

Level 9: How We Grow

- Activity worksheet: How Do I Grow?

ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



EXTENSION ACTIVITY

LEVEL 9

BOOK TITLE
How We Grow

TOPIC
About Me

LENGTH
1 Lesson (1 Hour)

Essential Question



How do living things grow?

Lesson Overview



In this lesson, the teacher guides the students to understand how living things grow. Students will compare human growth with the growth of animals at different stages of development.

REQUIRED MATERIALS

- Book: *How We Grow*
- Writing and drawing utensils
- Activity worksheet: **How Do I Grow?**

LEARNING ACTIVITIES



Class discussion about how living things grow.



Class discussion about the book.



Completion of the **How Do I Grow?** activity worksheet.



Class discussion about the activity worksheet.

LEARNING CONNECTION

Throughout the lesson, the students learn about how humans grow in stages, and what we need to grow. This builds on their understanding of the book *How We Grow*. Students will compare the different stages of human development to the stages of growth for animals.

READING VOCABULARY

wisdom, nutrients, development

PRE-LESSON PREPARATION

1. Photocopy the **How Do I Grow** activity worksheet for each student in the class.

HOW WE GROW

1. Ask students if they have ever seen any baby animals, and to describe them. If they have not seen any baby animals, ask them to describe what they know about different baby animals. Give students a chance to respond to these questions.



“Have you ever seen a baby animal? What did it look like?”

“If you haven’t seen a baby animal, you might still know what one looks like. What do you think a snowy owl looks like just after it is born?”

Answers might include: small; eyes are closed; covered in soft white down.



“What does it look like when it is an adult?”

Answers might include: larger; eyes open; covered in feathers.



“What do you think a snowy owl can do when it is an adult that it can’t do when it is a baby?”

Answers might include: find its own food; fly; survive on its own; reproduce.



“What do you think a polar bear looks like just after it is born?”

Answers might include: tiny; can’t see; covered in soft fur.



“What does it look like when it is an adult?”

Answers might include: large; can see; covered in adult layers of fur.



“What can a polar bear do when it is an adult that it can’t do when it is a baby?”

Answers might include: eat solid food; find its own food; survive on its own; reproduce.

2. Introduce the book *How We Grow* to the students.



“Today we’re going to read a book that talks about ways that humans grow. You’ll also learn about how this compares to the ways that some animals grow. Watch for similarities and differences between humans and animals. We’ll talk about these afterward.”

3. Read *How We Grow* with students. Students can follow along in their own copies at their desks.
4. Discuss with students what humans are like in their early years. Have the students make comparisons with the examples of animals provided in the story.



“Humans grow and change. Our minds and our bodies grow and change. What are we like in our early years?”

Examples might include: at first, can’t talk or walk, then learn to do these things slowly; can’t look after ourselves.



“What are we like when we are school age?”

Examples might include: learning to do more things, like read and write; growing stronger and able to do more activities.



“What are we like as adolescents, or teenagers?”

Examples might include: can walk and talk; learn to look after ourselves without the help of adults; gaining more responsibilities.



“What are we like as adults?”

Examples might include: can take care of ourselves; have more responsibilities, like taking care of our own children and others.



“What animal did you read about that is the same as us in many ways when it is born?”

Answer: polar bear; born without teeth or hair.



“What animal did you read about that doesn’t need to be looked after when it is a baby?”

Answer: Arctic char.



“We aren’t considered fully grown until we are more than 18 years old. What animal did you read about that is different from us in this way?”

Answer: A beluga whale is considered an adult when it is five years old.

5. Explain to students that even when our bodies stop growing, or minds continue to grow and change.



“When we become adults, our bodies stop growing bigger. However, our minds keep learning and changing. We share experiences and gain wisdom from these experiences. Do you know what the word “wisdom” means?”

Answers should include: understanding and judgement based on knowledge and experience over time.



“Can you think of an adult who has wisdom? Tell us why you think that.”

Answers might include: Elders have wisdom because they have lived for a long time and have many experiences that they have learned from.

6. Hand out one **How Do I Grow?** activity worksheet to each student. Explain that they will draw themselves at each stage of development: young child, current age, teenager, adult. Encourage them to think about what kinds of activities they will participate in, and what jobs and responsibilities they will have, as they get older. Have students write a sentence about each stage of development on the worksheet. You can also encourage them to think about wisdom they will gain as they get older.

7. Once all students are finished the worksheet, have a class discussion about their illustrations.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

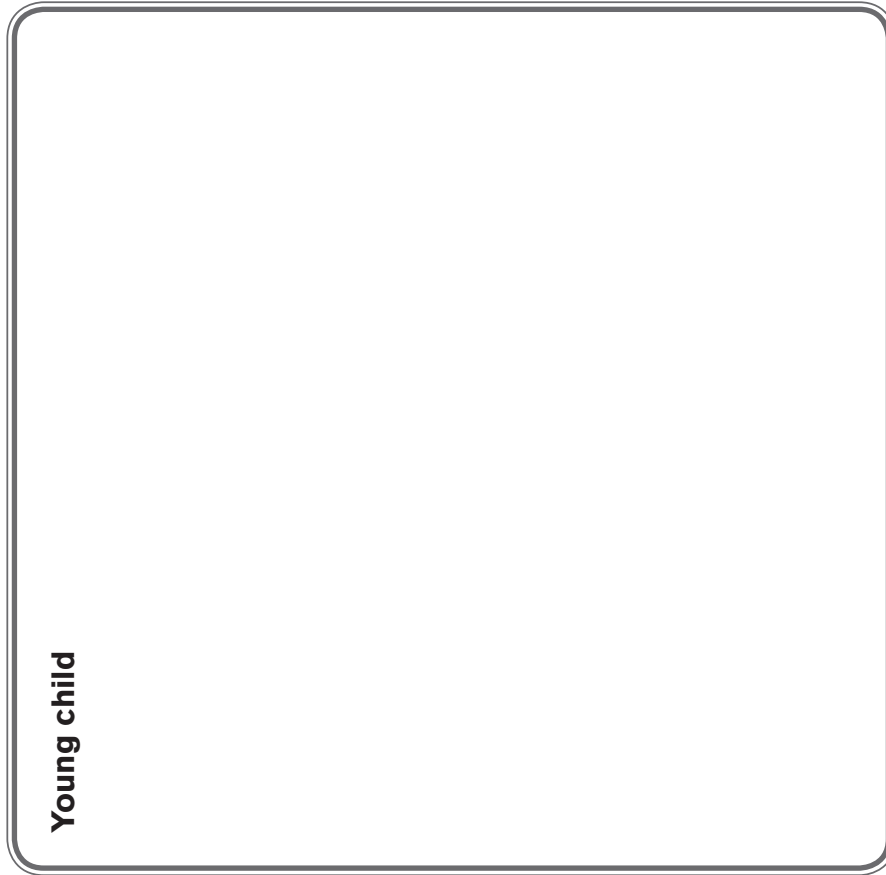
1. Have students display their illustrations in the classroom.
2. **Optional:** Have students illustrate the stages of development of their favourite animal.

Name: _____

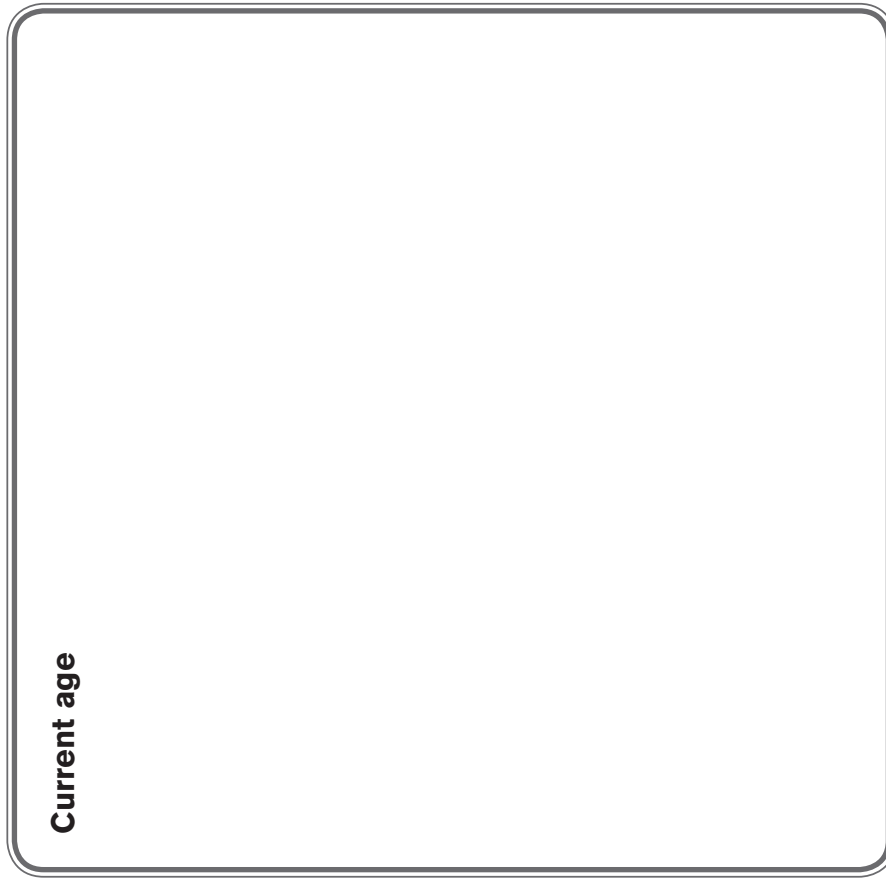
How Do I Grow?

Draw a picture of what you will look like at different stages in your life:
as a baby, your age today, as a teenager, and as an adult.
Write a sentence about your drawings.

Young child



Current age

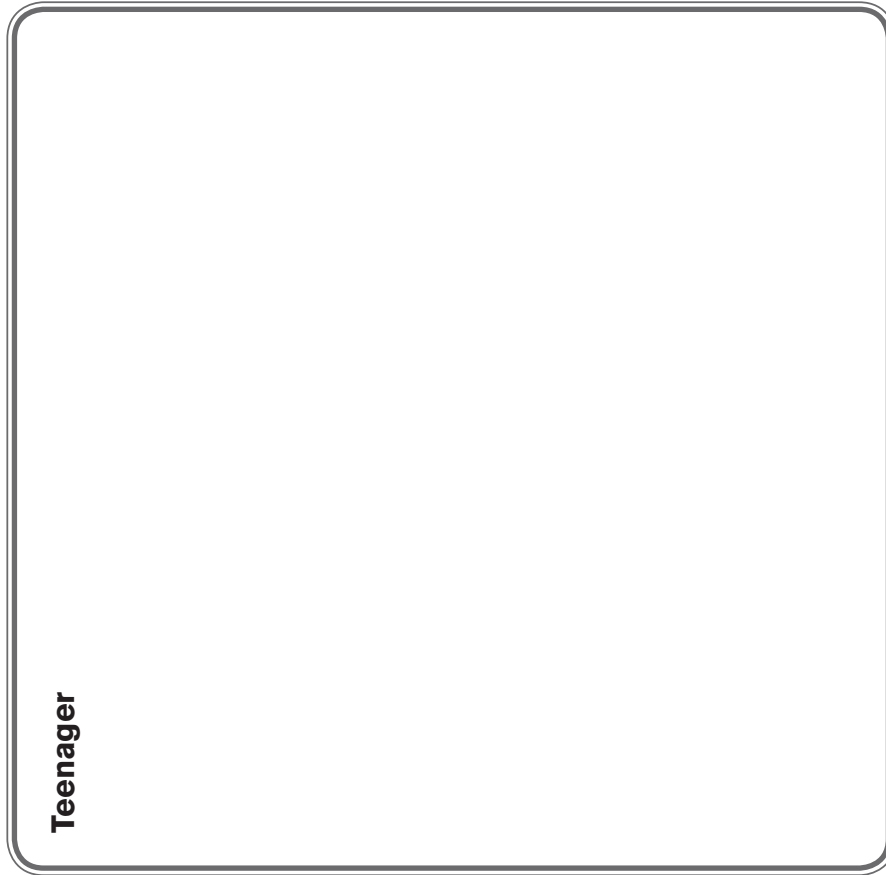


Name: _____

How Do I Grow?

Draw a picture of what you will look like at different stages in your life:
as a baby, your age today, as a teenager, and as an adult.
Write a sentence about your drawings.

Teenager



Adult

