



Grade 1 Newsletter – Our Third Unit of Inquiry

Staying Alive

ORGANIZING THEME: How The World Works

DESCRIPTION: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.

SUBJECT FOCUS: This unit is linked to the Ontario Curriculum Science expectations on *The Local Community*. It will be strongly linked to our Reading and Writing work, as we will be exploring how to read and write non-fiction books.

CENTRAL IDEA:

Animals have unique characteristics that allow them to survive in their environment.

INQUIRY INTO:

- Characteristics of living things (including the 5 senses)
- Needs of living things
- Characteristics of environments and how they change

SUGGESTIONS FOR ACTIVITIES AT HOME THAT WILL SUPPORT OUR UNIT:

- We will be developing our observation skills and our descriptive language. Take some time to observe animals (family pets, neighbourhood critters, or animals at a pet store). Encourage your daughter to use as many different words to describe the animal, referring to colour, shape, size, type of exterior covering, etc.).
- If your daughter isn't already doing so, encourage her to choose non-fiction books when reading together. Even though some of the vocabulary may be difficult, you can focus on what can be learned by looking closely at the pictures, and reading as many words as you can.
- Have conversations about how human activity can impact animals and their environments in negative ways. Have your daughter think about ways she can make sure animals and their environments are protected.

SUPPLEMENTARY MATERIALS:

- If you have anything at home that you think might support this unit, and would be willing to lend it to the class, please let me know. This might include, but is not limited to, books with photographs of animals or models of animals or their environments.