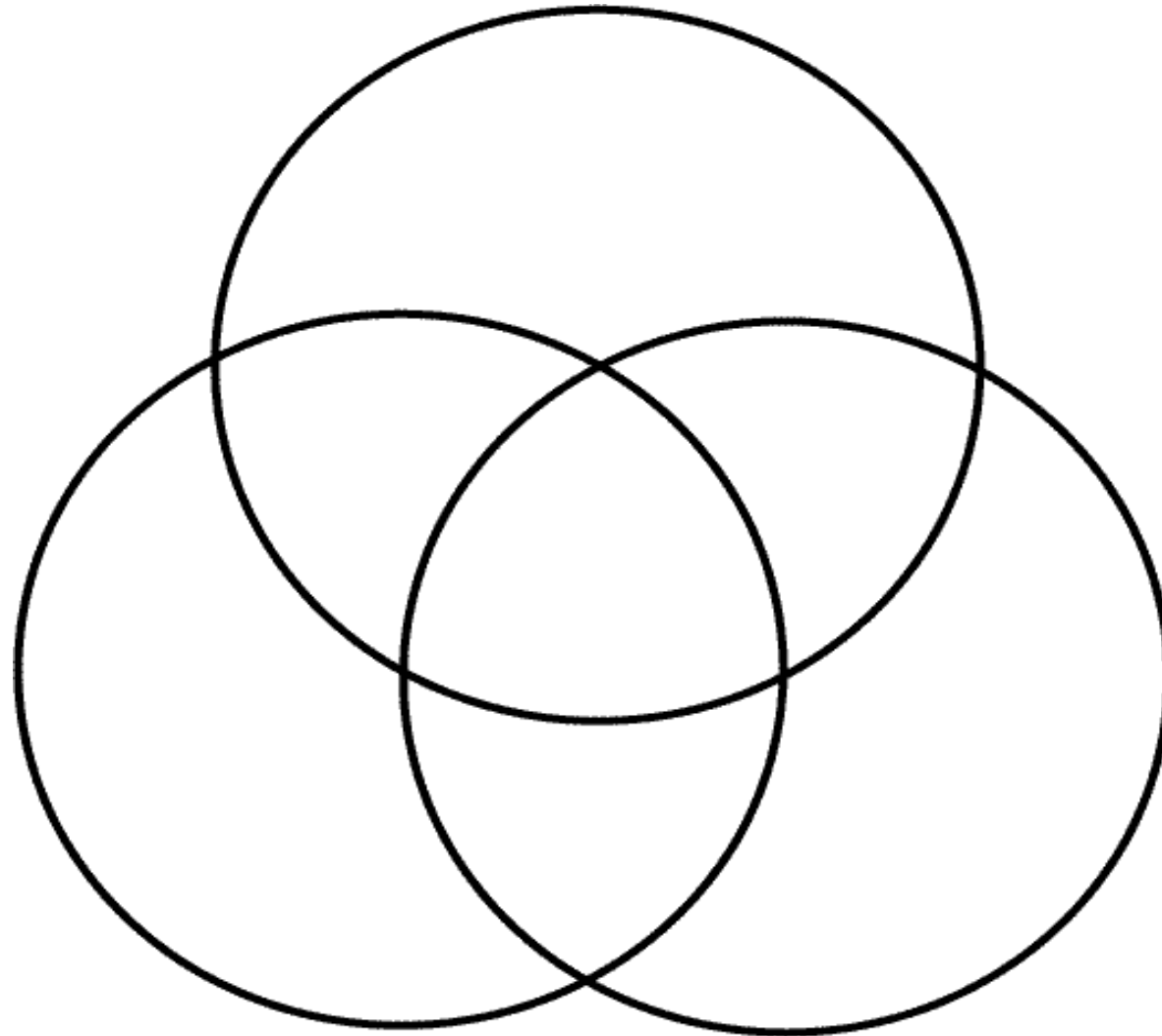
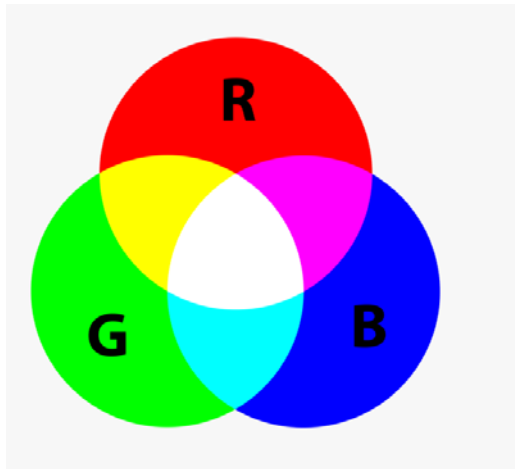


Work Plan
A

CREATING COLOR



SPECIFIC LEARNING OUTCOMES



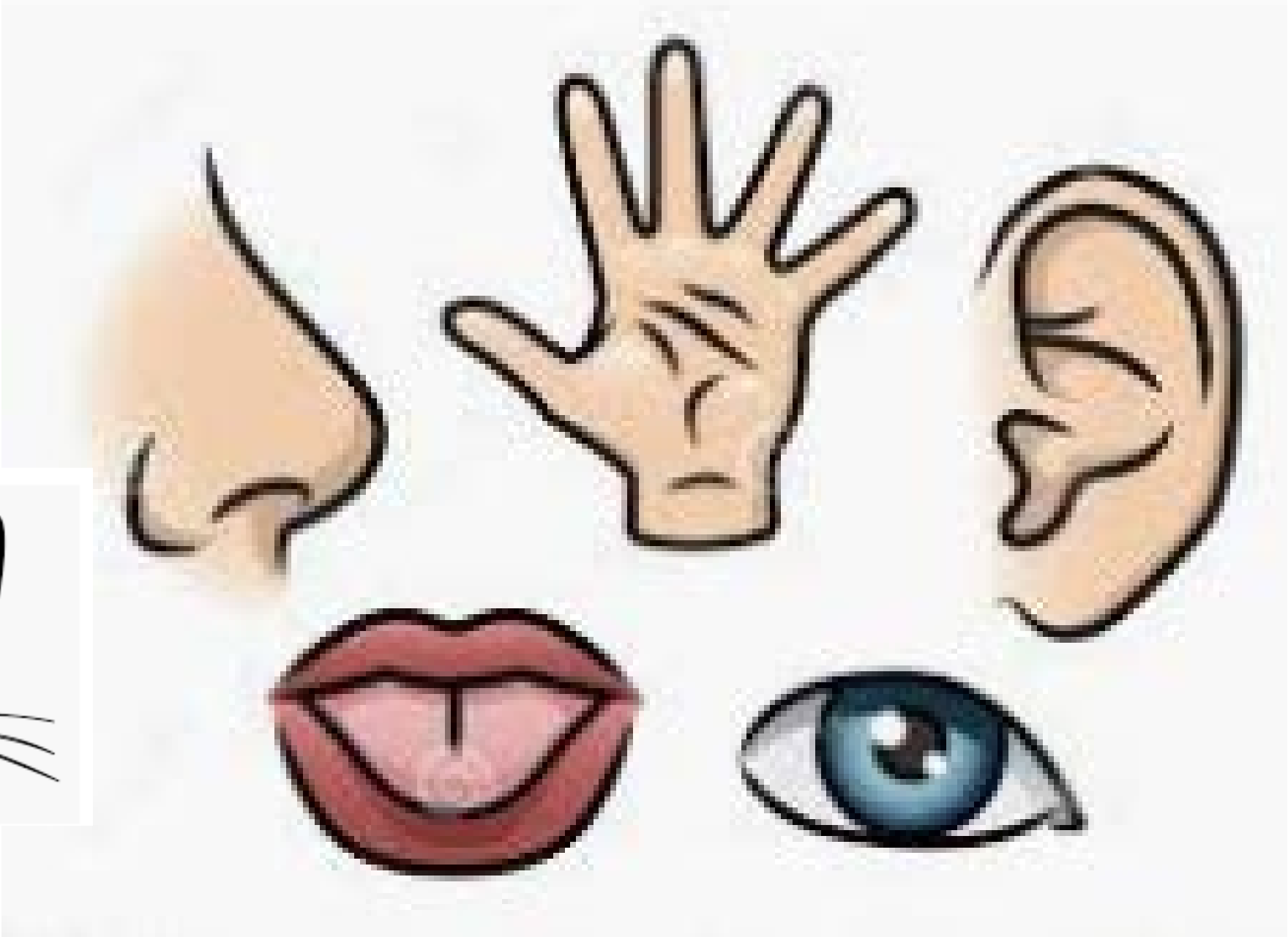
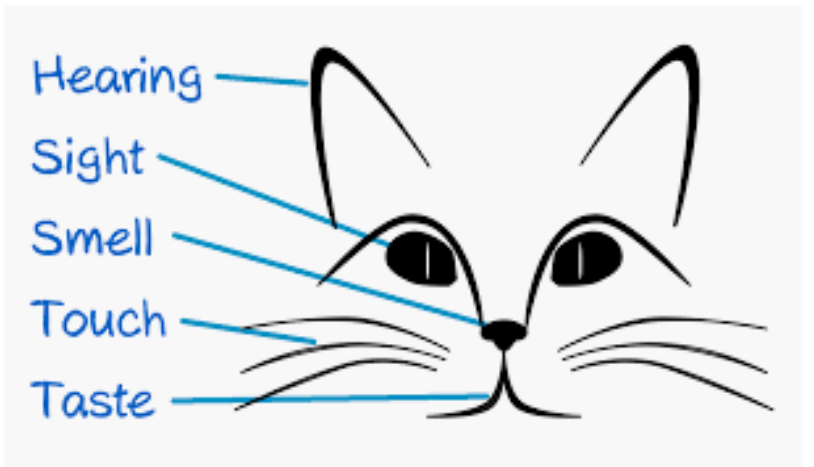
1. Identify colours in a variety of natural and manufactured objects.
2. Compare and contrast colours, using terms such as lighter than, darker than, more blue, brighter than.
3. Order a group of coloured objects, based on a given colour criterion.
4. Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or with black.
5. Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours.
6. Distinguish colours that are transparent, and opaque from those that are not.
7. Compare the effect of different thicknesses of paint.
8. Compare the adherence of a paint to different surfaces; e.g., different forms of papers, fabrics and plastics.
9. Demonstrate that colour can sometimes be extracted from one material and applied to another
10. Demonstrate at least one way to separate sunlight into component colours.



In what ways can we make a physical change to everyday materials?

Work Plan
D

SENSES



SPECIFIC LEARNING OUTCOMES



1. Identify each of the senses and explain how we use our senses in interpreting the world.
2. Identify ways that our senses contribute to our safety and quality of life.
3. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments.
4. Recognize the limitations of our senses, and identify situations where our senses can mislead us; e.g., feeling hot or cold, optical illusions, tasting with a plugged nose.
5. Recognize that other living things have senses, and identify ways that various animals use their senses, e.g., sensing danger
6. Describe ways that people adapt to limited sensory abilities or to the loss of a particular sense; e.g., colour blindness
7. Describe ways to take care of our sensory organs, in particular, our eyes and ears.

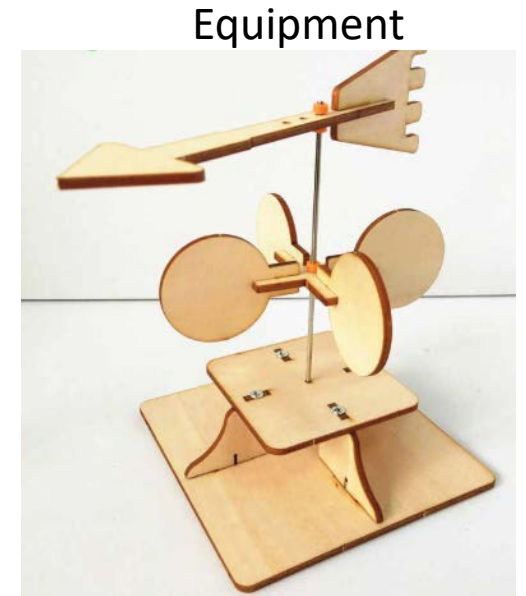


Work Plan C

BUILDING THINGS



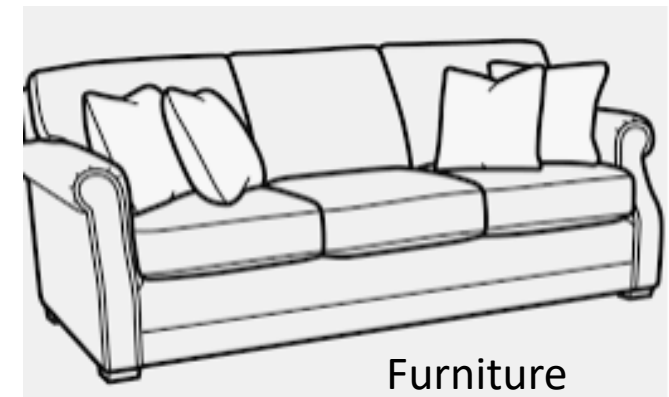
Shelter



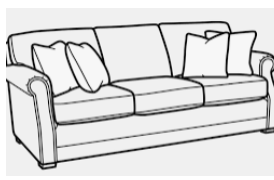
Equipment



Toys



Furniture



1. Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks:

- construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools
- construct model objects; e.g., furniture, equipment
- construct toys; e.g., pop-ups, figures
- create wind- and water-related artifacts; e.g., dams, water wheels, boats.

2. Identify component parts of personally constructed objects and describe the purpose of each part.

3. Compare two objects that have been constructed for the same purpose, identify parts in one object that correspond to parts in another, and identify similarities and differences between these parts.

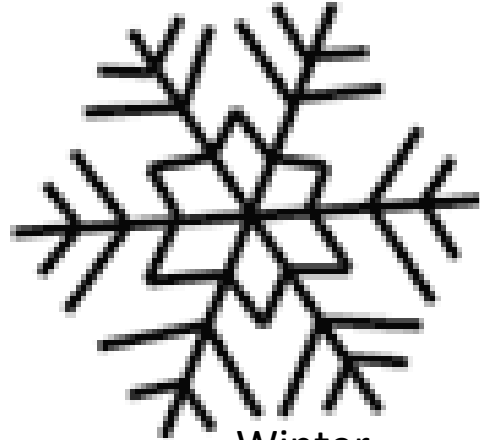
4. Recognize that products are often developed for specific purposes and identify the overall purpose for each model and artifact constructed.



How can we use science methods and creativity to construct an object for a specific purpose?

SEASONAL CHANGES

Plants



Winter

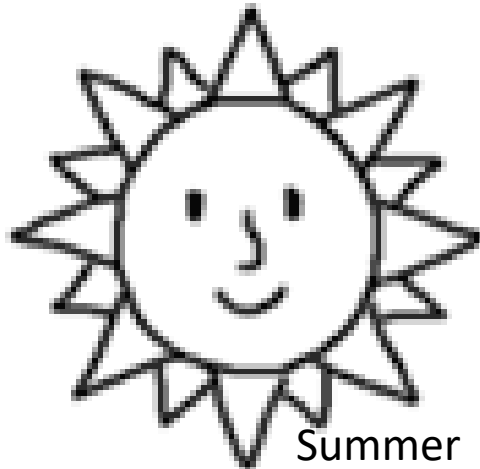


Spring

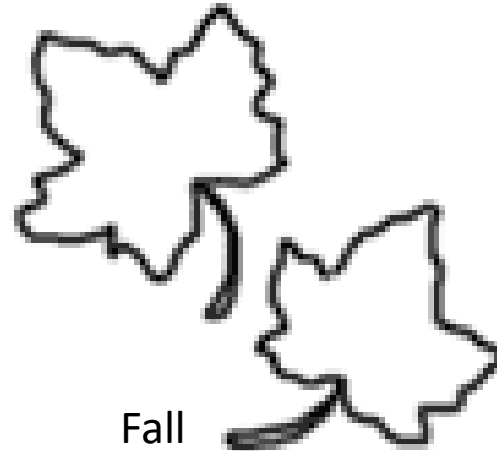
Insects



Humans



Summer



Fall

Animals





SPECIFIC LEARNING OUTCOMES

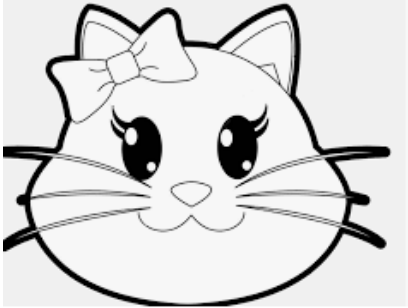
1. Describe the regular and predictable cycle of seasonal changes: • changes in sunlight • changes in weather.
2. Identify and describe examples of plant and animal changes that occur on a seasonal basis: • changes in form and appearance • changes in location of living things • changes in activity; e.g Hibernation and migration • production of young on a seasonal basis.
3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis.
4. Record observable seasonal changes over a period of time.



How do changes in the weather affect people and other living things?

Needs of Animals and Plants

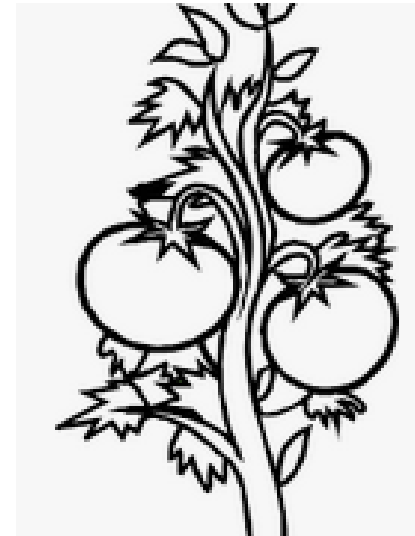
Animal



Shelter



Plant



SPECIFIC LEARNING OUTCOMES



1. Observe, describe, and compare living things.
2. Contrast living and nonliving things.
3. Identify ways in which living things are valued, e.g., as part of a community of living things; as sources of food, clothing or shelter.
4. Classify some common local plants and animals into groups based on visible characteristics, e.g., adaptations for survival, such as claws, beaks, prickles.
5. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
6. Identify the requirements of animals to maintain life
7. Identify the requirements of plants to maintain life; 8. Identify ways that land plants depend on soil.
9. Recognize that some plants and animals must adapt to extreme conditions to meet their basic needs; e.g., arctic and desert plants and animals.
10. Give examples of ways in which animals depend on plants and ways in which plants depend on animals, e.g., particular plants may serve as a source of food and shelter, animals may help spread pollen and seeds.



How do living things interact with their environment?