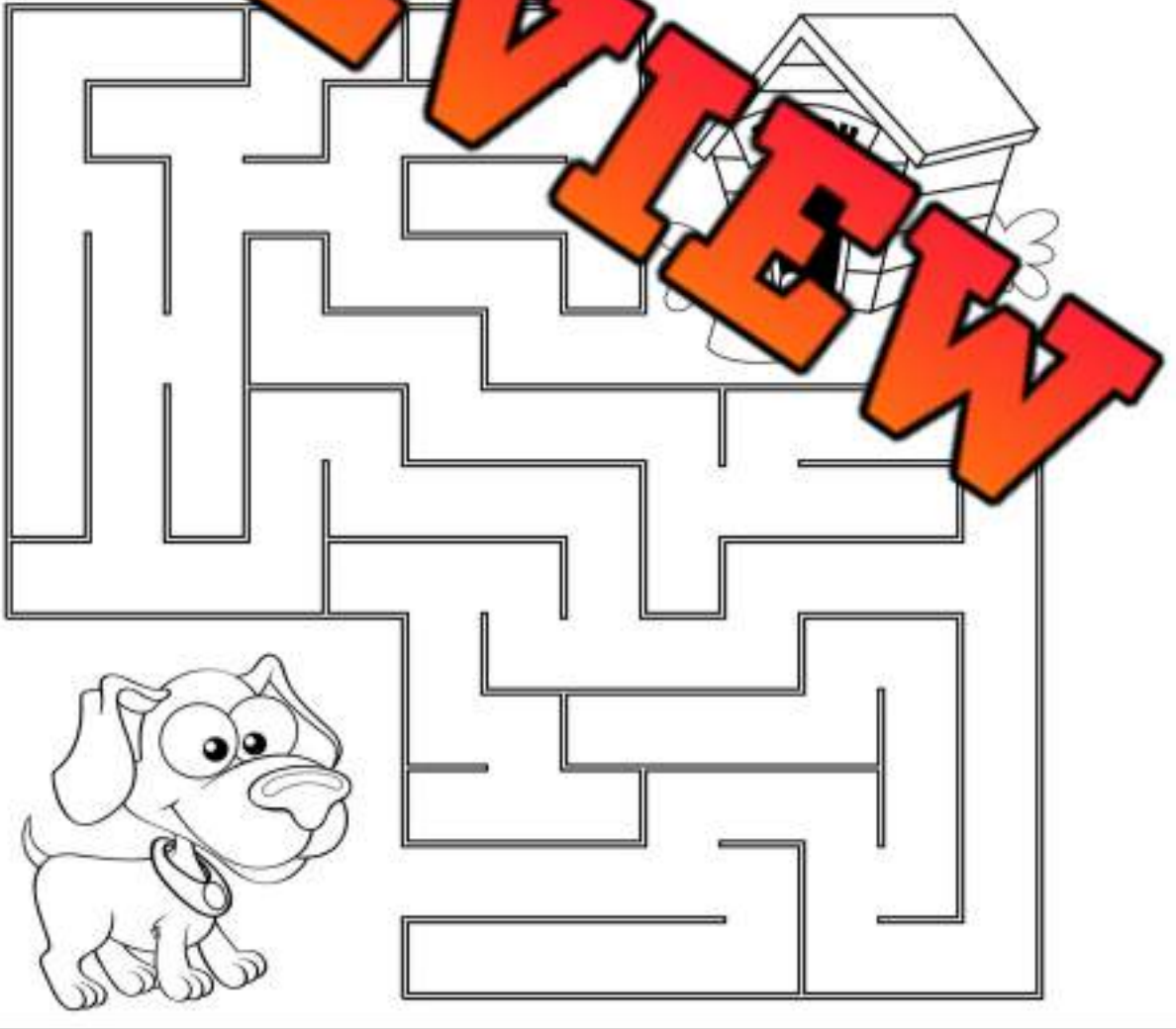
Curriculum Connection
A2.1

Coding – Animal Maze

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

run program

1) →	5) →	9) ←	13) ←	17) →	21) →
2) ↑	6) ↑	10) ↑	14) ↓	18) ↑	22) ↓
3) →	7) ←	11) ←	15) ←	19) →	23) →
4) ↓	8) ↓	12) ↓	16) ↑	20) ↓	24)



PREVIEW

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Name: _____ 107

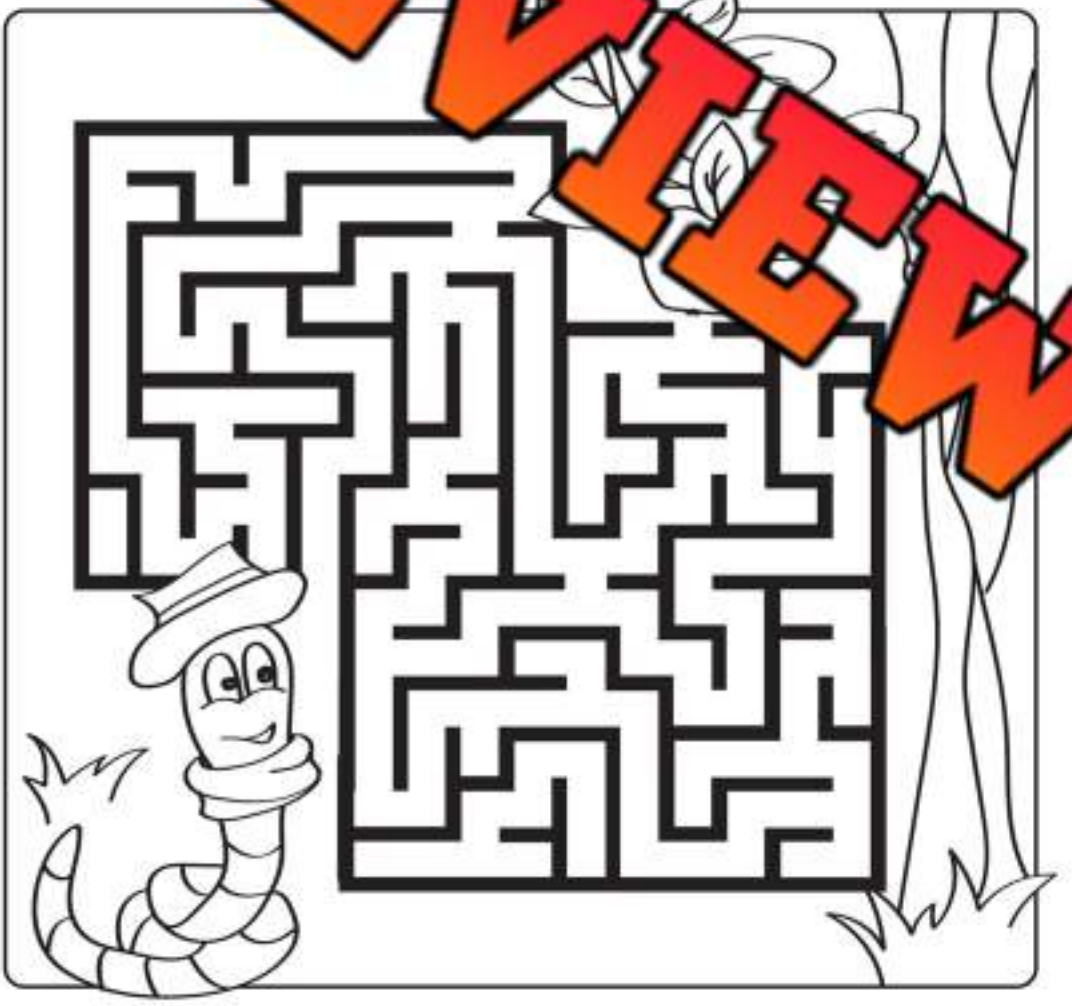
Curriculum Connection
A2.1

Coding – Animal Maze

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

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

PREVIEW



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Name: _____ 108

Curriculum Connection
B1.2, B2.6

Returning Used Things

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

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

PREVIEW

Fill in the Blanks What is the [illegible] word[illegible]



Word B[illegible]	
Urine	Soil
Manure	Compost



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

2) Old food scraps will be returned as _____.

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

4) Water that is drank is returned as _____.

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

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Curriculum Connection
B1.2, B2.6

Exit Cards

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

Name: _____ | Mark

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

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

Name: _____ | Mark

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

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

Name: _____ | Mark

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

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

PREVIEW

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Name: _____ 110

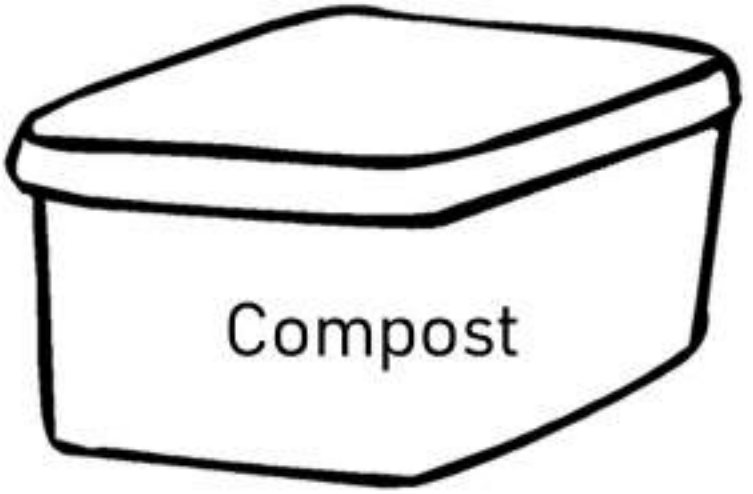
Curriculum Connection
B1.2, B2.6

Composting

Directions

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





PREVIEW

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Name: _____ 111

Curriculum Connection
B1.1, B2.6

Scat – Seeds Being Spread



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

Colour Colour the fruits that have seeds.

PREVIEW



Draw Draw pictures of the fruits below.

Apple	Watermelon	Cucumber

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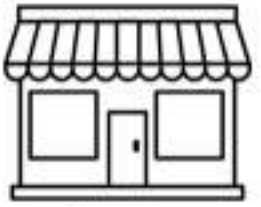
Name: _____ 112

Unit Test – Living Things

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



Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living



Living | Non-Living

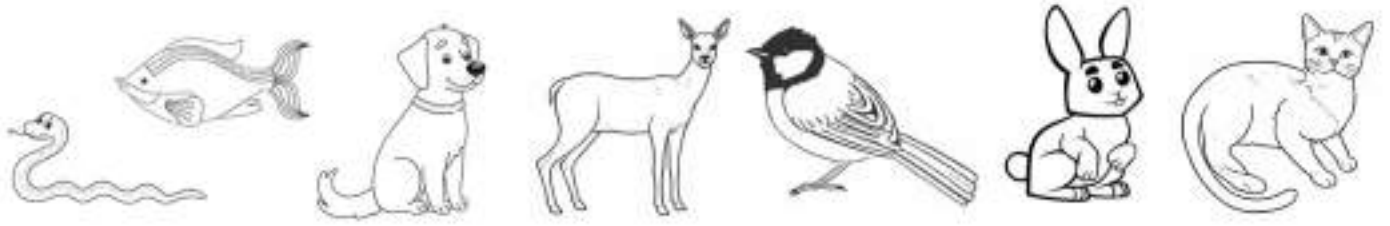
PREVIEW

Questions Answer the questions below.

1) Circle the animals that have tails.



2) Circle the animals that have 4 legs.



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

Word Bank

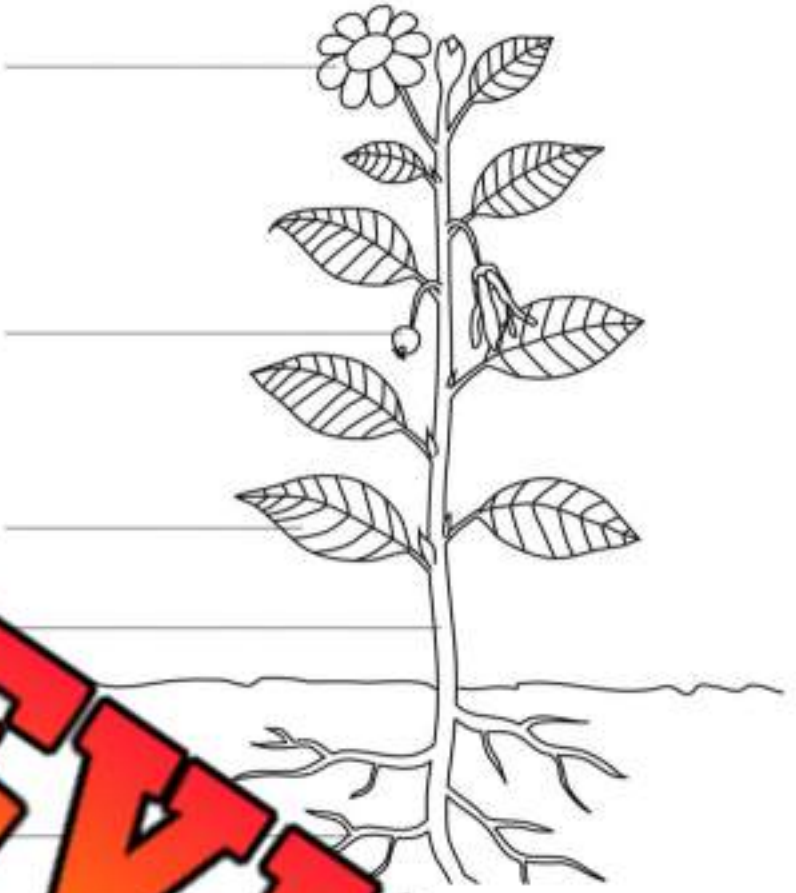
1) Stem

2) Roots

3) Flo

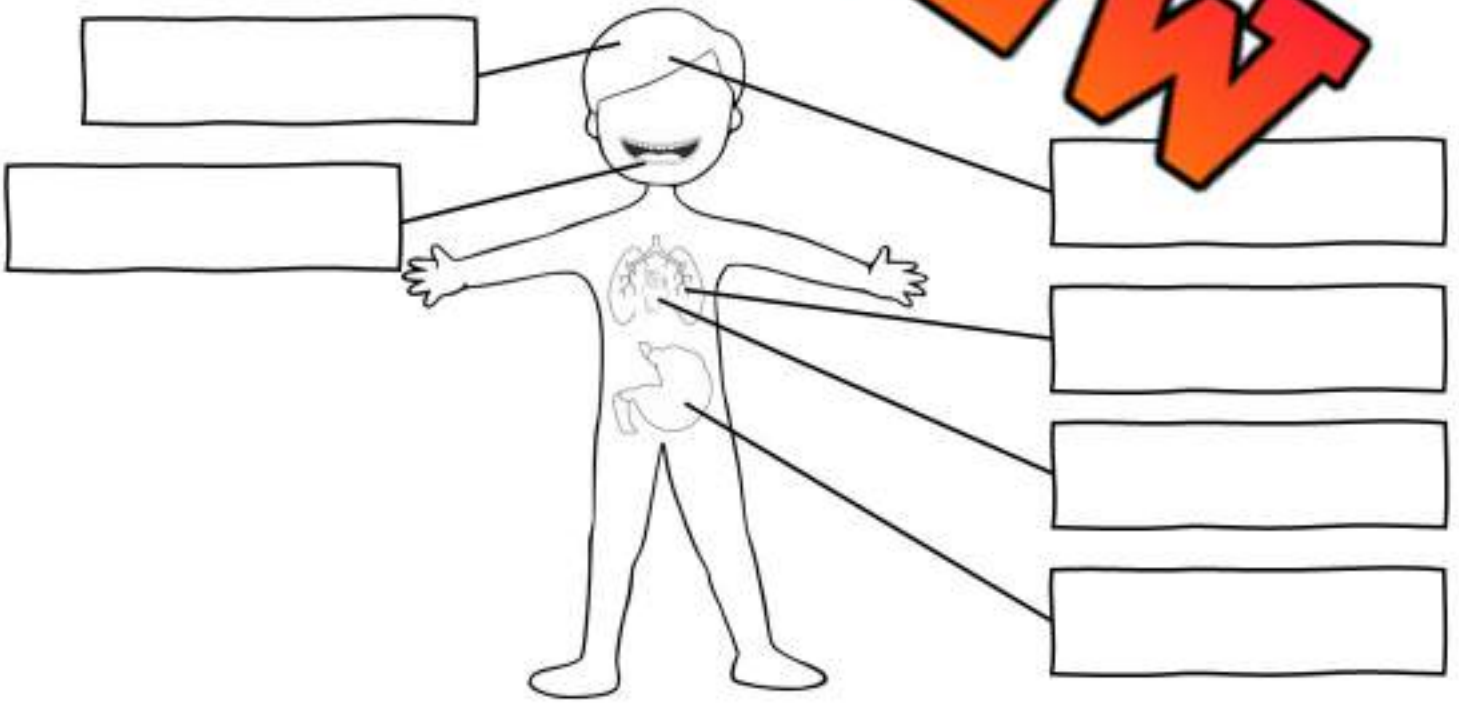
4) Leaf

5) Seeds



PREVIEW

Word Ban				
Heart	Brain	Hair		Teeth



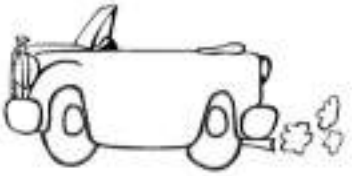
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Directions Circle the basic things you need to survive.

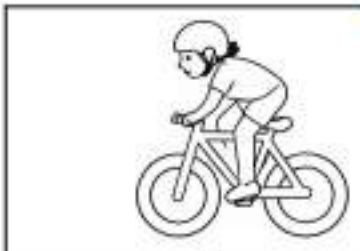


PREVIEW

Directions Circle whether the picture sh[illegible]ean a[illegible]lution.



Clean Air	Air Pollution



Clean Air	Air Pollution



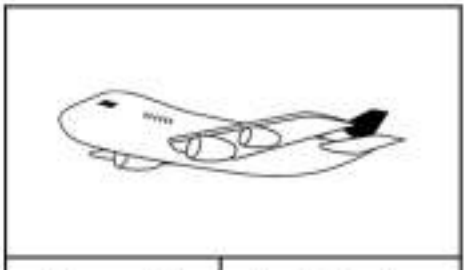
Clean Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution

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