

ecoMentors Lesson Plan Template: Helping kids explore the planet! www.ecomentors.ca

Title: Life Systems

Grade Level(s): 1

Time/Date:

School:

Teacher:

Directions to school, class:

Contact Info:

Ontario Curriculum Connection: Life Systems – Characteristics and Needs of Living Things

Vocabulary: Words & Concepts your class may be learning, look these up yourself too!

Environment - All the things around us that help us live

Healthy – Free from injuries and disease

Senses- Any of the body parts we use to receive and feel what is going in outside or inside the body.

Materials and Equipment: List these before and while you plan and revise so you're prepared.

tennis-ball

Black board and chalk

worksheet senses (optional, discuss with teacher)

What is your class accomplishing?: Learning & Activity Goals, Objectives

- **Demonstrate an understanding of basic needs of animals and plants (e.g., the need for food, air, water)**
- **Demonstrate awareness that animals and plants depend on their environment to meet their basic needs and describe the requirements for good health for humans**
- **Classify characteristics of animals and plants by using the senses**
- **Identify ways in which individuals can maintain a healthy environment for themselves and for other living things.**
- **Compare the basic needs of humans with the needs of other living things (e.g., the need for food, air...)**
- **Identify ways in which individuals can maintain a healthy environment for themselves and for other living things (e.g. practice of cleanliness to reduce the spreading of germs)**

PROCEDURE

The Spark: Introductions, Demonstrations, Show and Tell, Topic Intro (Break the ice!) ~5-10min

Have the students sit in a circle. Take the tennis ball and roll it to a student, the student that receives the ball must say their name and something they do everyday. *Ok class!, sit in a circle, we will roll the ball to each other, the one that gets the ball will tell us their name and something they do everyday. I will go first, My name is ____, Everyday I _____(wash, have breakfast, watch TV, do homework, play outside, ..).* Roll the ball to a student to begin, when that student finishes they roll the ball to another student. As a variation, you could have students switch places (the student that rolls the ball and student that receives the ball)

After all students introduce themselves, they can play the game again by pretending to be an animal or a plant. *ok everyone, now we will pretend we are plants and animals, we will roll the ball to each other and the one that gets the ball will tells what animal or plant they are and something they do everyday.*

I am a _____(tree, bear, cat..), everyday I _____(sit in the sun, eat fish, clean myself)

To limit time, you can ask some students to do the first round and the rest to do the second round!

Brainstorming, Getting ideas, Connecting ideas (assess their knowledge!) ~10-20min

What are some things that we do everyday that is the same as what plants and/or animals do everyday?

Write on black board picture of food, sleep, drink, move, clean, ...

Ask students: *What is the environment?* **All the natural things around us that help us live.**

Draw picture of tree, water, sun, house. Ask the students to name some more aspects of the environment and draw them in your picture.

What does 'healthy' mean? What do you do everyday to stay healthy?

Begin discussion by saying the oceans/forests/clouds are in our environment. *What does a healthy ocean look like? What does a sick ocean look like? How do we keep our oceans healthy?*

Some environmental elements you can use are: forests, rivers, oceans, cities, jungles, plants, animal.....

Ask for 3 or 4 of these elements how it looks like when it's healthy and how it looks like when it's sick. *How do we keep it healthy?*

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play ~10-30mins

It's alive!

Make 2 lists on the blackboard, one of **living things** and one of **non-living things**. Let the students come up with as many as they can think of. *What do all the living things have in common? What do they need that non-living things do not need? What can they do that non-living things cannot do?*

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play(Pt. II or Cont...) ~10-30mins

The senses

Worksheet available for grades that can already read and write a bit! Discuss this upfront with the teacher. Otherwise you can use this worksheet to get some examples of animals that use some of their senses in a specialized way.

Ask students: *What are the 5 Senses?* **Hearing, Seeing, Touch, Smell, Taste**

Draw each sense by drawing a sketch of an ear(for hearing), eye(for seeing), hand(for touch), nose(for smell), mouth with tongue for taste

What would you do if you couldn't hear/see/smell/feel/taste? What animals have great hearing/sight/touch/smel/tastel? Why?

Ask students to: Think of something that makes a loud noise.

Go to something in the room that smells bad. Go to something in the room that smells good.

Go to something in the room that feels smooth. Go to something in the room that feels rough.

Go to somewhere that is dark. Go somewhere that is bright. Think of something that tastes good. Think of something that tastes bad.

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play(Pt. II or Cont...) ~10-30mins

Animal guessing game

Tell students: *Ok students, we will be playing a game. I want everyone to think of a secret animal and don't tell anyone.* Write down the sentences below on the board.

1. **This animal can _____ (draw a bird for flying, a fish for swimming, a dog for running)**
2. **This animal is _____ (draw a big circle and a small circle for big and small)**
3. **This animal lives in _____ (draw trees for a forest, waves for an ocean and a barn for a farm)**
4. **This animal eats _____ (draw a fish for this category)**

Let all students describe their animal in the following way: *This animal can..., this animal is big/small, this animal lives in... and this animal eats...* Let the other students guess the name of the animal first, and then let the student say: *My animal was a*

The student who guessed it right can go next.

Contingency, Plan B, extra game or activity (Back up plan) ~5-10mins

Draw a healthy environment

Have students draw a picture of a healthy environment and some things we can do to keep the environment healthy. Ask students to share their pictures with the rest of the class.

Presentation of Findings ~5-15mins

Review, Conclusion and steps towards continued action ~5-10mins

So now you know what the environment is, and that we need a clean environment for plants and animals to stay healthy. You also know how animals depend on their environment. What could we do to keep the environment clean for plants, animals and humans to live in?

References

http://www.nysaes.cornell.edu/partnersinscience/standards/elemcoresci2_bio.pdf

Great work ecoMentor! After use of Lesson Plan revise, add ideas and repeat!