



**Educational Package of Suggested Activities for  
GRADE ONE**

## **WELCOME TO SAFARI NIAGARA**

**A class visit to a zoo or nature park such as Safari Niagara is an excellent learning opportunity for students in any grade level. For many grades the experience can fulfill program goals or expectations from Ministry of Education Curriculum Documents, notably Science and Technology 2007 and Social Studies 2004.**

**Even where, at a particular grade level, there is no direct link to the curriculum documents there are opportunities for you, the teacher, to connect pre visit, on-site and post visit classroom activities to the hands-on experience of the day.**

**The management of Safari Niagara recognized these direct and implied connections beginning with the inception and opening of the park. To assist you in planning for your visit we assembled a team of teachers at all grade levels to produce materials which will hopefully be of use to you. These curriculum materials have been upgraded several times as Ministry of Education documents were revised. However, the suggested activities remain essentially the same because good teaching ideas are forever!**

**You may note that the format of the attached materials can vary from grade to grade. This reflects the philosophy, experience and teaching styles of the writers. It is expected that in using the materials you will adapt them to your own classroom environment, picking and choosing those most suited to your style.**

**Regardless of how you plan to enhance your visit to our facility by classroom activities the fundamental truths remain. Zoos and nature parks today are becoming both a last refuge for many endangered species and a hope for their recovery at some point in the future. Humankind must accept the responsibility for the recovery of the planet. The closer we can get our students to physical contact with the real world and the wonders of nature the more they will, as adults, appreciate the gravity of this task.**

## **GRADE ONE**

### UNDERSTANDING LIFE SYSTEMS, NEEDS AND CHARACTERISTICS OF LIVING THINGS

#### **Fundamental Concepts**

Sustainability and Stewardship

#### **Big Ideas**

Living things grow, take in food to create energy, make waste and reproduce

Plants and animals, including people are living things

Living things have basic needs (air, water, food and shelter) that are met from the environment

Different kinds of living things behave in different ways.

All living things are important and should be treated with care and respect.

#### **OVERALL EXPECTATIONS**

By the end of Grade One, students will:

- Assess the role of humans in maintaining the environment
- Investigate needs and characteristics of plants and animals, including humans;
- Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans

#### **SPECIFIC EXPECTATIONS**

##### **1. Relating Science and Technology to Society and the Environment**

By the end of Grade One, students will:

- Identify personal actions that they themselves can take to help maintain a healthy environment for living things, including humans
- Describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life

## **2. Developing Investigation and Communication Skills**

By the end of Grade One, students will:

- Investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth and space, using a variety of methods and resources
- Investigate and compare the physical characteristics of a variety of plants and animals including humans
- Use appropriate science and technology, vocabulary, including investigation, explore, needs, pace and food in oral and written communication
- Use a variety of forms to communicate with different audiences and for a variety of purposes

## **3. Understanding Basic Concepts**

By the end of Grade One, students will:

- Identify environment as the area in which something or someone exists
- Identify the physical characteristics, size, shape, colour, common parts of a variety of plants and animals
- Describe the characteristics of a healthy environment, including clean air, water and nutritious food, and explain why it is important for all living things to have a healthy environment
- Describe how showing care and respect for all living things help to maintain a healthy environment
- Identify what living things provide for other living things
- Describe how the things plants and animals use to meet their needs are changed by their use and returned to the environment in different forms

## **OPPORTUNITIES FOR INTERGRATION**

### **Language**

- Organize information so that the writing conveys a clear message
- Communicate for specific purposes
- Restate information in a short non-fiction text in their own words
- Ask questions about their immediate environment and offer personal opinions
- Create simple media works

### **Mathematics**

- Build three-dimensional objects and models
- Use mathematical language to describe dimensions
- Demonstrate an understanding of and the ability to apply measurement terms

### **The Arts**

- Produce two and three-dimensional works of art that communicate thoughts and feelings
- Distinguish between geometric and organic shapes and forms
- Produce a specific effect using various sounds and sources
- Create and perform musical compositions

### **Social Studies**

- Make and read simple models and maps of familiar areas

## ***Pre-Visit Activities***

### ***Activity One***

Read a story such as “Have You Seen My Cat?” by Eric Carle ISBN0-689-81731-2, to help the children focus their attention on the topic Cats. Discuss the story and lead the children in preparing K.W.L. charts.

K.W.L. is a graphic organizer that helps the children focus on a topic and visually see how information can be organized K= what we “Know”, W= what we “Want” to know and L = what we have “Learned”

**Step one** is to brainstorm all of the information that the children already think they know and record it in point form on a chart. Accept all ideas and information even if it is not entirely correct for this stage. **Step two** is to complete a second chart focusing in questions the class has decided are of interest to them. Choose some of the questions work on and try to answer. The final step (**step three**) is completed at the end of the unit to celebrate the new knowledge and skills acquired. This also lets us revisit the first and second charts and check what information was true and which questions we have answered.

### ***Activity Two***

Following a second reading or reading other related books, a class discussion might be focused on:

- What makes a good pet?
- Where in the world do big cats live?
- What pet would you like to have?

Some of these discussions may lead to surveys, tallies, graph work and other data management expectations. Data may also be collected during the visit and be used for a post-activity

### ***Activity Three***

Using a collection of model animals or pictures, sort and classify according to one attribute. Then ask the children to resort by a different attribute if they can. They may choose one of the ways they sorted and record their work using pictures or words. This activity may also be used as a post activity to apply the student’s new knowledge gained from the visit.

*Note: Some of these suggested activities are structured around big cats. You may wish to substitute other animal groups that you have resources for or feel will be more appropriate for your students.*

#### ***Activity Four***

Read “The Salamander Room” by Anne Mazer ISBN 0-394-829-45-X or another suitable book that will develop the students understanding of the needs of living things. Following the reading and discussion, instruct the students to create a suitable home for an animal of their choice. Review the basic needs of living things (food, water, shelter, space, friends (suitable mates))

#### ***Activity Five***

Read the book “Wolf Island” by Cecelia Godkin ISBN 0-88902-753-6 or another suitable book that clearly displays the need for balance in nature and how closely interconnected we all are. Several are listed in the attached bibliography. Following the discussion the class may play the Rabbit and the Lynx game (activity 8) to extend their understanding.

### **ONSITE ACTIVITIES**

#### ***Activity Six***

While at Safari Niagara, challenge the students to identify common two and three dimensional geometric shapes that they see. Have the adult supervisors draw their attention to the sculptures on display, cages and enclosures, as well as the natural objects like plants, rocks etc. Some small groups may need to look for one shape at a time like a circle, and then focus on locating another.

#### ***Activity Seven***

Locate from resource material or during your visit, estimate and record the average length of several big cats or other suitable animals. This information may be recorded by the adult supervisors during your trip. Have the students measure and cut a string for each length then compare and order the cats. You may wish to have the students create a life size picture of one or more of the animals based on their information.

## **Activity Eight**

This activity may be completed at the sight as a break or lunch time game. It should be repeated at school after the visit to ensure understanding.

### Rabbits and Lynx (Survival Game)

#### Materials:

- A set of poker chips or paper cards to represent survival chips: Blue= water, green = food, yellow = shelter
- Bibs or markers for the lynx(s) to wear

#### Directions:

Students are rabbits. They must run from a safe area to another where the survival chips are piled (e.g. water) then return to the safe area with one chip in their hand. A second trip must be made to get a food chip from another pile and then return to the safe area with the two chips in their hand. Following this pattern the rabbit must make a third trip for a shelter chip.

One or two students are identified as lynxes. If they make a two handed touch on a rabbit, they may take all of the survival chips that it is carrying, and the rabbit returns to the game to try again.

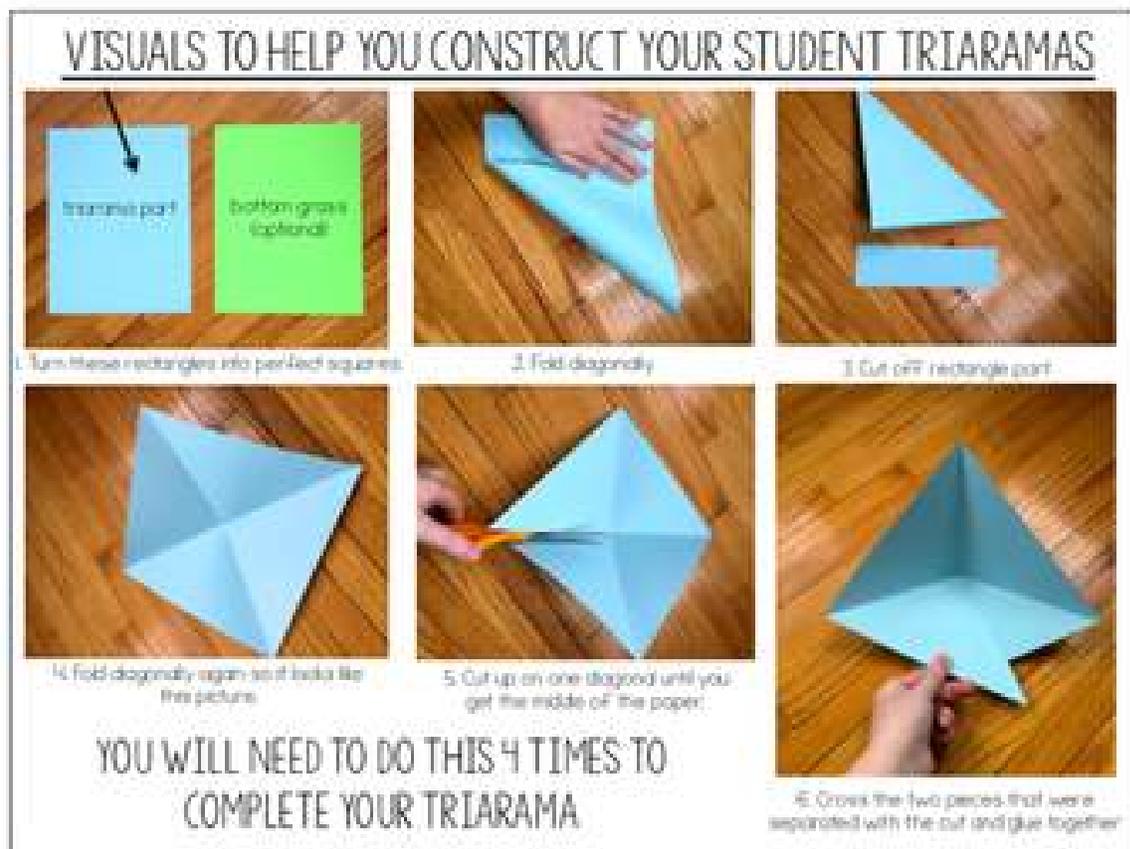
When the chips are gone or a suitable time has passed draw the group together and discover who has survived. Rabbits must have at least three chips, one of each type to survive. The lynx must have at least 6 chips, one of which must be water.

If the Lynxes were successful add a third Lynx to the game, return the chips and it again. If most of the Lynxes were unsuccessful lower the number of predators. With a limited number of water and food chips, the children should see and experience balance in nature first hand.

## Post-Trip Activities

### Activity Nine

Following the Safari Niagara visit and some simple class research, instruct the students to display their knowledge for others by creating “tri-a-rama”. (See instructions below) The children may choose an animal that they saw at Safari Niagara and create a cover stock cut out model or a play dough model. They then design a suitable habitat for the animal and illustrate it on the inside of the “tri-a-rama”. (It is easier to work on this step before the display is glued together.) Additional information can be recorded on the back of the display.



### Activity Ten

Groups of “tri-a-ramas” from activity nine can be arranged into zoos, with the group members developing a plan, organizing and then creating a site map for their zoo. Encourage students to explain their thinking of organization.

### **Activity Eleven**

Sing the song "Going to the Zoo". (See attached music) When the children are comfortable with it ask them to create new verses that follow the rhythm and pattern of those supplied. They should communicate information that they learned while observing the animals at Safari Niagara. Don't forget to celebrate their work by performing for another group.

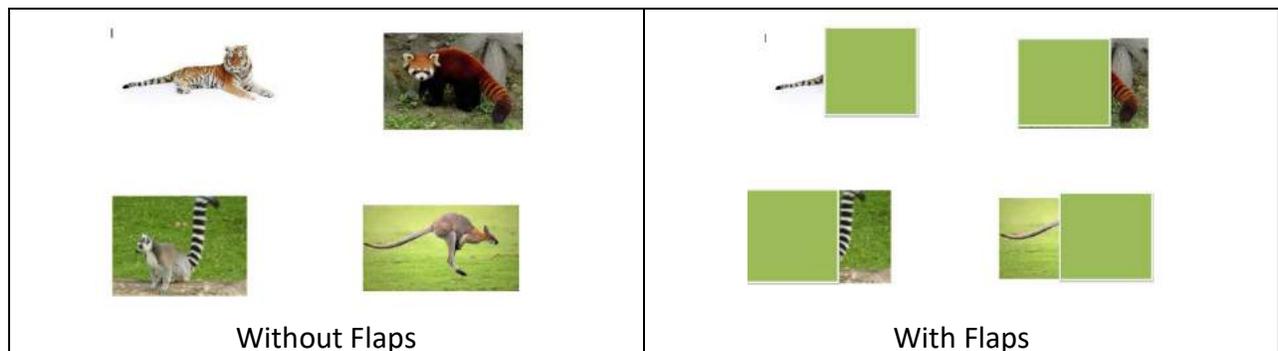
### **Activity Twelve**

Create your own sculpture like those you saw at Safari Niagara using straws, pipe cleaner and other materials available. Creations can be mounted on a piece of plasticine or hot glued to a wood scrap.

### **Activity Thirteen**

"Who AM I?" Class book. Cut out pictures of animals with tails from magazines, copy them from books, or draw your own animal pictures. Be sure the tail can easily be seen. (You may wish to focus on another body part, coat or pattern.)

Glue these pictures on a sheet of construction paper and then cut holes in a cover sheet, or make flaps to cover the entire animal, except the tails. This flap can be glued in place and lifted up to reveal the hidden animal. Organize the pages from several children or the whole class to make a class book. You may wish to simplify the activity by having each child put only one animal on their page.



### **Activity Fourteen**

Following the class trip to Safari Niagara ask the students to recall the patterns from the big cats' coats. Discuss: Why they would have a pattern like that? What colours were they? What did it remind you of? Give the students the pattern activity work sheets and ask them to complete the cat's coat, and then put them in a suitable habitat. (See Black Line Masters)

### **Activity Fifteen**

Have the children create large pictures of the Safari Niagara' animals and print a sentence below each. The Eric Carle style of collage may be used. These may be organized into a class big book and then an accompanying listening tape created. The tape should contain suitable sound effects produced by the students as well as a recording of the text. This is sure to be a class favourite to take home or share with other classes.

### **Going To The Zoo**

#### **Chorus:**

*Going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come too, too, too.  
Gonna' stay all day, day, day.  
Going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come too, too, too.  
Gonna' stay all day.*

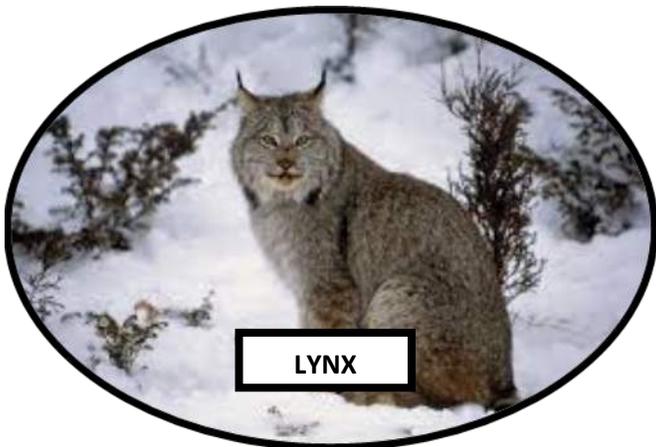
#### **Verse:**

*Look at all the monkeys swinging in the trees,  
Swinging in the trees, swinging in the trees.  
Look at all the monkeys swinging in the trees,  
We can stay all day.*

Additional verses or follow the same pattern and make up your own, based on your children's observations.

### Where is My Home?

Using from your trip and other resources, and a world map cut out and glue the pictures of each member of the cat family near the continent where it lives.



## Additional Resources and Bibliography

<b>Title</b>	<b>Author</b>	<b>ISBN/Company</b>
Have You Seen My Cat?	Eric Carle	0-689-81731-2
The Salamander Room	Anne Mazer	0-394-82945-X
Wolf Island	Celia Godkin	0-88902-756-6
The Great Kopak Tree	Lynne Cherry	0-15-200250-X
Two by Tow	Barbara Reid	0-590-73656-6
Who Is The Beast?	Keith Baker	0-15-296057-0
Edward The Emu	Sheena Knowles/ Rod Clement	0-06-443499-0
Edwina The Emu	Sheena Knowles/ Rod Clement	0-06-443483-4
The Water Hole	Graeme Base	0-385-65852-4
Night Diary	Paul Hunt	0-85953-925-3
Honey Pay Lightfoot	Janathan London	0-8118-0533-6
Bears, Bears and More Bears	Jackie Morris	0-8120-9349-6
Waters	Edith Newlin Chase	0-590-74202-7
The Magic Powder	Jean-Pierre Guillet/ Gilles Tibo	2-920438-73-5
Animals Should Definitely Not Wear Clothing	Judi Barret Ron Barret	0-689-70807-6
What Happens At The Zoo	Judith E. Rinard	0-87044-524-3
North Country Night	Daniel San Souci	0-385-41319-X
Last Night At The Zoo	Michael Garland	156397-759-1
Cyber ZooMobile	<a href="http://www.primetnet.com/~brendal/index.html">http://www.primetnet.com/~brendal/index.html</a>	