We All Grow!

Specific Learning Outcomes

1-1-01: Use appropriate vocabulary related to their investigations of characteristics and needs of living things.
1-1-03: Identify and describe common characteristics of humans and other animals they have observed.
1-1-06: Observe and identify similarities and differences in life processes between themselves and other living things.

General Learning Outcomes

1-0-1a: Ask questions that lead to explorations of living things, objects, and events in the immediate environment.
1-0-4a: Follow simple directions while undertaking exploration.
1-0-4e: Respond to the ideas and actions of others in building their own understandings.
1-0-4g: Verbalize questions and ideas during classroom learning experiences.
1-0-4h: Follow given safety procedures and rules.
1-0-7a: Propose an answer to the initial questions based on their observations.
1-0-9b: Willingly observe, question, and explore.

Vocabulary

wetlands, growth, stages, baby, egg, child, hatchling, duckling,

Summary

Students are introduced to wetlands by exploring the growth stages of two wetland animals, the Snapping turtle and the Mallard, comparing them to how a human grows.

Materials

- *Print activity sheets for students (note: the sheets cannot be printed double-sided, for one sheet will be cut up by students)* ***OR*** *project activity sheets on a screen, using a smart board if available, to work on activity as a group*
- *Safety scissors for students*
- *Writing utensils for students*

Procedure

Warm Up

Introduce the activity by stating all living things grow, including the students. Brainstorm with the students how they change as they grow (they get taller, need bigger clothes or shoes, eat more food, etc.). Follow up by stating that many living things also have similar changes as they grow and turn into an adult.

The Activity

Explain to students that they will be exploring the growth stages of a human, a turtle (specifically, a Snapping Turtle), and a duck (specifically, a Mallard), comparing their similarities and differences in how each one grows. Introduce each animal, reading the accompanying description *(optional: project or print an enlarged image of each animal to show students).*

Hand out the activity sheets to students, explaining the instructions and safety rules for using scissors.

A wetland is an area of land that holds shallow water, with a maximum depth of two metres. The water makes the soil very moist, so plants who need moist soils will grow in and around the water; this is why a wetland can not be deeper then two metres, because otherwise these kinds of plants drown and do not receive enough sunlight. The water moves slowly across because there are so many plants that slow the water down, absorbing some of the water like a sponge and filtering it as it moves through.

Have students look at each picture carefully, noting the coloured shapes on each picture, which can help them decide how to group the animals, and them order them by the animals growth. Have students cut out the pictures and glue on activity page in the order they think each animal grows.

Alternative: Do as a class activity, using a smart board to cut and paste each picture into the boxes that students agree is the correct order for each living thing.

Once students are finished sorting their cut-out pictures, go through the answers together, having students explain the order they chose. Then, have a class discussion about the similarities and differences between the animals (where they live, how they are born, how they look as they grow, their life span, etc.) based on the pictures and accompanying descriptions. Students can glue the cut-out papers onto their activity sheet after this discussion.

Finally, if the students did not already point it out, bring the class' attention to the word 'wetland,' which is in each description. Ask students what a place called a wetland might look like. Project or show an enlarged printed picture of a wetland, explaining to students that wetlands are a very important place where many animals are born and grow, including the Mallard and Snapping Turtle.

Wrap Up

Explain that as a class you will be exploring a wetland called Oak Hammock Marsh, where students will be learning more about all the different living things that are found and grow in a wetland.

- Teacher's Key -

We All Grow!

Human	Turtle	Duck
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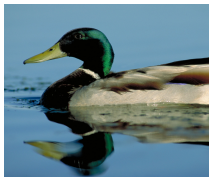
*** 	* 	

Humans live all over the world, including in ***wetlands***. Humans develop inside their mothers before they are born as babies. Babies are highly dependent on their parents for almost everything they need, like food, water and shelter. It takes about 18 years for human children to become fully grown, where they are completely independent from their parents. Humans can live to over 100 years old!

Snapping Turtle are found in ***wetlands****, lakes and rivers* in North and South America. Snapping Turtles hatch from eggs in a nest usually made out of sand or dirt. Once the turtle hatches from its egg (called a hatchling), Snapping Turtles take 15 to 20 years to become fully grown, but are completely independent as soon as they hatch. It is believed that Snapping Turtles can live over 100 years!

Mallards live in ***wetlands*** all over the world, except for the continent of Antarctica. Mallards hatch from eggs in a nest located on land, usually made from plants and feather's from the Hen (the mother duck). Once hatched, the duck (called a duckling) takes about 1 year to become fully grown and independent. In the wild, Mallards can live for 5 to 10 years.

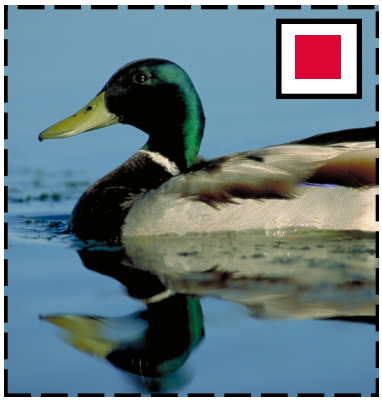
** Images from Wikimedia Commons*
*** Images from Microsoft Publisher Clip Art*
**** Image from allwhitebackground.com.*

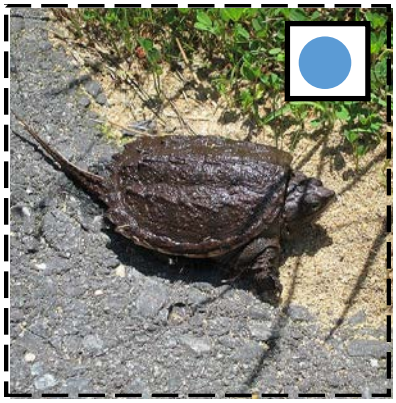
Name:_____

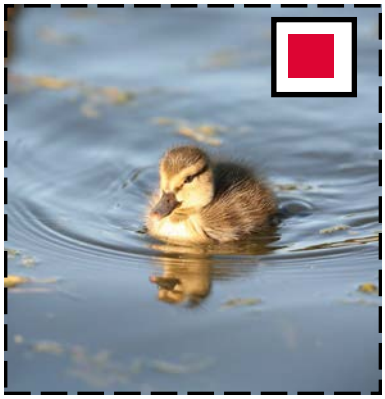
We All Grow!

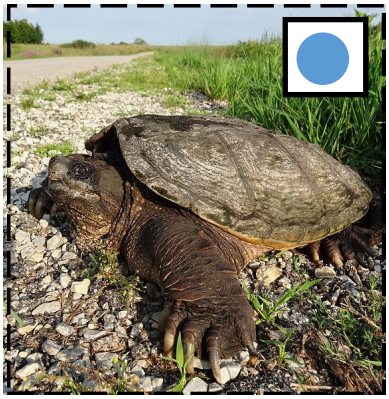
Instructions: Cut out the pictures on the other page. Glue the pictures in the boxes below in the order you think the animal grows.

Human	Turtle	Duck









Humans

Image from allwhitebackground.com.

Image from allwhitebackground.com.

Turtle

Image from Wikimedia Commons.

Image from Wikimedia Commons.

Duck