

Pictou County Forest School - Grade 2 Lesson Plans

Life Science: Animal Growth and Changes

Activity: A hemlock's life (suggested time 60 minutes)

Overall Curriculum Outcome: Learners will analyse the relationship between animal growth and the environment.

Specific Curriculum connections:

Patterns of growth

- How do plants change as they grow?

Life cycles of various animals

- How do plants make more plants?

Conditions for healthy growth

- How do the needs of animals and plants change as they grow?

There is an interconnectiveness between animals and the environment

- How can the environment hurt or help the growth of various organisms?

Materials:

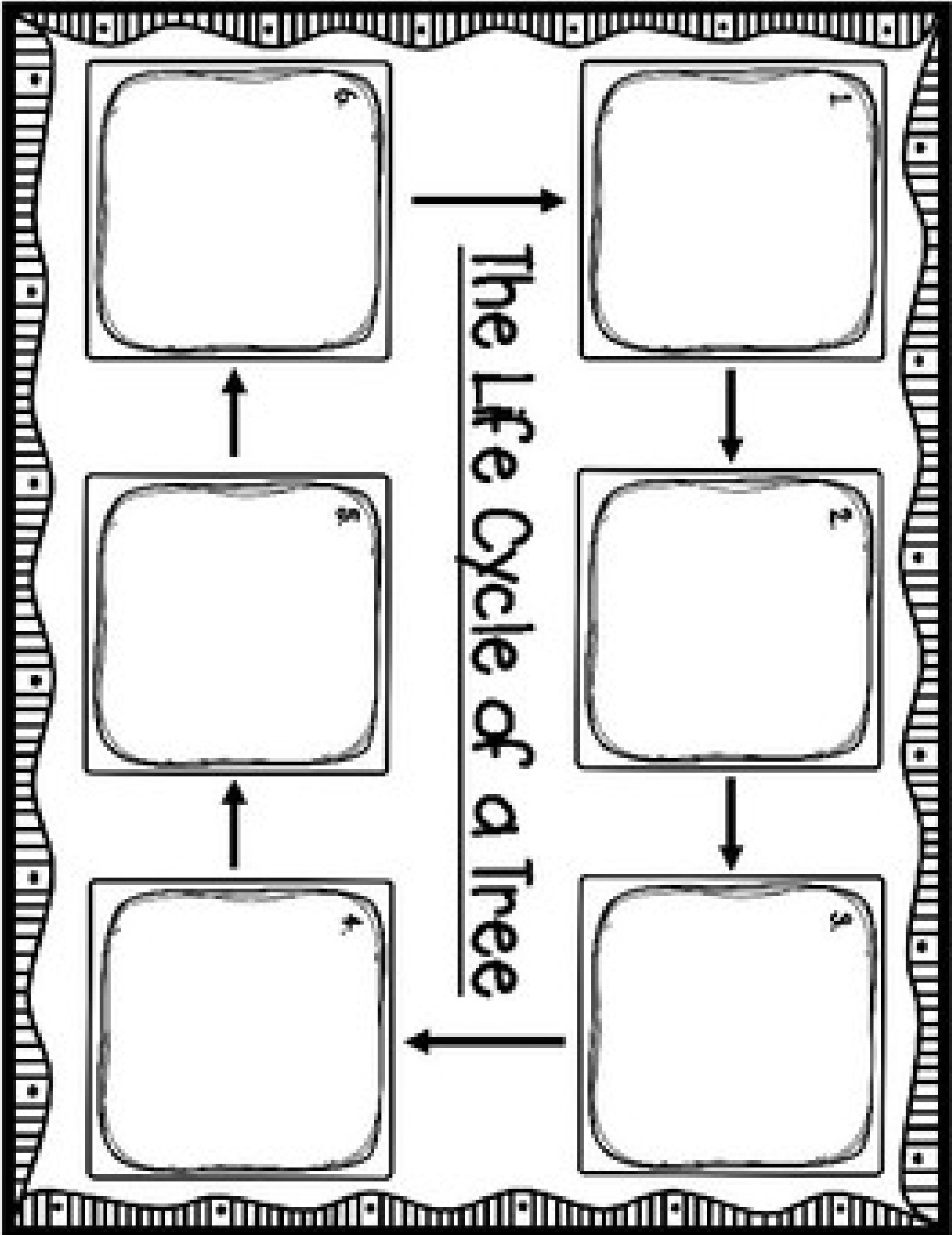
- The BIG Hemlock cross cut; various size cross cuts from various tree species
- Paper, clipboards, pencils, coloured pencils
- Push pins
- Tree ring graphic
- Life of a tree organizer
- Blindfolds for hug a tree

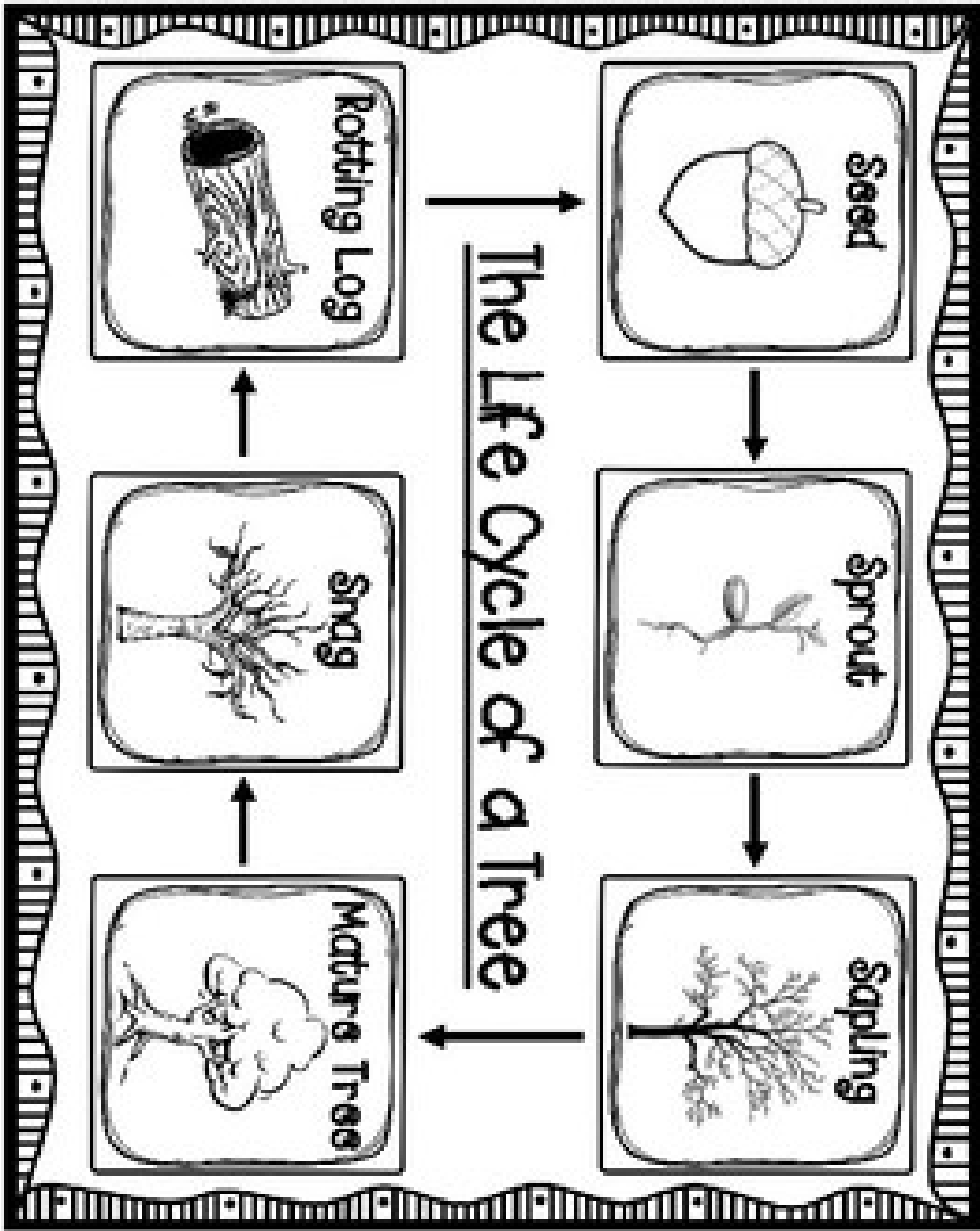
Intro/Activation:

- Provide some time for students to observe various cross cuts, focusing on the rings of tree growth.
 - What stories do these rings tell? (e.g., how old they are, rate of growth, fire history, etc)
- Talk to the students about the BIG hemlock cross cut illustrating all the historical events through which this tree has lived (push pins will help illustrate this point).
- Focus on Hurricane Fiona and the devastation to our hemlock stands at PCFS BUT also point out that these trees have life cycles and that we are surrounded by hemlocks of all various life stages.

Activity:

- Access prior knowledge from students by talking about the life cycles of a tree. Specific focus emphasized on the cyclical aspect of living things (e.g., "There is more life in a dead tree than there is in a living tree!").
- Provide handout with infographics about tree development. Discuss.
- Take students on a walk and talk to hammock village, stopping along the way to record their findings as students create their own "Life cycle of a tree" organizer.
- Along the way stop and focus on the various stages of tree growth (what do the trees look like, feel like? Are there seeds? Where are they growing?)
- Stop to examine a decaying tree on the forest floor. Again, focus on the senses to interpret this decaying tree. Contrast it to a living tree.
- Now that the students are 'expert' arborists, play a game of Hug-A-Tree!





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