



Summative: What's Wrong with Alex and Sam's Forest?

Story Extension for This Lesson:

At the start of this unit, the class read the story of Alex and Sam and the forest that they investigated. They found out from some unusual plants and animals that the forest was not well, and the plants and animals were in danger. In this activity, students will look back at the important things that all animals need to survive (food, shelter, adequate space, water) and determine what they think was wrong in Alex and Sam's forest. They will then design and build their own diorama showing the healthy forest, and ways in which an animal of their choosing meets its needs.

Grade: 2

Strand: Growth and Changes in Animals

Big Ideas:

- Animals have distinct characteristics. (Overall expectations 2 and 3)
- Humans need to protect animals and the places where they live. (Overall expectations 1, 2 and 3)

Overall Expectations:

1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live
3. demonstrate an understanding that animals grow and change and have distinct characteristics

Specific Expectations:

1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live (e.g., actions of animal lovers and groups that protect animals and their rights, the homeowner who wants a nice lawn, people who visit zoos and wildlife parks,

pet owners), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced

2.5 investigate the ways in which a variety

of animals adapt to their environment and/or to changes in their environment, using various methods

2.6 use scientific inquiry/research skills (see page 15), and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice

2.7 use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication

2.8 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a model constructed of modelling clay and a tree branch to explain how a caterpillar feeds)

3.1 identify and describe major physical characteristics of different types of animals

3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment

Inquiry Skills:

Hypothesizing, Constructing, Evaluating

Instructions:

Part 1:

In order to set the context for this challenge, review some of the key concepts from this unit, including the characteristics and needs of animals, and the impacts that human behaviours can have on animals.

Re-read the story about Alex and Sam to the whole class. Have students complete the ending of the story by using their imagination to decide what human behaviour may have been threatening the animals and plants in the forest, and to determine how Sam and Alex can help solve that problem.

Part 2:

Have students create a diorama that shows the healthy forest at the end of their story. Students should choose one animal that they want to depict in the forest, and show some of the ways that the animal is adapted to survive in the forest (example, a deer could be shown in the diorama eating leaves from a tree). A short written report could accompany the diorama, showing their basic research about the animal of their choice.

Consolidation:

Have students share their story ending and diorama with the class.

Materials List:

- shoe boxes
- construction paper
- plasticine for modelling animals
- other miscellaneous art materials

Subject Area:

English, Art, Media Literacy

Connects to:

Grade 2

Connections:

The end products (the completed story ending and the diorama) connect to many curriculum areas, including visual arts, writing, and media literacy.

Assessment Strategy:

See the assessment file for possible success criteria. This activity can serve as a rich summative assessment (assessment of learning) at the end of the unit

Grade 2 Growth and Changes In Animals Success Criteria for Summative Project

Teachers: Below are possible success criteria for the final project.
The final list of criteria is best generated by you with your class.

Knowledge and Understanding

I have:

- ☐ included different parts of the forest that help my animal to survive
- ☐ shown characteristics of my animal that help it to survive

Thinking & Investigation

I have:

- ☐ gathered information from various sources to help in my research
- ☐ summarised key information in my own words
- ☐ identified the impact of this system on individuals, society, or the environment

Communication

I have:

- ☐ used correct vocabulary that we have learned during our unit
- ☐ developed an oral report to share my findings with my class
- ☐ created a visual presentation to supplement my oral presentation

Application

I have:

- ☐ shown how humans need to protect animals and the places where they live