



Lesson Plan

Theme: Plants and animals look and behave differently. Humans have more in common with animals than plants, and are therefore in the animal kingdom.

Length of Lesson:

Introduction: 15 minutes

Field and Interpretive Center (IC) Activities: 1 hour

Conclusion: 15 minutes

Minnesota Academic Science Standards/Benchmarks:

- (0.4.1.1.1) - Observe and compare plants and animals.
- (0.4.1.1.2) - Identify the external parts of a variety of plants and animals including humans.

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

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

- describe the basic external parts of both plants and animals.
- identify the similarities and differences between plants and animals.
- identify parts of the human body that are shared with other animals (i.e. eyes, nails, etc.)

Background Information :

Plants and animals are categorized in different kingdoms for many reasons. For instance, they have different cell structures. However, there are many external factors that we can observe to tell plants and animals apart.

Plants have roots to take in water and nutrients. They have a stem (sometimes very thin, as in a grass, and other times very thick, like a tree) to transport water and food. Leaves on the plant take in sunlight to make food. Many plants also grow a flower which will produce seeds. Though plants come in many varieties, they have a few commonalities: they cannot physically move themselves from the place they are rooted, and they produce their own food through photosynthesis.

Animals come in astounding varieties as well. How do we decide what is an animal and what isn't? Animals are considered organisms that do not have cell walls, can move themselves, consume organic material (whether plant, animal, fungus, algae, or bacteria), and generally respond to stimuli. Humans fall under the animal category according to this definition.

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

Introduction:

Goals: Welcome students to River Bend, Introduce River Bend Leaders, Introduce program content

Key Points

- Review student knowledge on animals
- Explain what is an animal and a plant
- Set River Bend expectations

Activities:

1. Animal “touch and see” (Interactive learning)

Goal: To identify characteristics that are specific to animals

Key Points:

- Students will observe a live animal with the opportunity to touch it as well after making an observation about that animal
- Students will describe the characteristics of the animal and determine if it is an animal or a plant.
- Students will observe how the animal is similar to themselves.

Assessment: Assess the comprehension of the students as they discuss and observe the characteristics that make an animal different from a plant and similar to a human.

2. Plant Hike (Active learning)

Goal: To identify characteristics that are specific to animals

Key Points:

- Review basic parts of plants with the “Plant Song”.
- Go on a hike and let students identify the different parts of plants they see while on the hike.

Assessment: Assess student’s being able to identify the parts of the plant, plants as different than animals, and identifying plants that don’t fit all of the criteria of the plant song.

3. Game Time (Interactive game)

Goal: To learn more about plant and animal characteristics though games.

Key Points:

- Play Simon Says to correctly identify animal or plant characteristics if they were that organism and act out what different animals and plants do.
- Play “Walk like an Animal” to see if they can stump the naturalist as to what animal they are and make more connections between humans and animals.

Assessment: Assess the students understanding as they make further connections between characteristics that differ between plants and animals and characteristics that are similar between humans and animals

4. Mystery Bags

Goal: To learn more about plant and animal characteristics through kinesthetic learning

Key Points:

- Students feel an object within a bag and guess if it is a plant or animal part.
- When everyone has felt the object the object is revealed and the students discuss if it is a plant or animal and potentially what animal or plant it came from.

Assessment: Students should be able to identify the difference between a plant and animal part and explain why and if humans have it too.