NAME: TEACHER:

CLASS & SECTION: DATE:

Living Things

Identify and circle all the living things below.

NAME: TEACHER:

CLASS & SECTION: DATE:

DESERTS FACT FILE

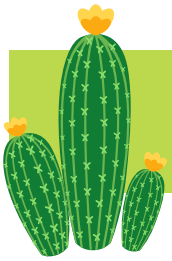
Deserts are arid or dry areas that by definition, receive less than 25cm of annual rainfall. Deserts have extreme climates.

Original meaning: 'an abandoned place'.

Deserts are found on every continent of the world.

1/5 Deserts cover one-fifth of the world's land area.

Only 20% of deserts are covered in sand.



LIFE

Desert plants and animals have adapted to the extreme conditions by preserving water.

4 TYPES OF DESERTS

Hot and dry (subtropical)	Hot, dry summers and cooler winters	The Sahara Desert in North Africa
Semi-arid	Moderately long, dry summers and cooler winters	Great Basin Desert in the USA.
Coastal	Moderately cool to warm areas along the coast.	Atacama Desert in Chile.
Cold (Polar)	Long, cold winters and short summers.	Antarctica.

NAME: TEACHER:

CLASS & SECTION: DATE:

RAINFOREST FACT FILE

Rainforests are wet, humid evergreen forests with a high amount of annual rainfall (more than 180cm).

↑ Humidity ↑ Temperature ↑ Rainfall

Two types: Tropical: High temperatures + Temperate: Milder temperatures

LIFE

Rainforests are home to more than half of the world's plants and animal species.

LOCATION

Rainforests are found on every continent except Antarctica, and are located around the centre of the earth - the equator, where it is generally warm in temperature.

LAYERS

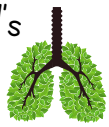
- Emergent
- Canopy
- Understory
- Forest floor

Human development has destroyed more than half of the earth's rainforest covering - from 14% to 6% (3 million square miles).

DID YOU KNOW?

- The largest rainforest in the world is the Amazon Rainforest in South America, followed closely by the Congo River in Africa.

- Rainforests produce 20% of the world's oxygen.



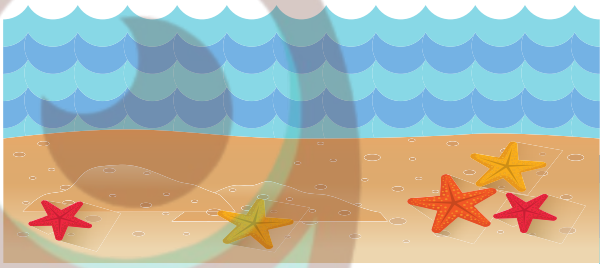
NAME: _____ TEACHER: _____

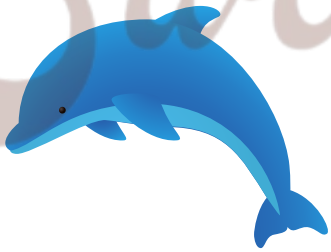
CLASS & SECTION: _____ DATE: _____

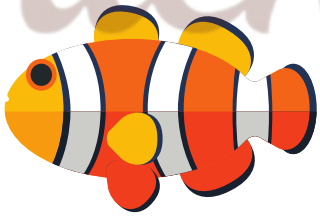
STEM: LIVING THINGS | ENVIRONMENTS

Inquiry question: How can we improve a local environment to encourage living things to thrive?

Cut out the four (4) living things below, and paste them into the environment that best suits their needs:







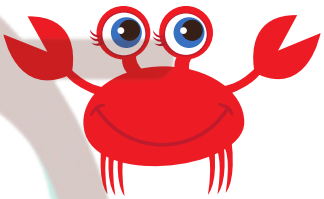
NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS | ENVIRONMENTS

Inquiry question: How can we improve a local environment to encourage living things to thrive?

Draw and label the environment which best suits the needs of a crab:



Draw and label the environment which best suits the needs of a koala:

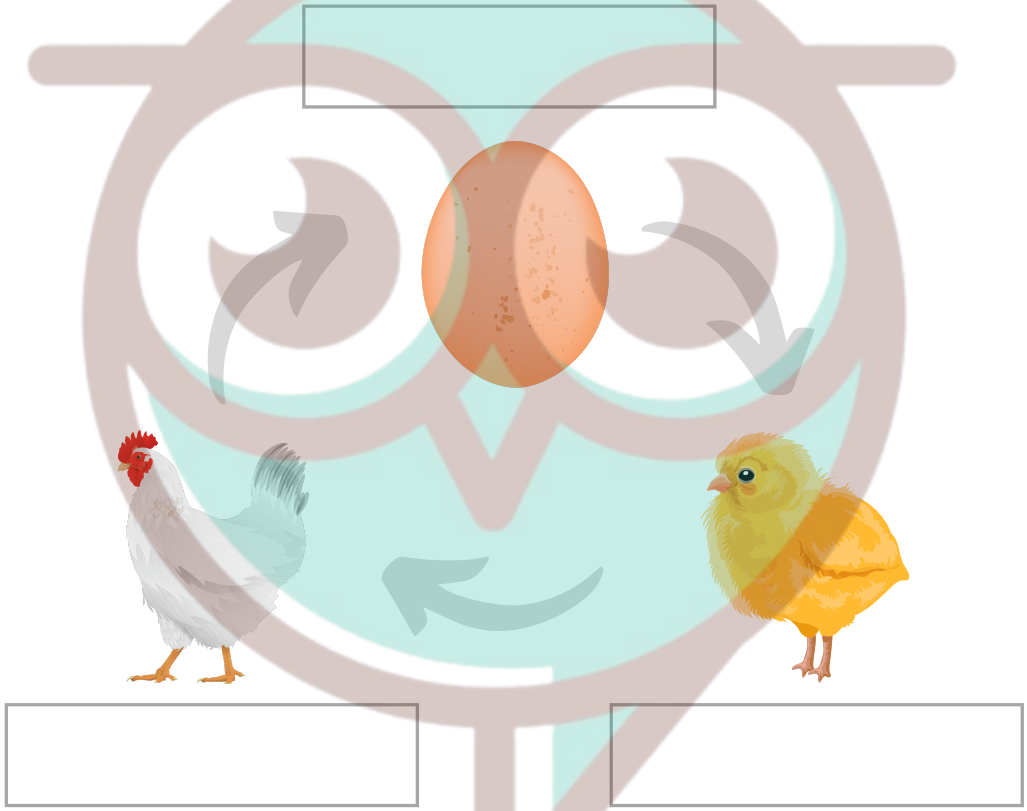
NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS | LIFE CYCLES

Inquiry question: How do living things change as they grow?

Instructions: Label the following stages of the lifecycle of a chicken.



Which came first, the chicken or the egg? Explain your reasoning.

NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS | LIFE CYCLES

Inquiry question: How do living things change as they grow?

Instructions: Label the stages of the lifecycle of a butterfly, and draw arrows showing the direction of growth and change.

In your own words, describe how the egg changes into a butterfly.

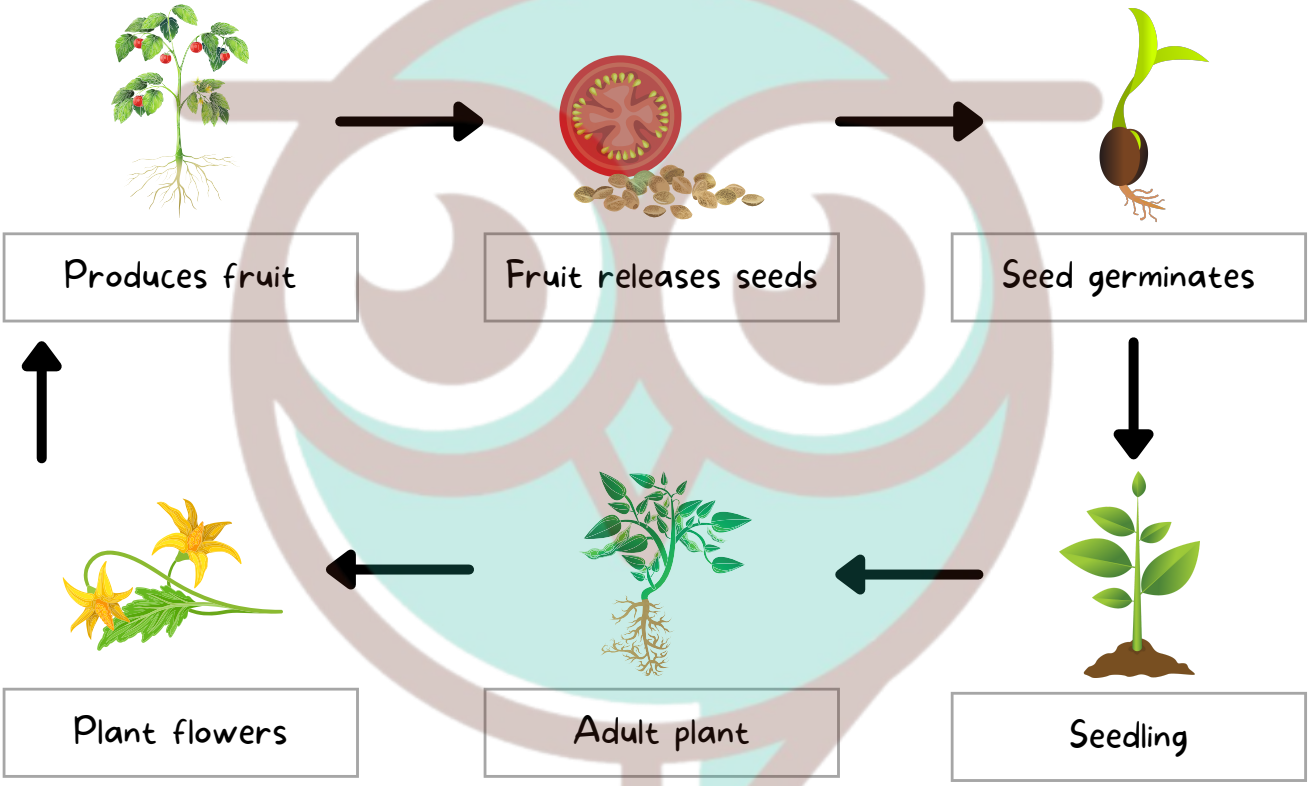
NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS | LIFE CYCLES

Inquiry question: How do living things change as they grow?

Below is the lifecycle of a tomato plant.



Describe how the a tomato plant changes as it grows.

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

STEM: LIVING THINGS | LIFE CYCLES

Inquiry question: How do living things change as they grow?

Instructions: Draw images next to each word to match the lifecycle stages of a frog.

Eggs

Frog

Tadpole

Froglet

Describe in your own words the lifecycle of a frog.

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

STEM: LIVING THINGS | LIFE CYCLES

Inquiry question: How do living things change as they grow?

Instructions: Draw and label the lifecycle of a human, ensuring your arrows go in the correct direction.

Describe how a human changes as it grows:

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

STEM: LIVING THINGS | HABITATS

Inquiry question: How can we improve a local environment to encourage living things to thrive?

Instructions: Use reliable sources to research the following living thing and answer the questions below:

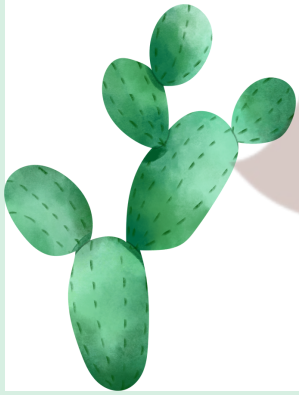
C A C T U S

Draw a picture of cacti below:

Where are they found?

What are some of the challenges of this environment?

What are its physical features that help it survive in its environment?



NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS | HABITATS

Inquiry question: How can we improve a local environment to encourage living things to thrive?

Instructions: Use reliable sources to research the following living thing and answer the questions below:

POLAR BEAR

Draw a picture of a polar bear below:

Where are they found?

What are some of the challenges of this environment?

What are its physical features that help it survive in its environment?

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

STEM: LIVING THINGS | HABITATS

Inquiry question: How can we improve a local environment to encourage living things to thrive?

Instructions: Use reliable sources to research the following living thing and answer the questions below:

GIRAFFE

Draw a picture of a giraffe below:

Where are they found?

What are some of the challenges of this environment?

What are its physical features that help it survive in its environment?

NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS | HABITATS

Inquiry question: How can we improve a local environment to encourage living things to thrive?

Instructions: Use reliable sources to research the following living thing and answer the questions below:

WATER LILY

Draw a picture of a water lily below:

Where are they found?

What are some of the challenges of this environment?

What are its physical features that help it survive in its environment?

NAME: TEACHER:

CLASS & SECTION: DATE:

Animal Sort I

Use your knowledge of animal classifications to sort the animals into their correct category:

Mammals

Amphibians

Reptiles

Birds

Fish

NAME: TEACHER:

CLASS & SECTION: DATE:

Animal Sort II

Cut around each animal and sort into their animal classification category:

NAME: TEACHER:

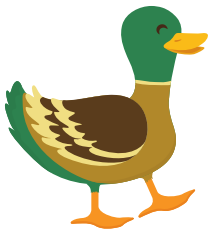
CLASS & SECTION: DATE:

STEM: LIVING THINGS

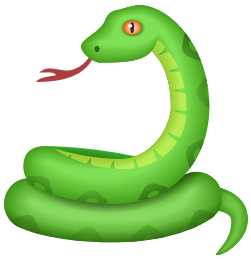
Inquiry question: What are the external features of living things?

Draw a line to match the living thing to an external feature:

Scales

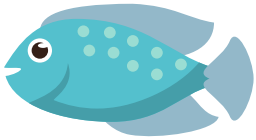


Large beak



Webbed feet

No legs



Wooly coat

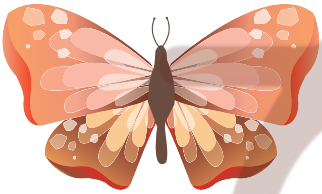
NAME: TEACHER:

CLASS & SECTION: DATE:

Living Things

Inquiry question: What are the external features of living things?

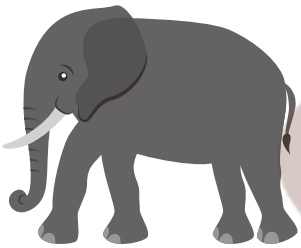
Draw a line to match the living thing to an external feature:



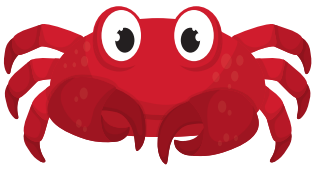
Big ears

Hard shell

Slimy skin



Two legs



Delicate wings

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

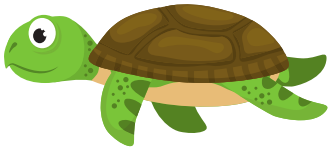
STEM: LIVING THINGS

Inquiry question: What are the external features of living things?

Write your own description and swap with a friend to have them match the living thing to the external feature.

_____

_____



_____

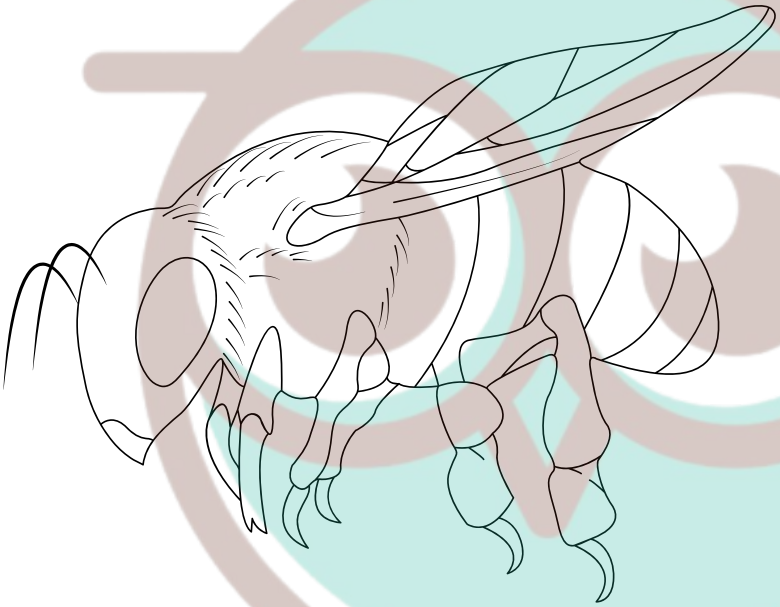
_____

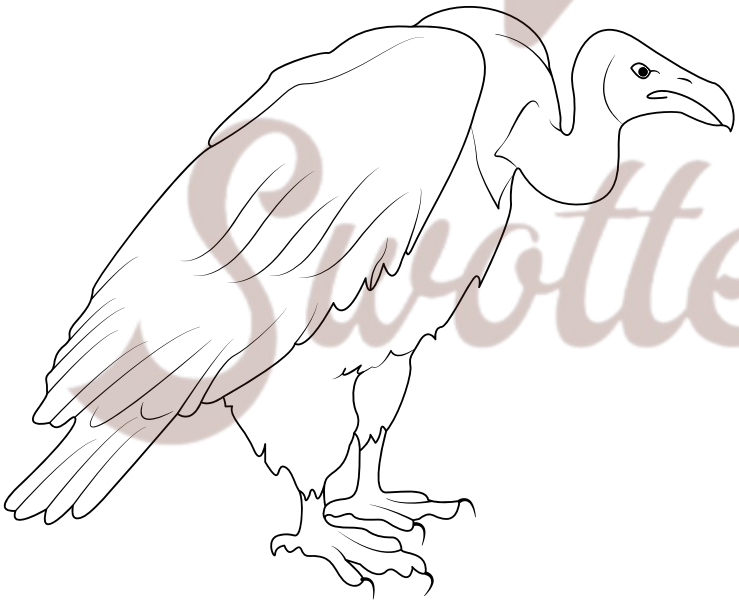
_____

NAME: TEACHER:

CLASS & SECTION: DATE:

Animal Features





Wings

Abdomen

Antenna

Eye

Legs

Wings

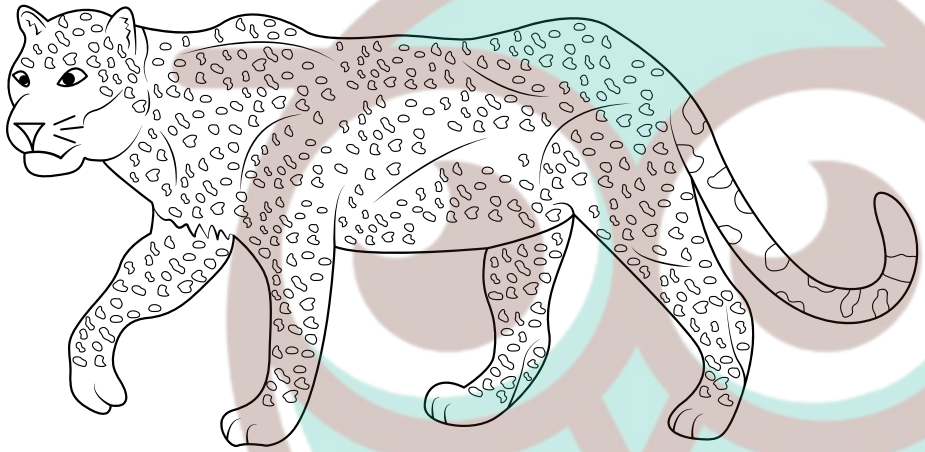
Neck

Claws

NAME: TEACHER:

CLASS & SECTION: DATE:

Animal Features



Horn

Short tail

Ears

Hooved feet

Spotted fur

Long legs

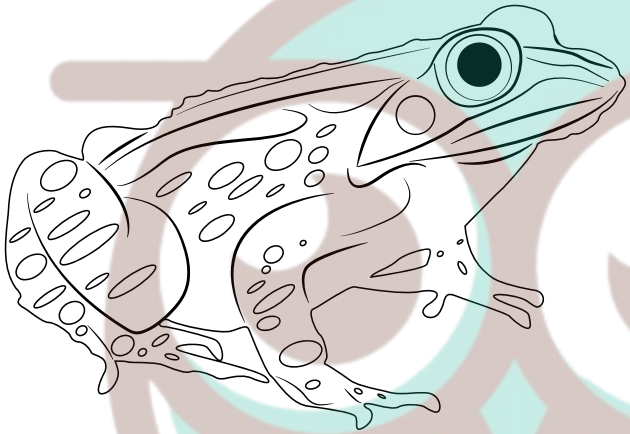
Short legs

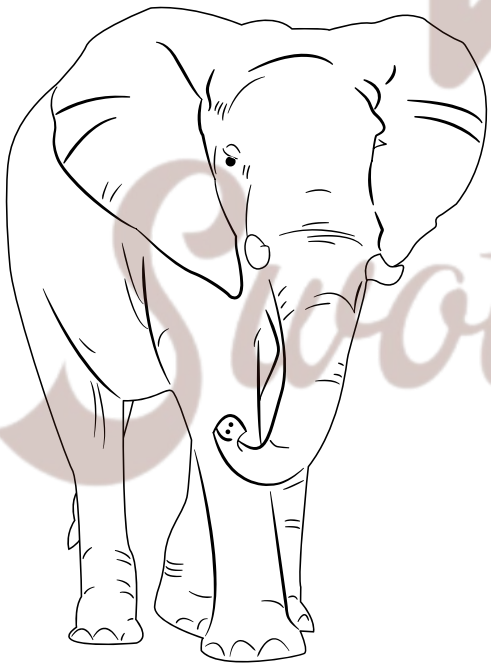
Long tail

NAME: TEACHER:

CLASS & SECTION: DATE:

Animal Features





Webbed feet

Big ears

Ear drum

Long legs

Eye

Trunk

Toe nails

Mouth

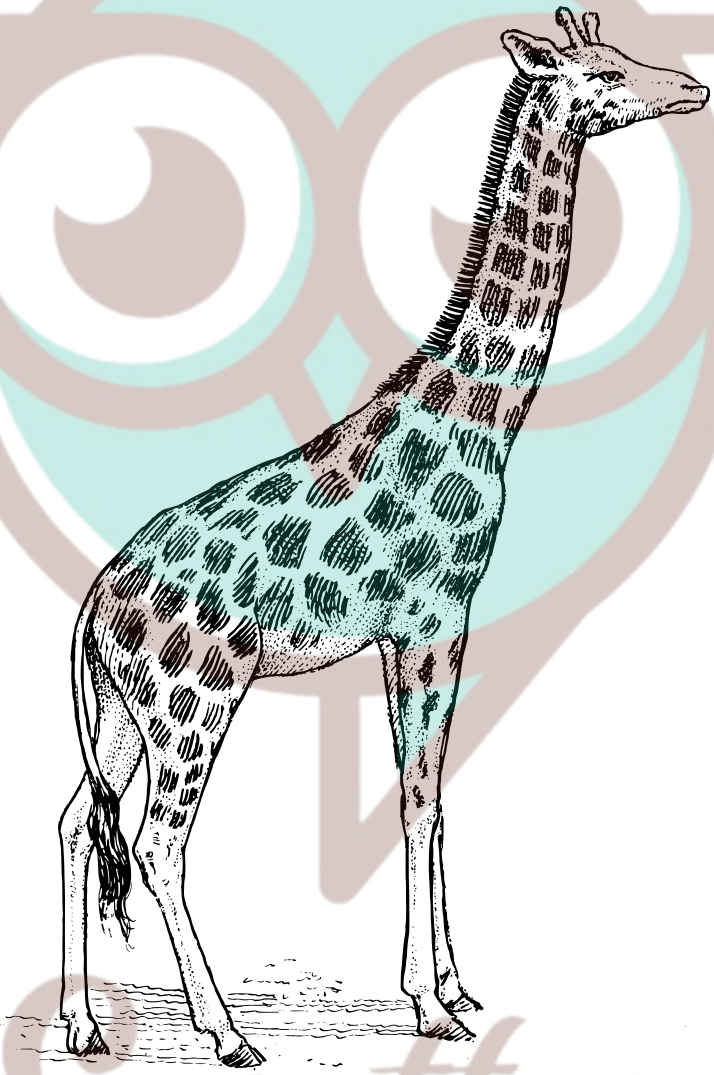
NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS

Inquiry question: What are the external features of living things?

Use arrows to label the external features of the giraffe:



How does the giraffe move? _____

Describe its body covering: _____

_____

NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS

Inquiry question: What are the external features of living things?

Use arrows to label the external features of the bird:

How does the bird move? _____

Describe its body covering: _____

_____

NAME: TEACHER:

CLASS & SECTION: DATE:

STEM: LIVING THINGS

Inquiry question: What are the external features of living things?

Use arrows to label the external features of the flower:

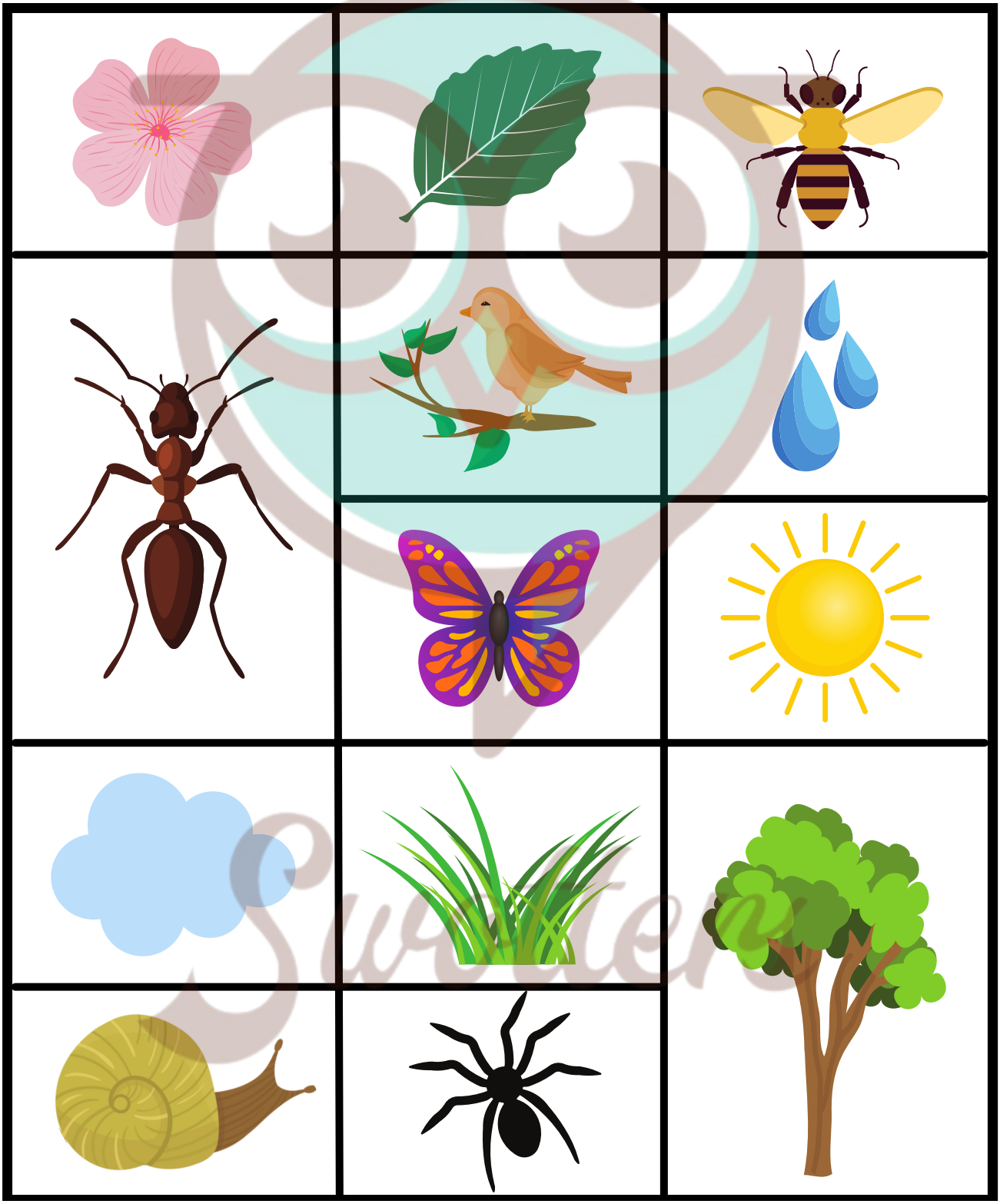
What does the flower and plant need to survive?

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

NATURE SCAVENGER HUNT

Circle each item as you spot it!



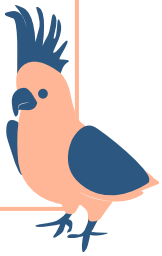
NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

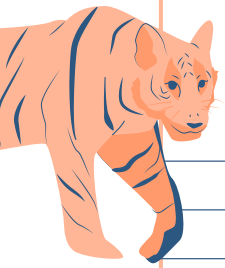
Animal Adapations & the Environment

Fill in the blanks

1. The physical adaptation of an animal to blend into their environment is called _____.
2. The animal's ability to imitate another animal is called _____.
3. An animal's color, body shape, and _____ are examples of adaptations.
4. The behavior that animals are born with are called _____.
5. When animals move to a different place during certain seasons, it is called _____.
6. Some animals go into a deep sleep called _____ to survive during winter.
7. The behavior that animals can be taught is called _____.



Essay



What are other ways animals physically adapt totheir environment?

Why do animals migrate to a different location when the season changes?

NAME: TEACHER:

CLASS & SECTION: DATE:

ANIMAL ADAPTATIONS & THE ENVIRONMENT

FILL IN THE BLANKS:

1. The physical adaptation of an animal to blend into their environment is called _____.

2. The animal's ability to imitate another animal is called _____.

3. An animal's color, body shape, and fur _____ are examples of adaptations.

4. The behavior that animals are born with are called _____.

5. When animals move to a different place during certain seasons, it is called _____.

6. Some animals go into a deep sleep called _____ to survive during winter.

7. The behavior that animals can be taught is called _____ instinct.

ESSAY:

What are other ways animals physically adapt to their environment?

Why do animals migrate to a different location when the season changes?

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

LIFE SCIENCE | PHYSICAL ADAPTATIONS

Physical adaptations are changes made to an animal's body over a long period of time to help it survive in its current or new environment.

Webbed Feet

Some acquatic animals have evolved to have webbed feet, to help them swim. Name and draw three different examples:

Large Beaks

Large beaks on birds help them crack open nuts and eat fruit and meat. Name and draw three different examples:

Camouflage

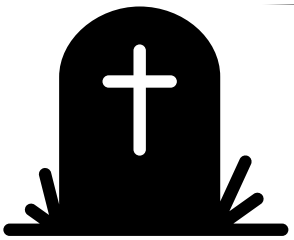
Animals have a better chance of survival from predators, if they can match their physical surrounding. Name and draw three examples below:

NAME: TEACHER:

CLASS & SECTION: DATE:

EXTINCT!

Tasmanian Tiger

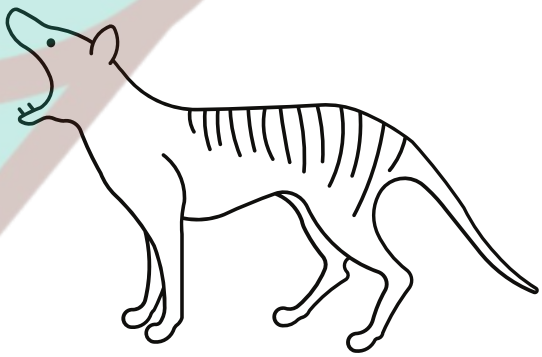


Research the above extinct animal, and answer the following questions to present to your class.

My original habitat:

Approximate date of extinction:

Colour me in:



What made me special:

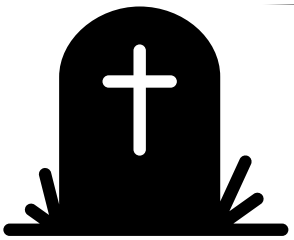
Factors that contributed to my extinction:

NAME: TEACHER:

CLASS & SECTION: DATE:

EXTINCT!

West African Black Rhino

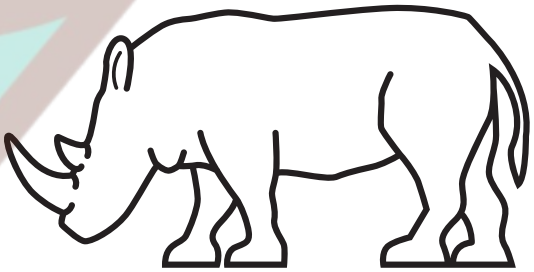


Research the above extinct animal, and answer the following questions to present to your class.

My original habitat:

Approximate date of extinction:

Colour me in:



What made me special:

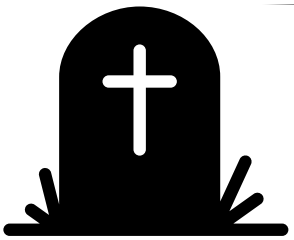
Factors that contributed to my extinction:

NAME: TEACHER:

CLASS & SECTION: DATE:

EXTINCT!

Dodo

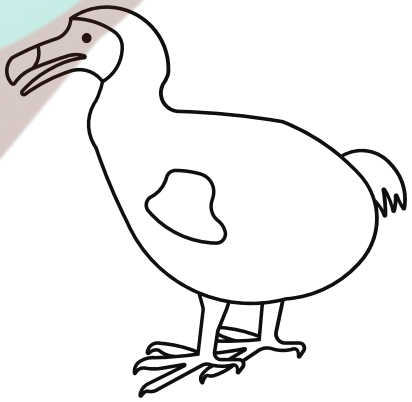


Research the above extinct bird, and answer the following questions to present to your class.

My original habitat:

Approximate date of extinction:

Colour me in:



What made me special:

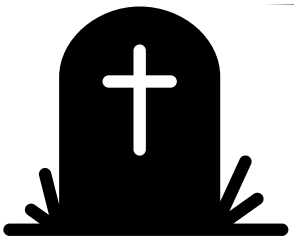
Factors that contributed to my extinction:

NAME: TEACHER:

CLASS & SECTION: DATE:

EXTINCT!

Woolly Mammoth

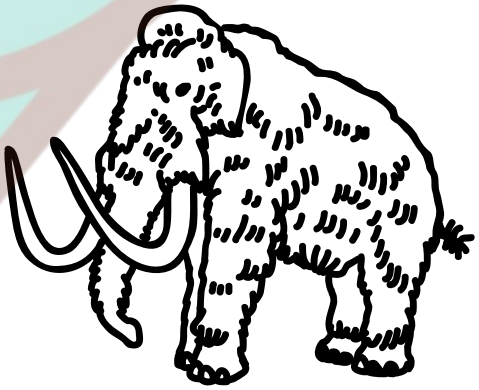


Research the above extinct animal, and answer the following questions to present to your class.

My original habitat:

Approximate date of extinction:

Colour me in:



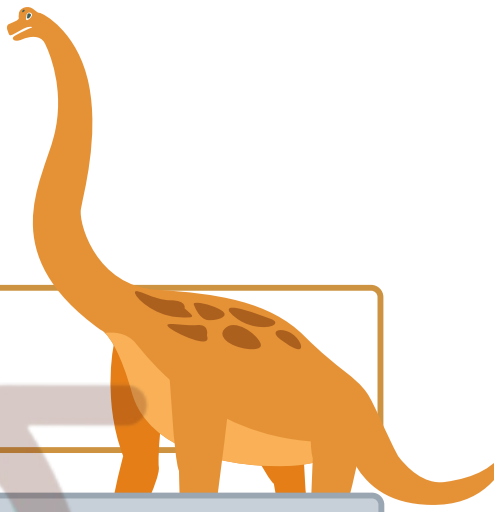
What made me special:

Factors that contributed to my extinction:

NAME: TEACHER:

CLASS & SECTION: DATE:

IT'S ALIVE! OR IS IT?

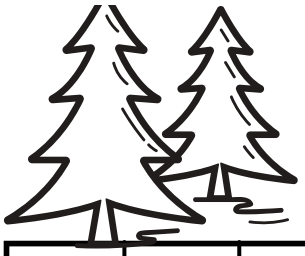


Write some examples under each heading to show your understanding:

Living	Non living	Once Living

NAME: TEACHER:

CLASS & SECTION: DATE:



Find-a-word

TREES

P	E	T	R	N	G	N	I	V	I	L
L	G	R	O	W	N	U	T	S	A	L
A	R	E	R	G	M	R	S	F	U	L
N	T	E	T	W	I	G	S	N	S	L
T	A	A	Z	S	I	S	G	E	E	I
S	T	T	O	H	N	S	T	K	H	O
F	O	L	I	A	G	E	R	R	C	S
B	R	L	T	R	U	N	K	A	N	D
R	I	O	H	O	M	E	T	B	A	E
D	O	X	Y	G	E	N	O	T	R	E
R	T	I	M	B	E	R	I	A	B	S

Instructions: Find the underlined words in the above find-a-word.

Trees are living things. They are plants that grow from seeds. The structure of a tree includes a root system, trunk, branches, twigs and a crown of foliage. Trees are regarded as the lungs of earth, filtering out dust and converting carbon dioxide into oxygen. They are also the home to many animals, provide shelter to human, timber for construction and edible fruits, nuts, seeds, flowers and even bark.

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

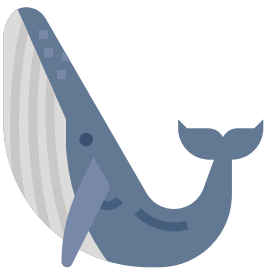
Reading Comprehension

MIGRATION

Migration is a strategy some animals use to help them survive seasonal changes. They physically move to more optimal climatic conditions, but always return to their original habitats.

Animals migrate for different reasons. For example, monarch butterflies can not survive the cold winter months in their native Canada, so fly to Mexico - several thousands of kilometres away, in search of warmer climates. They then return to Canada in Spring. Others migrate for feeding reasons, such as zebras who relocate during the dry season when fresh grass and water are in short supply. Zebras make the longest migration of all land mammals in Africa.

During Winter, Australian humpback whales migrate to warmer waters to raise their young, and travel south to cooler waters during Summer time to feed on krill and fish.



Arctic Terns make the longest annual migration of any animals in the world. They cover more than 40,000 kilometres a year, chasing Summer from pole to pole.

1 In your own words, define migration: _____

_____

2 Describe two reasons why animals migrate:

- _____
- _____

3 Why might grass and water be in short supply during the African dry season? _____

_____

4 Explain why there is an abundance of food for humpback whales during summer time in the Southern Ocean? _____

NAME: _____ TEACHER: _____

CLASS & SECTION: _____ DATE: _____

Reading Comprehension

HIBERNATION

Over Winter, some animals hibernate. Hibernation is when an animal goes into a deep sleep to pass the cold winter. Their body temperature is lowered, and their breathing and heart rate slows down to conserve energy. In fact, some animals look dead when they are hibernating.

Animals hibernate in dark and quiet places such as underground (eg chipmunks, groundhogs, queen bumblebees), tree trunks and roots (eg hedgehogs) or in caves (eg bats and bears). They stay there all Winter, and do not wake until Spring time. This helps them survive the colder months, because during Winter, there is less food available in their environments. During the warmer seasons, hibernating animals prepare for hibernation by eating a lot of food and storing excess fat to keep them alive.

But what about animals who can't hibernate - how do they survive the cold winter temperatures and lack of available food? Some migrate which means they move to warmer climates, such as whales and some birds, while others store food such as squirrels and beavers.

1 In your own words, define hibernation: _____

_____

2 Describe two changes that occur in the bodies of hibernating animals:

- _____
- _____

3 Why do animals hibernate over Winter and not other seasons? _____

_____

4 Why is there less food available in Winter than in other seasons? _____

_____

5 Why do you think animals hibernate underground, in tree roots or in caves? _____

_____