

# Planning Guide for *Animal Growth and Changes*

| Teaching Plans                                                                                                                                                                                                                                                                                                                   | Specific Curriculum Outcomes                                                | Components                                                                                                                                                                                                          | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Literacy Place Connections                                                                                                                                                                 |
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| <b>What Is a Life Cycle?</b><br>Teachers and students begin to pose questions related to the growth, changes, and life cycles of humans and other animals, and identify ways to answer those questions. Teachers begin to model scientific terminology relating to growth, changes, and life cycles of humans and other animals. | Skills [GCO 2]<br>• 1.0<br>• 2.0<br>• 30.0                                  | <ul style="list-style-type: none"> <li>Science Card 1</li> <li>Anchor Video: <i>Animal Growth and Changes</i></li> <li>Science Card 2</li> <li>IWB Activity 1</li> <li>BLM <i>My Life Cycle Question</i></li> </ul> | <ul style="list-style-type: none"> <li>large sheets of paper</li> <li>interlocking cubes</li> <li>index cards</li> <li>recipe boxes</li> <li>students' Science Folders</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                            |
| <b>How Can We Observe a Life Cycle?</b><br>Students observe the life cycle of a live animal in a habitat set up in class.                                                                                                                                                                                                        | Skills [GCO 2]<br>• 6.0<br>• 7.0<br>• 9.0<br><br>STSE/K [GCO 1/3]<br>• 41.0 | <ul style="list-style-type: none"> <li><i>Alligator Baby</i> (Read Aloud)</li> <li>Science Card 3</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>animals for study</li> <li>food and enclosure for animals (based on animal to be studied)</li> <li>box for artifact box activity</li> <li>items for artifact box (will depend on animal to be studied)</li> <li>students' Science Journals</li> <li>students' Science Folders</li> <li>craft supplies including modelling clay, paint, paper, and glue</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li><i>Starting Life: Crocodile</i> (Read Aloud–Sequencing Strategy Unit)</li> <li><i>Dragonflies Are Amazing!</i> (Guided Reading, Level O)</li> </ul> |
| <b>What Do Animals Need From Their Environments?</b><br>Students explore animals in their natural environment and observe how the animals eat, drink, move, and seek shelter. They apply this learning to requirements for human-made habitats.                                                                                  | STSE/K [GCO 1/3]<br>• 42.0                                                  | <ul style="list-style-type: none"> <li>Science Card 4</li> <li>Science Card 5</li> <li>IWB Activity 2</li> <li><i>What Is the Inquiry Process?</i> poster</li> </ul>                                                | <ul style="list-style-type: none"> <li>one large, clear, wide-mouthed jar for each student or small group of students</li> <li>cheesecloth or paper towel and elastics</li> <li>students' Science Journals</li> <li>students' Science Folders</li> <li>a wide variety of construction materials that might include construction paper, cardboard, cardboard boxes, newspaper, crayons, markers, paint, scissors, glue, tape, string, craft sticks, pipe cleaners, cardboard tubes, felt, modelling clay, papier mâché, foam balls, cloth, aluminum trays, paper towel rolls</li> </ul> | <ul style="list-style-type: none"> <li><i>We Are Wolves</i> (Read Aloud–Analyzing Strategy Unit)</li> </ul>                                                                                |

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| <b>What Are the Life Cycles of Different Animals?</b><br>Students investigate the various stages of the life cycles of different animals.                                                                | STSE/K [GCO 1/3]<br>• 43.0                                                               | <ul style="list-style-type: none"> <li>Science Card 6</li> <li>Science Card 7</li> <li>Science Card 2 (optional)</li> <li>IWB Activity 3</li> <li>IWB Activity 4</li> <li>IWB Activity 5</li> </ul>                                | <ul style="list-style-type: none"> <li>students' Science Journals</li> <li>paper plates (2 per student)</li> <li>paper fasteners (1 per student)</li> <li>markers, colouring pencils, or crayons</li> </ul>                                                                | <ul style="list-style-type: none"> <li><i>Pictorial Diagram: Frog Life Cycle</i> (Conversation Card # 14 –Active Learning Kit)</li> <li><i>Who Laid These Eggs?</i> (Guided Reading, Level F)</li> </ul> |
| <b>How Do Different Life Cycles Compare?</b><br>Students group and sort animals based on the similarities and differences between their life cycles.                                                     | Skills [GCO 2]<br>• 10.0<br><br>STSE/K [GCO 1/3]<br>• 44.0                               | <ul style="list-style-type: none"> <li>Science Card 8</li> <li>IWB Activity 6</li> <li>BLM <i>Life Cycle Trivia Cards</i></li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>images of a variety of animals</li> <li>small toys representing animals</li> <li>students' Science Journals</li> <li>paper plates</li> <li>drawing materials</li> </ul>                                                             | <ul style="list-style-type: none"> <li><i>Flying Acrobats</i> (Guided Reading, Level M)</li> </ul>                                                                                                       |
| <b>How Do Traits Change as Animals Grow and Develop?</b><br>Students explore constant and changing traits in humans and other animals, with a focus on humans.                                           | STSE/K [GCO 1/3]<br>• 45.0                                                               | <ul style="list-style-type: none"> <li>Science Card 9</li> <li>BLM <i>Constant and Changing Traits</i></li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>small sticky notes</li> <li>students' Science Journals</li> <li>students' Science Folders</li> </ul>                                                                                                                                |                                                                                                                                                                                                          |
| <b>How Do Humans Grow and Develop?</b><br>Students explore changes in physical and behavioural traits in humans as they grow and develop. These traits are compared to the development of other animals. | Skills [GCO 2]<br>• 14.0<br>• 19.0<br>• 40.0<br><br>STSE/K [GCO 1/3]<br>• 46.0<br>• 47.0 | <ul style="list-style-type: none"> <li><i>Our Love Grows</i> (Read Aloud)</li> <li>Science Card 10</li> <li>IWB Activity 7</li> <li><i>What Is the Inquiry Process?</i> poster</li> <li>BLM <i>It's Better to Be...</i></li> </ul> | <ul style="list-style-type: none"> <li>Velcro strips</li> <li>large piece of felt</li> <li>students' Science Folders</li> <li>large sheets of paper and markers</li> <li>construction paper</li> <li>string</li> <li>interlocking cubes</li> <li>modelling clay</li> </ul> | <ul style="list-style-type: none"> <li><i>Whales</i> (Guided Reading, Level J)</li> </ul>                                                                                                                |

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## Planning Guide for *Animal Growth and Changes* (continued)

| Teaching Plans                                                                                                                                             | Specific Curriculum Outcomes                               | Components                                                                                                                                                                                        | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Literacy Place Connections |
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| <b>Why Are Food Choices Important?</b><br>Students learn why making good choices about what to eat and drink is important to their growth and development. | STSE/K [GCO 1/3]<br>• 48.0                                 | <ul style="list-style-type: none"> <li>Science Card 11</li> <li>BLM <i>Supermarket Scavenger Hunt</i></li> <li>IWB Activity 8</li> <li>BLM <i>Food Journal</i></li> <li>IWB Activity 9</li> </ul> | <ul style="list-style-type: none"> <li>selection of food for artifact box</li> <li>box</li> <li>food magazines and grocery flyers</li> <li>craft materials such as poster board, construction paper, markers, glue, scissors</li> </ul>                                                                                                                                                                                                                                                                                |                            |
| <b>What Choices Can We Make to Stay Healthy?</b><br>Students learn how regular movement and other practices can help them stay healthy.                    | Skills [GCO 2]<br>• 31.0<br><br>STSE/K [GCO 1/3]<br>• 49.0 | <ul style="list-style-type: none"> <li>Science Card 12</li> <li>BLM <i>My Favourite Way to Move</i></li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>glitter</li> <li>bar soap and water</li> <li>liquid soap and water</li> <li>plain water</li> <li>dry paper towels</li> <li>hand sanitizer</li> <li>stopwatches</li> <li>large graph paper</li> <li>coloured sticky notes</li> <li>students' Science Journals</li> <li>variety of board games and card games</li> <li>craft supplies such as poster board, markers, glue, scissors</li> <li>dice</li> <li>paper fasteners</li> <li>modelling clay</li> <li>small toys</li> </ul> |                            |