

Grade 1 Science

Earth Systems

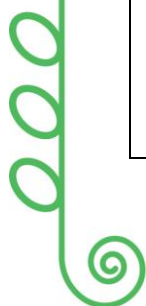
Activity 6: Plants and Animals

Duration: 60 minutes

Objective	Overview:
By the end of the activity, students should be able to: <ul style="list-style-type: none">- Understand that plants and animals have differences- Understand that plants and animals come in all shapes and sizes- Understand that plants and animals can be found in a variety of different locations	<ul style="list-style-type: none">- This activity introduces students to the concept of plant and animal needs. Students will explore ways that plants and animals are similar/different and the different locations they can be found. Through discussions, demonstrations, and hands-on activities, students will gain a deeper understanding of the diversity of living things and their needs.

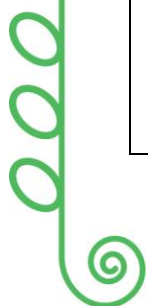
Science Guiding Question	Learning Outcome
How do plants and animals survive?	Students investigate and examine needs of plants and animals
Knowledge	<ul style="list-style-type: none">- Plants are living things that can grow and make their own food.- Plants usually cannot move from place to place.- Plants and animals exist in all shapes and sizes.- A variety of plants and animals exist and are dispersed over Earth.- Diverse plants and animals can be found in many environments in Alberta, such as: forests, prairies, lakes and rivers, mountains.
Understanding	<ul style="list-style-type: none">- Plants and animals require environments that allow them to meet their needs.
Skills and Procedures	<ul style="list-style-type: none">- Share examples of plants and animals native to Alberta and Canada.- Represent plants and animals in various environments.

ELA Guiding Question	Learning Outcome
<ul style="list-style-type: none">- How can the organization of ideas and information support the sharing of messages?	<ul style="list-style-type: none">- Students examine ways that messages can be organized and presented for different purposes.- Students develop listening and speaking skills through sharing stories and information.



- In what ways can listening and speaking be applied to develop oral communication?	
Knowledge	<ul style="list-style-type: none"> - Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including - personal stories - instructions - observations - Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation. - Listening involves maintaining attention and focus.
Understanding	<ul style="list-style-type: none"> - Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge. - Oral traditions can provide opportunities to learn and think about kinship. - Listening is an active process that supports understanding.
Skills and Procedures	<ul style="list-style-type: none"> - Examine ways that information can be organized and shared to support learning. - Practise listening and speaking skills through sharing oral stories. - Recognize kinship in a variety of oral stories. - Discuss special rules (protocols) about how, when, or with whom stories are shared. - Contribute to discussions as a listener and speaker.

Timing	Instructional Element	Student Tasks
Introduction Starting in a Good Way (15 minutes)	Hook: <ul style="list-style-type: none"> - The teacher asks the class: "What do you think makes something alive?" - The teacher shows a plant in a pot then asks: "Is this living? Why or why not?" - "Can plants walk around like people? Why not?" - The teacher explains: Plants are living—they grow, need water, and make their own food using light. But unlike animals, most plants stay in one place. Story: "The Tiny Seed" by Eric Carle	<ul style="list-style-type: none"> -Students participate in classroom discussion. -Students listen to the story and then share their thoughts after the story.



	<p><u>The Tiny Seed – 🌻 A read aloud of Eric Carle's classic book!</u></p> <ul style="list-style-type: none"> - After the story, the teacher asks the students: “What happened to the seed?” “What helped the seed grow?” “Did the plant walk to a new place or stay where it landed?” 	
<p>Development Weaving Knowledge (15 minutes)</p>	<p>Diversity of Plants and Animals</p> <ul style="list-style-type: none"> - The teacher draws or displays a table similar to the one for the students: (6.2 Diversity of Plants and Animals Chart) - Show picture cards (or project images) of animals and plants from Alberta: Forest: bear, squirrel, spruce tree, fern Prairie: bison, deer, grass, wildflowers Mountains: mountain goat, pine tree, eagle, moss Lakes & Rivers: fish, frog, cattails, ducks - As a class the teacher can categorize each organism. - While they are categorizing them ask students questions like: “Is this a plant or an animal?” “Where might this live?” “What size is it?” 	<p>-Students participate in classroom discussion and help the teacher organize the animals in their specific categories.</p>
<p>Independent Work Gathering Knowledge (25 minutes)</p>	<p>Plant and Animal Class Book</p> <ul style="list-style-type: none"> - The teacher explains the plant and animal project: Students can choose a plant and/ or an animal from Alberta to demonstrate their understanding of Alberta plants and animals by describing their traits, habitat and needs for survival. 	<p>-Students complete the plant and/or animal project worksheet.</p>
<p>Conclusion: Sharing knowledge (10 minutes):</p>	<p>Thumbs Up Activity:</p> <ul style="list-style-type: none"> - The teacher says the following questions: “Can plants move like animals?” “Do animals and plants come in all shapes and sizes?” “Can we find different plants and animals in different parts of Alberta?” - Students put their thumbs up if they think it is true and down if they think it is false. - The teacher is looking for the students who put their thumbs down to any of the questions because it shows they don't understand. 	<p>-Students listen to teacher questions. -Students raise their thumbs if they agree or put them down if they disagree.</p>

