Life Science

The **Life Science** program effectively introduces students to life science and builds their understanding of the biological aspects of the human, animal and plant worlds. **Life Science** features more than 130 activities that cover all of the major topics in the life sciences. A series of instructional texts, audio instructions and rewards ensures that students will navigate these activities easily and with confidence. **Life Science** is a compelling and effective way to develop young students' skills in life science and their understanding of the biological world.

Targeted Skills

- Introduces students to the differences between living and non-living things.
- Teaches the major parts, needs, life cycles and defenses of humans, animals and plants.
- Guides students through the naming of well-known animals and plants.
- Students are introduced to Earth's habitats and learn the differences between them. They are then shown how living things have adapted and evolved to suit life in these habitats.
- The unit on food chains teaches the interconnectedness of living things and shows the importance of resource management.
- Environmental dangers and sustainable actions are explored in a unit on the environment.

Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students' results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.

Program Outline

The program is broken down into 7 units, some of which are then broken into smaller sub-units. On the following pages, each of the programs' units are broken down. The units are:

1	Living & Non-Living
2.1	Humans - Body Parts
2.2	Humans - The Five Senses
2.3	Humans - Needs
2.4	Humans - Life Cycles
3.1	Animals - Naming
3.2.1	Animals - Comparing - Characteristics
3.2.2	Animals - Comparing - Picking
3.2.3	Animals - Comparing - Sorting
3.3.1	Animals - Needs
3.3.2	Animals - Eating
3.3.3	Animals - Shelter
3.3.4	Animals - Defenses
3.4	Animals - Life Cycles
4.1	Plants - Naming
4.2	Plants - Parts
4.3	Plants - Needs
4.4	Plants - Life Cycles
4.5	Plants - Uses
5	Habitats and Adaptations
6	Food Chains
7	Environment

1 - Living & Non-Living

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Pick the Living Things I	From a series of photos, students have to click on the photo that shows a living thing.	Identify whether a given thing is living or non-living.
Pick the Living Things II	From a text list, students have to click on the living things.	
Pick the Non-Living Things I	From a series of photos, students have to click on the photo that shows a non-living thing.	
Pick the Non-Living Things II	From a text list, students have to click on the non-living things.	
Find the Living & Non-Living	From a series of pictures, students have to click on the things that are living and then the things that are non-living.	
True or False?	Various true or false questions about properties of living and non-living things.	Understand the basic characteristics of living and non-living things.
What Does Every Living Thing Do?	From a list of traits, students have to pick the things that all living things do. The list also includes things that only some living things do.	
Why is This a Living Thing?	From a multiple choice list, students must identify why the given organism can be called a living thing.	
Plant or Animal?	Students must identify whether the given picture shows a plant, an animal or neither.	Identify whether a given thing is a plant or an animal.
Find the Plants and Animals	From a series of pictures, students have to click on all of the plants then on all of the animals.	
Plant and Animal Differences	Students must identify whether a given sentence describes a key property of plants or animals.	Understand the basic characteristics of plants and animals.

2.1 - Humans - Body Parts

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Click on the Body Part	From a picture of the human body, students have to click on the body parts they hear.	Identify the basic internal and external body parts and where they are located on the body - ankle, bones, brain, chest, elbow, eyes, feet, hand, head, heart, intestines, kidneys, knees, lungs, mouth, muscles, neck, nose and stomach.
What is Injured?	From a picture of an injured person, students must click on the body part that is injured.	
Does it Match?	Students have to identify whether or not a picture of a body part matches the name of the body part they hear.	
What Body Part is This?	Students must identify which internal body part they see highlighted on a picture of a person.	
Does it Do What I Say?	Students must identify whether or not a picture of a body part matches the description of purpose that they hear.	Identify the function of basic internal and external body parts - ankle, bones, brain, chest, elbow, eyes, feet, hand, head, heart, intestines, kidneys, knees, lungs, mouth, muscles, neck, nose and stomach.
What Does This Body Part Do?	From a multiple choice list, students must click on all of the correct functions of the given body part.	
True or False?	Various true or false questions about body parts and their functions.	
Body Part Riddles	Various riddles which describe the function of various body parts.	

2.2 - Humans - The Five Senses

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Senses of the Body I	Click on the body part that is responsible for the sense word that you hear.	Understand the body parts responsible for each of the five senses.
Senses of the Body II	Match the senses with their body parts.	
What Sense Do I Use? I	Students must click on the sense that allows them to take in a real-life sensory experience.	Understand how each of the five senses relates to real-world sensory experiences.
What Sense Do I Use? II		
Concentration	Students must solve a concentration puzzle by matching sense words with real-world pictures of sensory experiences.	
Word Clues	Click on the sense that tells you about the description word - smooth, bright, etc.	

2.3 - Humans - Needs

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Needs	From a given list, students must click on the things that people need to live. The list also includes things that people have, but do not need to live.	Identify the basic human needs - food, water, shelter, space, sleep, air. Understand why humans could not live without each of their basic needs.
True or False?	Various true or false questions about human needs.	
Multiple Choice	Students must answer various multiple choice questions about why humans need what they do.	
Does it Match?	Students must determine whether or not the food item shown belongs in the food group they hear.	Understand the food groups: grains fruits & vegetables milk & dairy meat, beans & nuts.
Which Food Group?	Students must determine which food group the given item of food belongs in.	
Check the Menu	From a family's dinner menu, students must determine whether or not each food group is covered.	
Pick the Food That is Not Healthy	From a series of photos of food, students must identify which item of food is not healthy.	Identify which items of food are healthy are which are not.
Is This Water Safe to Drink?	Students must identify whether a given source of water is safe to drink or not.	Identify which sources of water are safe to drink and which are not.

2.4 - Humans - Life Cycles

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
The Stages of Life I	Click on photos of a person's life in order from youngest to oldest.	Understand the basic stages of the human life cycle.
The Stages of Life II		
Life Cycle Names	From a series of photos of people, click on the person who matches the life cycle name	Understand the names of the basic stages of the human life cycle.
Concentration	Students must solve a concentration puzzle by matching pictures of people when they were children to when they are adults.	Understand that some things will change but others will stay the same as a person ages.
Most Everyone or Just Some?	Students must read a given sentence about people and decide if it applies to all people or just some people.	Understand that some traits are inherited from parents and some are acquired.
Inherited or Acquired?	From a given list of traits, students have to determine whether the trait was acquired or inherited.	
What Their Baby Might Look Like	Students see an adult couple and then have to select the entry from a series of baby photos that shows a child that couple was most likely to have had.	Understand how parents and children will share certain physical similarities.
Family Study	Students must examine a photo of a family and then pick from a multiple choice list the physical ways you can tell that they are a family.	

3.1 - Animals - Naming

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Which is Not an Animal?	From a given series of pictures, students must identify which picture does not show an animal.	Identify the names of common animals. Identify principal traits of common animals.
Which Animal?	Students must pick the name of the pictured animal from a multiple choice list.	
Which Animal? II		
Does it Match?	Students must determine whether the animal pictured matches the animal name that they hear.	
Concentration	Students must solve a concentration puzzle by matching pictures of animals with their names.	
Extreme Close Up	From a series of extreme close up pictures, students must identify which close up shows an animal.	
Animal Riddles	Students must answer various riddles based on the traits of common animals.	
Flying Animals	From a given series of animal pictures, students must identify the animal that is able to fly.	
Underwater Animals	From a given series of animal pictures, students must identify the animal that lives underwater.	
Listen to the Animal Sound	From a given series of animal pictures, students must identify the animal that makes the sound they hear.	

3.2.1 - Animals - Comparing - Characteristics

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Characteristics - Birds	From a given list of traits, students must click on the traits that are characteristic of birds.	Understand the characteristics of birds, fish, insects and mammals.
Characteristics - Fish	From a given list of traits, students must click on the traits that are characteristic of fish.	
Characteristics - Insects	From a given list of traits, students must click on the traits that are characteristic of insects.	
Characteristics - Mammals	From a given list of traits, students must click on the traits that are characteristic of mammals.	
What am I?	From a given list of traits, students must determine whether a bird, a fish, an insect or a mammal is described.	

3.2.2 - Animals - Comparing - Picking

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Pick How it Moves	Students must determine whether a given animal walks, flies or swims.	Understand basic characteristics of common and exotic animals. Compare animals based on their basic characteristics.
Pick the Animal That Does Not Belong	Students must look at the characteristics of three animals and pick the animal that does not belong.	
Pick the Biggest Animal	Students must choose the biggest animal from 3 photos of animals.	
Pick the Smallest Animal	Students must choose the smallest animal from 3 photos of animals.	
Pick the Strongest Animal	Students must choose the strongest animal from 3 photos of animals.	
True or False?	Students must look at a given animal and determine whether a given trait applies to this animal or not.	
Pick Who Does This	Students must choose the animal that matches an auditory description from pictures of 3 animals.	

3.2.3 - Animals - Comparing - Sorting

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
How Many Legs?	Students must sort a given group of animals into three groups based on how many legs they have.	Sort animals based on their basic characteristics.
How Do They Move?	Students must sort a given group of animals into three groups based on how they move.	
What Covering?	Students must sort a given group of animals into three groups based on what kind of covering they have.	

3.3.1 - Animals - Needs

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Needs	From a given list, students must click on the things that animals need to live. The list also includes things that animals have, but do not need to live.	Identify the basic animal needs - food, water, shelter, space, rest, air, good climate.
True or False?	Various true or false questions about animal needs.	

3.3.2 - Animals - Eating

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Eater Names	Students must determine whether a described diet matches a herbivore, a carnivore or an omnivore.	Understand the basic diet types - herbivore, carnivore, omnivore.
What Do I Eat?	From a multiple choice list, students must determine what a given animal eats.	Identify the eating habits of common animals.

3.3.3 - Animals - Shelter

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Give Me Shelter	From a multiple choice list, students must determine where common animals take shelter.	Understand where common animals take shelter. Understand which habitat common animals live in.
Match Animal to Home	Students must match a column of homes with their matching animals.	
Pick the Best Habitat	Students must pick the best habitat for a given animal.	

3.3.4 - Animals - Defenses

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Animal Defenses	From a given series of animal pictures, students must click on the animal that defends itself in the way they hear.	Identify the defenses of common animals.
Animal Defenses II	Students must match entries in a column of animals with entries in a column of defenses.	
Hibernate, Migrate or Camouflage	Students must decide whether a given sentence describes hibernation, migration or camouflage.	Understand the difference between hibernation, migration and camouflage.
Which Defense Is This?	Students must decide which defense a given sentence describes.	Understand the function of basic animal defenses.

3.4 - Animals - Life Cycles

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Butterfly Life Cycle	Students must click on pictures of the stages of the butterfly life cycle in their proper order.	Identify the stages in the butterfly's life cycle.
Frog Life Cycle	Students must click on pictures of the stages of the frog life cycle in their proper order.	Identify the stages in the frog's life cycle.
Concentration	Students must solve a concentration puzzle by matching the pictures of baby animals with their parents.	Understand that young animals will resemble their parents.
Life Cycle Words	Students are asked various true or false questions about the meaning of life cycle words.	Understand the basic terminology used to describe life cycles.
Pick the Youngest Animal	From a series of pictures, students have to click on the picture which shows the youngest animal.	Understand that some things will change but others will stay the same as an animal ages.
Changes or Stays the Same?	From a series of traits, students have to identify which traits stay the same or change as an animal gets older.	
Which Animal is Extinct?	From a series of pictures, students have to click on the animal that is extinct.	Understand the principles of and animals affected by extinction and endangerment.
Which Animal is Endangered?	From a series of pictures, students have to click on the animal that is endangered.	

4.1 - Plants - Naming

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Pick the Plant	From a series of pictures, students have to click on the one that shows a plant.	Identify common types of plants based on their characteristics.
Which Plant Is This?	From a multiple choice list, students have to identify the plant in a given picture.	
Plant Riddles	From a multiple choice list, students have to identify the plant described in a given riddle.	
What Kind of Plant?	From a multiple choice list, students have to identify the plant type shown in a picture.	Understand the basic groups of plants - flowers, grass, fruits, vegetables, evergreen trees, and deciduous trees.
Evergreen or Deciduous?	Students have to decide whether a picture shows an evergreen or deciduous tree.	
Fruit or Vegetable?	Students have to decide whether a picture shows a fruit or a vegetable.	
Fruit or Vegetable? II	Students have to decide whether the name of the food item they see is a fruit or a vegetable.	
Pick What You Hear	From a series of pictures students have to click on all the items of various plant groups.	
What Kind of Leaf?	Students have to decide whether the given leaf is a compound leaf, a simple leaf or a needle.	Identify the basic kinds of leaves - simple, compound, and needle.
Compare the Plants	From a pair of pictures, students are asked various questions about comparing the two plants.	Compare plants based on their characteristics.

4.2 - Plants - Parts

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Click on the Part	On a given picture, students must click on the plant parts that they hear.	Identify the basic parts of plants and trees. Understand the basic function and responsibility of each plant and tree part.
What Part is This?	From a given picture, students must identify the plant part that they see.	
Plant Part Riddles	Students must identify which plant part is described in a given riddle.	
What Does This Part Do?	From a given multiple choice list, students must pick the correct function of a pictured plant part.	
Concentration	Students must solve a concentration puzzle by matching plant parts with their names.	
Match the Parts With What They Do	Students must match a column of plant parts with a column of functions.	

4.3 - Plants - Needs

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Needs	From a given list, students must click on the things that plants need to live. The list also includes things that plants have, but do not need to live.	Identify the basic plant needs - sun, water, air, good temperature, soil, space. Understand why plants could not live without each of their basic needs.
True or False?	Various true or false questions about plant needs.	
Why Do They Need It?	Students must answer a series of questions about why plants need the things they do.	
Too Hot, Too Cold or Just Right?	Students see a picture of a plant and a picture of a habitat. They must decide whether the habitat is too hot, too cold or just right for the given plant.	Understand the appropriate habitat and conditions for a given plant.
Pick the Ideal Scenario	Students pick the ideal climate, sunshine and water amount for a given plant.	
Colored Light	Students are shown an experiment where plants are grown under various colors of light. They will conclude that the more light a plant has, the better it will grow.	Understand that a plant will grow better if it has more light.
Getting to the Root of Things	Students are shown an experiment where a plant is grown at one end of a long pot. The only water added to the pot is added at the other end. Students will learn how plants can move and adapt to the environment, as their roots move towards the watered soil end.	Understand that plants can adapt themselves to the environment to attain their needs.
Moving Water	Students are shown an experiment where a stalk of celery is placed into a glass of water with red food coloring in it. They will see how the water moves through the stalk of celery and will conclude that the plant has important parts devoted to retrieving water.	Understand that plants have specific parts for attaining their needs.

4.4 - Plants - Life Cycles

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Plant Life Cycle	Students must click on a series of photos showing a plant's life cycle in the proper order.	Understand the basic plant and tree life cycle - seed, growth, death, decay.
Tree Life Cycle	Students must click on a series of photos showing a tree's life cycle in the proper order.	
Concentration	Students must solve a concentration puzzle by matching the pictures of young plants with their parent plants.	Understand that a young plant will have some similarities to its parent plants.
What Season?	From a given picture of a tree, students must identify which season it is.	Understand how a tree changes its appearance with the turning of the seasons.
Inherited or Acquired?	From a given plant trait, students must identify whether the trait was probably inherited or acquired.	Understand that some plant traits are inherited from parent plants and some are acquired.
Click the Seed	From a given picture of a plant or fruit, students must click on the seed.	Understand where seeds grow on plants and how they spread themselves.
How Does This Seed Travel?	From a given picture of a seed, students must identify how the seed travels - on an animals fur, through the air, or in an animal's stomach.	

4.5 - Plants - Uses

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Is This Made From a Plant?	Students must identify whether the object they see is made from a plant.	Understand the common uses of plants.
What Part Do We Eat?	From a given picture of a food item, students must identify which part of the plant we eat - root, leaf, stem, fruit, seed.	
True or False?	Various true or false questions about plant uses.	

5 - Habitats and Adaptations

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Traits and Benefits	Students must match entries in a column of traits with entries in a column of the benefits of these traits.	Understand how certain traits are beneficial to animals in certain habitats.
Which Traits Would Be Good Here?	From a given habitat, students must identify which traits would be beneficial to an animal living in that habitat.	
Land or Water Animal?	Identify whether the pictured animal lives in the water or on the land.	Understand how plants and animals are suited to live in a certain habitat. Identify the appropriate habitat of common plants and animals.
Where Do I Live?	Identify which habitat a given living thing probably lives in.	
What Doesn't Belong?	From a given picture of plants and animals in a habitat, students must identify the organisms that do not belong in that habitat.	
How Did This Animal Adapt?	From a multiple choice list, students must choose how a given animal has adapted to suit its environment.	Understand the principle of adaptation. Identify how certain animals have adapted to live in their habitats.
Imaginary Habitats	From a multiple choice list, students must choose which traits would be beneficial to an animal living in a described imaginary habitat.	

6 - Food Chains

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Producers and Consumers I	From a given series of pictures of plants and animals, students must click on the producers and consumers.	Understand the difference between producers and consumers. Identify whether common plants and animals are producers or consumers.
Producers and Consumers II	From a printed name of a plant or animal, students must identify if it is a producer or a consumer.	
Fill in the Blanks	Various questions about food chains.	
Link the Chain I	Students must click on a series of pictures of plants and animals in the order they appear in a food chain.	Construct a food chain from a given set of organisms.
Link the Chain II	Students must click on the names of plants or animals in the order they appear in a food chain.	
When the Chain Breaks	Students are walked through an experiment to see what happens when the balance of a food chain is disrupted.	Understand the importance of each link in a food chain to the chain as a whole. Understand what happens when a link of the food chain is disrupted.

7 - Environment

ACTIVITY NAME	INSTRUCTION	REQUIRED SKILLS
Could This Change?	Students must identify if the given scenario could change the environment.	Understand the principle of environmental change. Understand the sources of environmental change.
Human or Natural Change?	Students must identify whether the given environmental change is caused by humans or by nature.	
Can We Recycle?	Students must identify whether or not we can recycle the pictured item.	Understand the process of recycling.
Helping or Hurting?	Students must identify if the given event is helping or hurting the environment.	Identify common activities and understand if they damage the environment or not.
A Day for the Environment	Students are walked through a typical day in the life of a young student. When confronted with daily choices, they have to choose the path that is most environmentally friendly.	
Order the Events	Students are given a series of events leading up to, and stemming from, an environmental problem. They must click on the events in their proper order.	Understand the complex and interconnected processes involved in an environmental problem.
Follow the Mistake	Students follow one environmental mistake as it moves through the soil, water and organisms in a community. As they follow the mistake, they must answer questions about the environmental significance of each stage.	
When the Food Runs Out	Students are walked through an experiment which follows a finite food supply of carrots with a growing population of rabbits. They will conclude eventually that the Earth's resources are finite and are susceptible to environmental damage.	Understand that the Earth's resources are finite and susceptible to environmental damage.