

# Grade 1 Science

## Earth Systems

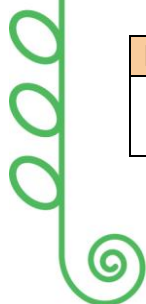
*Activity 7: Plant and Animal Needs*

Duration: 60 minutes

Objective	Overview:
By the end of the activity, students should be able to: <ul style="list-style-type: none"><li>- Understand the different needs of plants and animals</li><li>- Understand how humans can help satisfy the needs of living things</li><li>- Understand how living things can be beneficial to humans.</li></ul>	<ul style="list-style-type: none"><li>- This activity introduces students to the concept of plant and animal needs. Students will explore ways that plants and animals satisfy their needs and how humans can help or be helped by these other organisms. Through discussions, demonstrations, and hands-on activities, students will gain a deeper understanding of the diversity of living things and their needs.</li></ul>

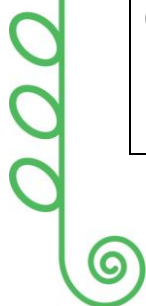
Science Guiding Question	Learning Outcome
In what ways can environments change?	Students analyze environments & investigate interactions and changes
<b>Knowledge</b>	<ul style="list-style-type: none"><li>- Basic needs of plants and animals include: food, water, air, shelter.</li><li>- Ways humans can help meet the needs of plants or animals include: watering plants, taking care of domestic animals, respecting environments.</li><li>- Ways that plants and animals, or their parts, help meet the needs of humans include providing: air for breathing, food, clothing, shelter, medicine, connection (social/emotional).</li></ul>
<b>Understanding</b>	<ul style="list-style-type: none"><li>- Plants and animals require environments that allow them to meet their needs.</li></ul>
<b>Skills and Procedures</b>	<ul style="list-style-type: none"><li>- Determine how a local environment meets the basic needs of plants and animals.</li><li>- Describe personal experiences related to how humans take care of plants and animals.</li><li>- Discuss how humans depend on plants and animals to meet their basic needs.</li><li>- Identify products made by various cultures, including local First Nations, Métis, or Inuit, that use plant and animal parts.</li></ul>

ELA Guiding Question	Learning Outcome
<ul style="list-style-type: none"><li>- How can the organization of ideas</li></ul>	<ul style="list-style-type: none"><li>- Students examine ways that messages can be organized and presented for different purposes.</li></ul>

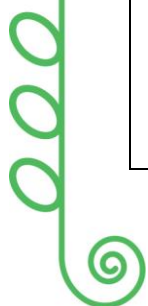


<p>and information support the sharing of messages?</p> <ul style="list-style-type: none"> <li>- In what ways can listening and speaking be applied to develop oral communication?</li> </ul>	<ul style="list-style-type: none"> <li>- Students develop listening and speaking skills through sharing stories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

Timing	Instructional Element	Student Tasks
<b>Introduction</b> Starting in a Good Way (15 minutes)	<b>Discussion and Video:</b> <ul style="list-style-type: none"> <li>- The teacher asks the students: "What do YOU need to live and be healthy?" (Encourage answers like food, water, a place to live, love, air).</li> <li>- After the discussion the teacher says: "Did you know that plants and animals need things too? Just like us!"</li> </ul>	-Students participate in the classroom discussion. -Students watch the video.



	<ul style="list-style-type: none"> <li>- The teacher shows the students a short video about plant and animal needs: <a href="#">Basic Needs of Living Things   Science for Kids</a></li> </ul>	
<b>Development</b> Weaving Knowledge (20 minutes)	<b>Who Helps Who Activity:</b> <ul style="list-style-type: none"> <li>- The teacher calls out different scenarios:             <ol style="list-style-type: none"> <li>1. Humans watering plants</li> <li>2. Humans walking a dog</li> <li>3. Humans planting trees</li> <li>4. Humans eating apples</li> <li>5. Humans wearing wool sweaters</li> <li>6. Humans sitting with a pet</li> </ol> </li> <li>- For every scenario the teacher asks student: “Who is helping who?”</li> <li>- The teacher asks students to respond on their individual mini whiteboards. (If writing is too difficult, students can simply write a H for human and P for plant or A for animal)</li> <li>- The teacher checks student answers and asks for their explanation.</li> <li>- The teacher provides insight on how humans can be helping plants/ animals while at the same time plants/animals can be helping humans.</li> </ul>	-Students answer the questions individually on their mini whiteboards
<b>Independent Work</b> Gathering Knowledge (20 minutes)	<b>Needs Worksheet:</b> <ul style="list-style-type: none"> <li>- The teacher passes out the worksheet (7.2 – Needs Worksheet)</li> <li>- The teacher circulates to help students with the worksheet.</li> </ul>	-Students complete the worksheet with support from the teacher.
<b>Conclusion:</b> Sharing knowledge (5 minutes):	<b>Parent/Guardian Conversation:</b> <ul style="list-style-type: none"> <li>- The teacher tells the students to go home and ask their parents/guardians the question: What are some things that we use that come from plants that aren’t obvious? (Teacher could potentially write this in the kids agendas if they would have difficulty communicating that information)</li> <li>- The teacher has a discussion with the class the next day about some of the conversations that they had at home.</li> <li>- If there is time permitting, finish with a story: <a href="#">Legend of Rat Root</a> / <a href="#">Legend of Willow</a> / <a href="#">Legend of Dandelion</a></li> </ul>	-Students have a conversation with their parents/guardians about the topic and summarize their conversation with the class the next day.



Supplementary Resources:

- <https://www.rupertsland.org/teaching-learning/resources/visiting-with-the-land/>
- <https://galileo.org/kainai/>
- [Harvesting: Wild Mint](#)

