

Activity Name: Les Choses Vivant

Brief Description of Task: Create a habitat for a living thing and explain how they are keeping it alive.

Grade(s): 1

Subject(s)/Topic: Science

Learning Goal:

We are learning to identify what is a living thing and what helps living things survive and grow.

Overall Expectations:

Investigate needs and characteristics of plants and animals, including humans.

Success Criteria:

Je peux décrire un animal
Je peux décrire leurs besoins
Je peux comparer les animaux aux humains
Je peux construire un habitat pour un animal

Specific Expectations:

English: 2.2, 3.2, 3.6,
French: 1.3,

Useful Resources:

Science & Technology Curriculum Grades 1-8:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec.html> (French Version: <http://www.edu.gov.on.ca/fre/curriculum/elementary/scientec18currbf.pdf>) **of this document go to pages 42-44)**

Vivant et Non-Vivant Video : <https://www.youtube.com/watch?v=xN0MZ8xGZwk>

Pages to reinforce learning possibly :

<http://cycle2.orpheecole.com/wp-content/uploads/2013/11/chat-noir-Le-vivant-CP.pdf>

Online Games: <https://unebellefacon.wordpress.com/2012/03/28/vivant-ou-non-vivant/>

Lesson Plans:

<https://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=0ahUKEwi9rd256rXPAhVCIB4KHUIqACMQFggwMAC&url=http%3A%2F%2Fwww.enseignon.s.be%2Fupload%2Ffondamental%2Fveille-scientifique%2F26-12-10vivant-non-vivant-tout.docx&usg=AFQjCNG2Q3Cvfug7EdyDyrKJn8WcWV9v2w>

Necessary Subject Specific Words & Expressions:

- Les êtres vivants
- Les êtres non-vivants
- Grandit
- change
- Fait ca-ca
- Respire

Body Parts

Pattes
Queue
Pieds
Fourrure
Jambes
Tête

- Mange
- A un maman et un papa
- Peut avoir des bébés
- Les plantes
- Les animaux
- *Air*, la nourriture, l'ai

Ailes
plumes

Nageoires
Écailles

How they move

Nage
Cours
Vole
Marche
saute

Number
Colours

Activities

(Introduction, Primary Lesson, Consolidation):

1. What is living & non living - discussed why is living vs. non-living
 - a. Put pictures of water, air, food on the board to introduce the vocabulary students chose
2. Independently made a chart of non-living and living things and put pictures or words to show - comparing and contrasting
3. Scavenger hunt - went outside, took pictures of living and nonliving things and made a Pic Collage describing what was which and why

Introducing Characteristics of Animals

The way animals move

4. Diagrams to introduce Ways they move - sorting by this
 - a. Sort pictures of different animals by the way they move
 - b. Simon dit - teacher says a command for the action - they respond as a class
 - i. Progress to partners - telling them an action to do
 - c. Photo dice - pictures represent movement - do on smartboard first as whole class, progress to small group work - students roll the di, tell their partner what movement to do, switch roles
 - i. Extension - could add three dice to one platform and they could give commands (3 in a row)
 - d. Post Words to word wall
 - i. Print:
<https://drive.google.com/file/d/0Bxi-Avemu8ekZ1JucGsyZU5zTGs/view?pli=1>
 - e. Independent
 - i. Sort based on how animals move
 - ii. Do a journal entry - Pick and animal and say how it moves

Body Parts

1. Youtube Video that introduces the body parts
<https://www.youtube.com/watch?v=bChrAwLzoSo>
2. Put up pictures of different animals ask them:
 - a. Picture of: Fish, Dog, Bird
 - b. Est-ce que le chien a des bras? Etc. When they say no, teach them the proper words for the different animals
3. Guided/Shared
 - a. Post picture - students help teacher describe it, students describe to elbow partner then you take it up
 - b. Have them work in partners or small groups - hand out a bunch of different picture - with a model students could write a brief description on chart paper - share with the class
 - c.
4. Independent:
 - a. Invent an animal and describe it : Students invent an animal (draw, paint, build with clay, create on [Show Me App](#)) and use this [template](#) and sentence prompts (if needed) to describe the creature and its adaptations. Students can be challenged with a problem their creature needs to solve ie, it must be a pollinator, a creature that will control a pest problem (mosquitoes?) etc.
 - b. Choose a picture from the camera roll - record themselves describing it - seesaw
 - c. Sorting animals by different characteristics - take a picture and tell which sorting rule they used (i.e. number of legs, colour, body parts, way they move)
 - d. Give students a list of living things - they need to choose one - rough copy - on paper - build the habitat of their animal and they will have to explain why they chose the things they did.

Habitats and living things in Minecraft

1. Have a discussion with students about what “living things” can be found in Minecraft. Divide into partners and have them go on a hunt for “living things”. Once a pair finds a living thing they can draw a picture of it and post at the front of the room for all to see.
2. Students explore different habitats in Minecraft. Students take a screenshot of the selected habitat (ex...pond) and upload to “Seesaw” they record their voices describing the habitat and what living things would live there.
3. Students create habitats for their selected “living thing” in Minecraft. Students share their work by working with a partner and exploring each other's habitats. They give each other feedback and add things to help their living thing survive.
4. Students submit final product by taking a screenshot and uploading to Seesaw where they can record their voice describing their habitat and living thing.

Assessment: Teacher observations and student conferences

Apps: Minecraft, Seesaw, Photodice, Piccollage

Reflection/Notes:
Start slow with the vocabulary

	<p>Use pictures to introduce new words Have students FIND habitats in Minecraft BEFORE having them create their own. Talk about what kinds of living things they can find in Minecraft compare to the “real” world.</p>
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<p>Possible Extensions:</p>
