

# Grade 1 Life Sciences

## Unit Lesson Plan

Grade: Grade 1

Strand: Life Sciences

### **Benchmarks:**

- **LS.1.A.** Describe the component part of living things (e.g. birds have feathers; people have bones, and their major functions).
- **LS.1.B.** Categorise living organisms using a variety of observable features (size, colour, shape, backbone).
- **LS.1.C.** Describe and compare characteristics of living things in relationship to their environment.
- **LS.1.D.** Describe how living things depend on one another for survival
- **LS.1.E.** Understand the competitive interdependent cyclic nature of living things in the environment.
- **LS.1.F.** Utilise scientific method including identification of a problem, developing research questions, collecting data and communicating the problem, the evidence and the conclusion and use the collaborative approach.
- **LS.1.G.** Explain that scientists use different kinds of investigation depending upon the questions. Employ equipment, tools, and a variety of techniques and information sources to gather, analyse and interpret data.

Lesson 1: What Makes Up A Plant?

Lesson 2: Garden Food Web

Lesson 3: What lives in the Garden?

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<b>Lesson Plan</b>	Parts of a Plant
<b>Lesson Duration</b>	
<b>Reference</b>	<i>LS.1.A. Describe the component part of living things (e.g. birds have feathers; people have bones, and their major functions).</i>

### Objectives

Understand the diversity of plant structures in the garden.

### Summary of Tasks

(1) Explain that different plants are structured differently. All parts are different, we have a diversity of plants made of different component plants in our garden, and this makes for a healthy garden and a healthy lifestyle. We eat different parts of different plants.

(2) As a class, plant a corn seed and a radish in the garden. As they grow, observe that there are significant differences in the plants. Ask the questions: how are they different? Which parts do we eat?

(3) Individually, students should use 'Plant Parts Template' to document visually what they see throughout the growth process and do a drawing that will identify which parts of the plant we eat: stem, flower, leaf. They can compare their drawings of different plants at the end of the week.

### Materials

Corn and radish seeds  
Plant Parts Template

Plant Parts Template:

Seed	Sprouted
Mature	Food

The part that we eat _____ .	Needs
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<b>Lesson Plan</b>	Garden Food Web
<b>Lesson Duration</b>	
<b>Reference</b>	<i>LS.1.D. Describe how living things depend on one another for survival</i> <i>LS.1.E. Understand the competitive interdependent cyclic nature of living things in the environment.</i>

<b>Objectives</b>
Understand the interconnected nature of the garden community. Understand how plants get their food.

<b>Summary of Tasks</b>
(1) Introduce the concept of a food web.
(2) Go into garden and record interactions to document in this web. Use a page in their journal to create a garden food web (including the humans that also eat the food).
(3) As a class reflect on what students found, what food webs they constructed. Ask the

questions: What do you notice? Is there is a missing piece? Where do plants get their food from?

(4) Describe how plants get their food. Use the Photosynthesis Template to show to stages of plants getting food.

### Materials

Garden Journal  
Photosynthesis Template

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<b>Lesson Plan</b>	What lives in the garden?
<b>Lesson Duration</b>	
<b>Reference</b>	<i>LS.I.B. Categorise living organisms using a variety of observable features (size, colour, shape, backbone).</i> <i>LS.I.C. Describe and compare characteristics of living things in relationship to their environment.</i>

### Objectives

Understand how plants in the garden evolve to a specific environment.

### Summary of Tasks

(1) Introduce an exploration in the garden to identify living things: plant, insect, animal.

(2) Each student identifies four things and use four words to describe them. Explain how these four things are present because they have adapted to their environment. Then

chose one to describe and share why this plant/animal is here (it has food, water and space here) in journal. Brief oral presentation/partner sharing.

<b>Materials</b>