

Nature Safari: Observing Plants and Animals

Targeted Age Group:

Kindergarten

Curriculum Area:

BC Science Curriculum, Big Idea: "Plants and animals have observable features"

Objective:

Students will gain understanding about the diversity of the living world by making observations about animal and plant species. They will learn to use their various senses to recognize the observable features of different species and express how these features make them unique.

Materials:

- Two examples of animal species (living, photos, videos or models.)
- Two examples of plant species (living, fake, photos or videos.)
- Safari notebook for observational pictures
- Magnifying glasses (optional)
- Binoculars (optional)
- Safari Hat (mandatory)

Questions for students:

Where do you think these animals live?

What do you think these animals eat?

Why do you think the animal looks the way it does? Is there a reason for their body features?

How do you think this animal breathes?

Do you think this animal can swim or fly?

What does the animal feel like? Can we touch them?

Do you think these plants like lots of sun or little sun?

How much water do these plants need a day?

What do these plants feel like? Do they feel the same or different?

Does the plant have a smell?

Do you think these plants grow flowers or fruit?

What do plants need to stay alive?

Safety:

Are there any allergies in the class that make it unsafe to bring in live specimens?

If live specimens are brought in, do students know how to behave around animals to prevent injury to students and specimens?

Is it safe to allow the students to touch the specimen?

Procedure:

Step by Step	Teacher Talking Points
<p>Activity Introduction: To start, gather your students in a circle or clump on the floor and introduce the activity.</p>	<p>Introduce the safari and explain that you will be observing two animals and two plants. Go over the senses students can use to make observations about what they see. Remind students of how to be safe during the safari and that we are meeting living things which means we must be respectful of them and be careful not to hurt them.</p>
<p>Beginning the Safari: Have students follow behind you as you guide them on their nature safari. (ideally this will be done outside for an authentic experience) Set up stations with the animals and plants you want your students to observe, stopping at each station for discussion and observation.</p>	
<p>1st Station: This station features an animal. When you arrive, ask students to spread out around the station and give them a moment to observe before you begin asking questions.</p>	<p>Ask the students if anyone can identify the animal at this station. Ask for their observations about the animal and go through the animal questions listed above. Give time for students' own questions.</p>
<p>2nd Station: This station features another animal. When you arrive, ask students to spread out around the station and give them a moment to observe before you begin asking questions.</p>	<p>Ask the students if they can identify this animal at this station, encouraging a new student to speak. Ask for student observations about the animal and go through the animal questions listed above. Give time for students' own questions.</p>
<p>3rd Station: This station features a plant. When you arrive, ask students to spread out around the station and give them a moment to observe before you begin asking questions.</p>	<p>Ask the students if they can identify the plant at this station, encouraging a new student to speak. Ask for student observations about the plant and go through the plant questions listed above. Give time for students' own questions.</p>
<p>4th Station: This station features another plant. When you arrive, ask students to spread out around the station and give them a moment to observe</p>	<p>Ask the students if they can identify the plant at this station, encouraging a new student to speak. Ask for student observations about the plant</p>

before you begin asking questions.	and go through the plant questions listed above. Give time for students' own questions.
Closing Discussion: Lead students back to the classroom and debrief with them.	Ask students to share their thoughts and ask if anything stood out to them. Go over the closing questions listed below. Give time for sharing of drawings, personal observations and questions.

Closing Questions:

What did we learn about animals today?

Are all animals the same or can they be different?

Does anyone have a drawing or observation they would like to share with the class?

What makes plants different?

Do all plants need the same things to stay alive?

<p>Animal #1</p> <p>Draw What You See:</p> <p>Write What You See:</p>	<p>Animal #2</p> <p>Draw What You See:</p> <p>Write What You See:</p>
<p>Plant #1</p> <p>Draw What You See:</p> <p>Write What You See:</p>	<p>Plant #2</p> <p>Draw What You See:</p> <p>Write What You See:</p>

Our Script:

Teachers Explanation:

Hello and welcome to our observation safari here in Victoria BC. Today we are going to take a look at some wild animals and see if we can see what makes them special. We are going to use our eyes, ears, nose, and hands to figure out the difference between two different species of animals. Once we have figured out we will move on to fauna! Does anyone know what this means? Yes! It means plants. We will observe plants and see what makes them different and what is similar between them. Once we complete our safari you will earn your nature badge and be able to make observations and connections on plants and animals.

(Have students follow behind you as you guide them on their nature safari, ideally this will be done outside so the students can observe new things in a different environment. Set up stations with the animals and plants you want your students to observe, guide them through as if they were on a tropical safari.)

Teacher Dialogue:

Students today we are going on a wild safari and we will need eyes and ears present at all times, if you hear me yell Lions and tigers and bears! You yell back OH MY! Then I will have your full attention. Lets practice: (practice it once through) Very good!

Station #1

Wow! Students, we are very lucky today we have spotted a wild Corgi! These dogs are very special! Can anyone tell me something they notice when looking at this dog? What makes this dog special? What do you think this dog eats? Where do you think this dog is from? Very good class! Does anyone else want to tell us something they notice about

Sam Fry and Gracen Monet
EDCI 403 A02

this dog? Okay take out your observation notebooks and draw or write three things you observed about this Corgi!

Station #2

Look here! We have come across a second animal! Can anyone tell me something they notice about this animal? How do you think this animal breathes? What makes this animal different from the last one we saw? Does anyone else want to tell us something they notice about this fish? This fish is a crown tailed beta, also known as a fighting fish. Okay take out your observation notebooks and draw or write three things you observed about this crown tailed beta!

Station #3

We have arrived at our first plant students. What makes this different from the animals we saw? How do plants grow? What does this plant feel like? Does this plant smell like anything? How could we take care of this plant? Okay take out your observation notebooks and draw or write three things you observed about this plant.

Station #4

Students this has been a great safari so far! I'm proud of all of you for your great observations. We have arrived at the last stop of the day and it is another plant! What makes this plant different from the other plant? Do you think this plant needs more or less sunlight than the last plant? Do you think this plant grows fruit or flowers? Okay take out your observation notebooks and draw or write three things you observed about this plant.