

Cross-Reference Guide: Grade 3 Alberta Science with Project WILD and Below Zero *
J. Latshaw, Ph.D. University of Saskatchewan

Topic E: Animal Life Cycles		Project Wild*	Below Zero*	Project WET
General Learner Expectations	Specific Learner Expectations			
<p>3–10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.</p> <p>3–11 Identify requirements for animal care.</p>	<p>1. Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.</p>	<p>53 Tracks!</p> <p>87 Museum Search for Wildlife</p> <p>122 What Bear Goes Where?</p> <p>139 Adaptation Artistry</p> <p>142 Seeing is Believing or the Eyes Have It</p> <p>195 Fishy Who's Who</p>	<p>55 Fishy Deep Freeze</p> <p>85 Winter-Wise Insects</p> <p>97 Snow Lovers or Haters</p> <p>107 Winter Buddies</p> <p>113 Dress Like a Polar Bear</p> <p>123 The \Benefit of Big</p> <p>127 Neat Feet</p> <p>129 What Gall!</p>	
	<p>2. Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be</p>			

* See end notes for abbreviations

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	included: brine shrimp, isopods, spiders.			
	3. Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences.	64 Are You Me? (e-aq)	55 Fishy Deep Freeze 85 Winter-Wise Insects 97 Snow Lovers or Haters 107 Winter Buddies 113 Dress Like a Polar Bear 123 The \Benefit of Big 127 Neat Feet 129 What Gall!	
	4. Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life.	98 Environmental Barometer 147 Quick Frozen Critters 153 Muskox Manoeuvres	15 Bird Banquets 69 The Great Escape 73 Whine and Dine 77 Moose Morsels 81 Snow Way to Hide 159 Dinner Time	

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	5. Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care.			
	6. Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.	20 Microtek Scavenger Hunt (m) 156 How Many Bears Can Live in the Forest?	41 Snow Place Like Home 45 Snow Experiments 125 Cozy in the Cold 131 Snakes and Ladders	
	7. Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments.	64 Are You Me? 184 Hooks and Ladders		
	8. Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.	150 Classroom Carrying Capacity 206 Oh Deer	29 Hare Ways 33 Winter Survival 145 The Acid Test	

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		286 Too Close for Comfort 289 Shrinking Habitat 299 Deadly Links 303 Keeping Score 322 Deadly Waters		
	9. Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.	156 How Many Bears Can Live in This Forest? 237 Migration Headaches 328 Ethi-Thinking 330 Playing Lightly on the Earth 345 Can Do! 368 Plastic Jellyfish 371 Something Fishy Here!	5 Snow Tours	
	10. Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.	204 Wild Work 286 Too Close for Comfort	147 Kindness that Kills	

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*** End Notes** (for all tables)

- bold** - very strong correlation of activity with outcome/expectation
- m - minor modification required for SLE
- # - relevant step in activity procedure
- e - include extension activity
- aq - aquatic extension
- eval - evaluation section of activity
- var - variation section of activity

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