



**Lesson Plan**

**Theme:** Plants and Animals have distinguishing characteristics that help to sort or categorizes them into specific groups.

**Length of Lesson: 2 hours**

Introduction: 15 minutes

Field and Interpretive Center (IC) Activities: 90 minutes

Conclusion: 10 minutes

**Minnesota Academic Science Standards/Benchmarks:**

- 3.4.1.1.1 - Compare how the different structures of plants and animals serve various functions of growth, survival and reproduction.
- 3.4.1.1.2 - Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.

**Excellence in EE: Guidelines for Learning Standards:**

- Grades (K-4) - Strand 2.2 The Living Environment, A) Organisms, populations, and communities
- Grades (K-4) - Strand 2.2 The Living Environment, B) Heredity and Evolution
- Grades (K-4) - Strand 2.2 The Living Environment, C) Systems and Connections

**Objectives (Students will be able to...):**

- Distinguish animal characteristics and groups using real life examples.
- Identify plant parts and their function.
- Demonstrate skill in kicksledding.

**Background Information : See Appendix A**

*Helping people discover, enjoy,  
understand, and preserve the incredible  
natural world that surrounds us.*

## **Introduction:**

**Goals:** Welcome students to River Bend, introduce the River Bend leaders, and introduce the program content.

### **Key points:**

- Introduce River Bend leaders
- Discuss what we're doing today-student involvement
- Set River Bend expectations

## **Activities:**

### **1. Plant BINGO Hike**

**Goal:** To located real life examples and characteristics of different plant classifications

### **Key points:**

- How do plants survive the winter? Are they all dead?
- What are the different classification of plants?

**Assessment:** Discuss the differences between grasses, flowers, deciduous trees, and coniferous trees. Let the discussion be student driven by asking distinguishing characteristics of each and key differences.?

### **2. Kick sledding**

**Goal:** N/A

### **Key points:**

- Safety rules for kicksleds
- How they have helped humans

**Assessment:** N/A

### **3. Animal Classifications**

**Goal:** For students to experience the different classifications and characteristics of animals through hands-on experiences.

### **Key Points:**

- Let students experience each type of animal
- Stress key characteristics from their nature journals (Appendix A)

**Assessment:** Ask students with each new animal what is different from the previous animal. You can use some extras (ie. more reptiles) to quiz them at the end.