

# DISCOVERY

**Lesson Goal:** To understand the characteristics of living things through observation.

## Learning Objectives:

- Students will identify different groups of plants and animals.
- Students will use their senses to observe the natural world.
- Students will identify adaptations necessary for plants and animals to survive in the natural world.
- Students will observe non-living items in nature.

## Grade Level: K

### California Science Standards

PS 1.a. Objects can be described by physical properties.  
LS 2.a. Similarities and differences of plants and animals.  
LS 2.b. Stories about plant and animal attributes.  
LS 2.c. Structures of plants and animals.  
ES 3.b. Changes in weather affect the Earth.  
ES 3.c. Identify resources from the Earth.  
I&E 4.a. Observe common objects.  
I&E 4.b. Describe properties of common objects.  
I&E 4.d. Compare and sort common objects.  
I&E 4.e. Communicate observations.

See accompanying standards correlations.

## ACTIVITIES:

1. Walk along Pennington Creek for a sensory experience.
2. Visit the Pond and observe its inhabitants.
3. Visit the Garden to compare observe plants and animals.
4. Visit the Native Plant Garden to observe plant adaptations and use senses.
5. Visit the Science Lab to observe aquatic animals.
6. Visit the Rock Garden to observe the colors, shapes, sizes, weights, and textures of different rocks.

## VOCABULARY

amphibian	aquatic	feather	fur	garden
insect	leaves	mammal	native	pet
reptile	roots	senses	shape	size
stem	texture	weight	wild	

# RANCHO EL CHORRO OUTDOOR SCHOOL

## DISCOVERY – Kindergarten

### Standards Correlations

The following Science standards are addressed in this Kindergarten program.

#### Science Standards

**PS 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:**

- 1.a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).

**LS 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:**

- 2.a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
- 2.b. Students know stories give plants and animals attributes they do not really have.
- 2.c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

**ES 3. Earth is composed of land, air, and water. As a basis for understanding this concept:**

- 3.b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
- 3.c. Students know how to identify resources from the Earth that are used in everyday life and understand that many resources can be conserved.

**I&E 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept:**

- 4.a. Observe common objects by using the five senses.
- 4.b. Describe the properties of common objects.
- 4.d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
- 4.e. Communicate observations orally and through drawings.

Big Blue Marble also supports the instruction of the following standards:

#### English Language Arts Standards

**1.0 Reading: Students understand the basic features of reading.**

- 1.1 Match oral words to printed words.

**1.0 Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner the guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.**

- 1.1 Listen attentively.
- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow two-step directions.