

Planning Guide for *Needs and Characteristics of Living Things*

Teaching Plans	Specific Curriculum Outcomes	Components	Materials	Literacy Place Connections
What Are Living Things? Students will develop or reinforce their understanding of the difference between living and non-living things. They will also begin to explore the characteristics of living things.	Skills [GCO 2] • 33.0 • 34.0 • 1.0 • 2.0	- Anchor Video: <i>Needs and Characteristics of Living Things</i> - IWB Activity 1 - Science Card 1 - Unit 1, Science Cards 9 and 10 (optional) - BLM <i>Living Things</i>	- students' Science Journals - construction paper - poster board - markers - glue - scissors - students' Science Folders	<i>Is It Alive?</i> (Guided Reading, Level B) <i>True or False?</i> <i>Finding Out About Newfoundland Dogs</i> (Guided Reading, Level H)
How Do We Describe Living Things? Students will observe a variety of living things and record their observations, focusing on physical characteristics.	Skills [GCO 2] • 7.0 • 3.0	- Science Card 2 - Science Card 3 - IWB Activity 2 - BLM <i>Plant Journal</i> - IWB Activity 3	- materials for mini-centres including photographs of plants and animals, digital images and videos, sample animal coverings, plant parts, books and magazines, whole plants, class pet - fast-growing seeds such as beans - cotton balls - clear containers such as plastic cups OR clear, re-sealable bags and tape - watering cans - students' Science Journals - interlocking cubes - sticky notes - cut-out pictures of living things, one for each student - index cards	<i>Is This a Moose?</i> (Shared Reading—Analyzing Strategy Unit) <i>The Best Pet</i> (Shared Reading—Evaluating Strategy Unit) <i>Plant a Seed</i> (Guided Reading, Level H)
How Can We Group and Sequence Living Things? Students will practise sequencing and grouping living things according to one or more observable physical characteristics.	Skills [GCO 2] • 9.0	- IWB Activity 4 - IWB Activity 5	- index cards (optional) - interlocking cubes - construction paper - scissors - markers or crayons - various beans and seeds in separate clear containers - sunflower seeds - animal figurines - images of different animals, at least one per student	

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How Can We Compare Living Things? Students will compare individual humans or other animals of the same species and identify shared and unique characteristics.	STSE/K [GCO 1/3] • 35.0	- Science Card 4 - BLM <i>Comparing Animals: Venn Diagram</i> - BLM <i>Comparing Dogs</i> - IWB Activity 6 - BLM <i>My Unique Face</i>	- photographs, books, and videos showing different individuals from the same species (e.g., books about dogs, a video about horses) - large sheets of black construction paper or poster board - white crayon or chalk	<i>Same and Different</i> (Guided Reading, Level E)
How Can We Model Living Things? Following a design process, students select an animal and design and build a model of that animal that is as accurate as they can make it.	Skills [GCO 2] • 32.0	- Science Card 5 - Unit 2, Science Card 6 (optional) <i>What Is the Design Process?</i> poster - BLM <i>My Animal Model</i> - BLM <i>Animal Model Gallery Walk</i>	- a selection of models of animals such as stuffed toys, plastic figurines, wooden statuettes, and stone carvings - videos and photographs of animals - students' Science Journals - a wide variety of construction materials that might include construction paper, cardboard, newspaper, crayons, markers, paint, scissors, glue, tape, string; craft sticks, pipe cleaners, cardboard tubes, feathers, fun fur, modelling clay, papier mâché, foam balls, cloth - digital camera (optional)	
What Do Living Things Need? Students observe living things through direct experience and visual media, and identify similarities and differences in their specific needs.	STSE/K [GCO 1/3] • 36.0	<i>Ordinary Amos and the Amazing Fish</i> (Read Aloud) - Science Card 6 - Science Cards 2 and 3 (optional) <i>What Is the Inquiry Process?</i> poster - BLM <i>Plant Needs Plan</i> - BLM <i>Plant Needs Results</i> - IWB Activity 7	- plants from the Growing Plants investigation - salt water - vinegar - soil - garden tools - cardboard boxes - scissors - students' Science Folders - students' Science Journals	

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Planning Guide for *Needs and Characteristics of Living Things* (continued)

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How Do Living Things Meet Their Needs? Students will explore how living things meet their needs for food, water, and shelter. In particular, they will explore how humans and other animals, as well as plants, move to meet their needs.	Skills [GCO 2] • 10.0 STSE/K [GCO 1/3] • 37.0 • 38.0 • 40.0	• Science Card 7 • Science Cards 2 and 3 (optional)	• cardboard box with hole cut in it • students' Science Journals • index cards	<i>Move Like the Animals</i> (Shared e-Reading) <i>Whose Teeth Are These?</i> (Read Aloud-Predicting Strategy Unit)
How Do We Use and Care for Living Things? Students describe ways that humans use their knowledge of plants and animals to meet our own needs. Students also describe how humans use their knowledge to meet the needs of plants and animals in their care.	STSE/K [GCO 1/3] • 39.0	• Science Card 8 • IWB Activity 8 • Science Card 9 • Science Card 1 (optional)	• variety of items made of natural materials • poster board • craft supplies	<i>School Days</i> ("Caring for Speedy" pages 14–16, Shared Reading–Active Learning Kit)
How Can We Contribute to a Healthy Environment? Students recognize that living things depend on their environment to fulfill their needs. Students identify simple actions they can do to help maintain a natural environment.	STSE/K [GCO 1/3] • 40.0	• <i>The Very Hungry Bear</i> (Read Aloud) • Science Card 10 • IWB Activity 9	• print or video news stories about animals found in unexpected places due to loss of habitat • large scrapbook or binder to make class book of Focus Animals • construction paper • markers and/or crayons and/or paint • scissors • glue	<i>The Bug Hotel</i> (Shared Reading–Synthesizing Strategy Unit) <i>How to be an Eco Class</i> (Shared Reading–I Can Make a Difference Inquiry Unit)