



# 1st Grade

## Plants and Animals

### Meet Needs with Different Structures

*These are the science standards and activities your students will enthusiastically experience at the Woodcreek Nature Center. We hope you join us and allow your students to enjoy 80 minutes in nature that could help instill a lifetime of conservation values.*

#### **1st Grade Life Science Standards**

##### **Structure and Function**

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)
- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)

##### **Information Processing**

- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

##### **Inheritance of Traits**

- Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)

## **Your day at the WNC...**

### **Staging Area Lesson (30 minutes, all students)**

#### **A. Puppet show: "Best Fit"**

In the show 5 different animals are showing off their features/adaptations to try to win a contest.

## **B. Skit about Animal Needs**

**Valley Girl Docent:** *Hi \_\_\_\_\_. I'm like so mad! My parents won't buy me a car. I like SO need a car. If I don't get a car, I'm just going to die.  
(She continues to whine and storms off stage)*

**Teaching Docent:** *Geez! She's such a drama queen. Do you kids think she's going to DIE if she doesn't get a car? She doesn't NEED a car—she just WANTS a car. Now there are some needs we animals have that are very important to us. If we don't have these things, we could become sick and possibly die. What do you think those needs are?  
Ex., oxygen/air, food, water*

*I noticed that none of you said that we need a car. \_\_\_\_\_ won't be happy to hear that.*

**Surfer Docent:** *Yo Dude (looks at audience) and little dudes  
Hey man, You know a lot about animals, right? Well, I got this turtle at the pet store and he's not eating and he doesn't look so good. (looks at kids) He's really cool;he's got these red spots by his ears.*

**Teaching Docent:** *Oh, you've got a Red-eared Pond Slider Turtle*

**Surfer Docent:** *Wow Dude! You're like SCARY smart.*

**Teaching Docent:** *Thanks. What are you feeding your turtle?*

**Surfer Docent:** *Carrots and Apples—You know, I want it to be healthy- 5 serving of fruits and veggies a day*

**Teaching Docent:** *Well, fruits and veggies are good food, but your turtle has different food needs. He needs to eat small fish and snails and other food that he would find in a pond.*

**Surfer Docent:** *Oh, gross dude. Snails are nasty. But if that's what he needs that's what he's gonna get. Later Dude, I have to go get some snails. (he exits)*

**Teaching Docent:** *Now kids I would like to introduce \_\_\_\_\_ our crocodile docent.*

## **C. Snake Wrangler Docents**

High School docents acting “crocodile hunteresque” will tell stories and show the students animal specimens (skulls and teeth) and live Boa Constrictors.

**Croc. Docent:** *Hey kids, you just learned that animals have different food needs. Because they eat different types of food, they have different types of teeth.*

Shows teeth from the plant eaters and meat eaters skulls. Discusses that sharp teeth are for tearing meat and flat, grooved teeth are for grinding and shredding plants like grass. Brings out 3<sup>rd</sup> skull and asks kids what they think this animal would eat.

Bring out live animals: Ask kids questions. . .

What do you think he eats?

What else does he need to survive?

What features does he have that help him survive?

How might he need plants to survive?

### **Marsh/Wetlands Trail Excursion (25 minutes, small groups)**

Students will visit vernal pools to hear about the plants and animals that live there and learn why they are an important and threatened ecosystem in our area. They will also visit the large marsh that is home to herons, egrets, beavers, fish, ducks, turtles, muskrats and much more. We let the students use spotting scopes to zoom in on the critters from the banks.

### **Wednesday early show and Thursday late show we also have time to go out on to the Oak Grove & Creek Trail Excursion ( 15 minutes, small groups)**

Students walk along a creek trail under the Oak tree canopy to see bird nests, baby hawks, vultures, woodpeckers, squirrels, songbirds . . .

### **Picnic Area**

The lesson concludes at the covered picnic area where classes are welcome to stay and eat snacks or return to school.

### **Contact Information**

To schedule a field trip at the Woodcreek Nature Center please contact the WNC Coordinator, Nate Giorgi at the following:

Woodcreek High School

771-6565 ext. 4503

e-mail: [ngiorgi@rjuhsd.us](mailto:ngiorgi@rjuhsd.us)

***“In the end we will conserve only what we love;  
we will love only what we understand;  
and we will understand only what we are taught”  
Baba Dioum***