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Quick & Easy Habitat Education Activities Plants & Animals: Same/Different

Developed by Heidi Bohan/Starflower Foundation

First Grade 1-6
15-20 Minutes
Outdoors/Indoors

<p>Description: Students consider the commonalties and differences between plants and animals in the habitat area. Their observations are recorded using a classroom size Venn diagram that distinguishes between characteristics that are different, and those that are the same between plants and animals. Note: If students are unfamiliar with Venn Diagrams, consider using the format below focusing on the differences between living and nonliving things, prior to doing this activity.</p>	<p>Vocabulary Animals: <i>any living thing from the kingdom Animalia; and that differ from plants by the inability to produce food using photosynthesis</i> Plants: <i>any living thing from the kingdom Plantae, typically lacking locomotive movement, obvious sensory organs or nervous system</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students recognize there are differences between plants and animals. • Students understand they can use observations to define the difference between animals and plants. • Students develop skills to record and report observations using graphic organizers. 	<p>Washington State EALRs Science 1.1 Properties Understand how characteristics are used to categorize life in living systems; use characteristics to categorize living things. Science 2.1 Develop abilities necessary to do scientific inquiry. Seattle School District Standards Science 1.1 Identify and describe the differences between common natural objects using properties. Science: 1.1.6 Understand how to distinguish living from non-living and use characteristics to sort common organisms into plant and animal groups. Science 2.1 Record and report observations through oral language, numbers, pictures, and sentences. Science Kit: Organisms</p>
<p>Print Materials:</p> <ul style="list-style-type: none"> • ‘How-to-do Activity: Sample Venn Diagram’ • Image: ‘Seattle Habitat Wildlife’ poster; ‘Poster Overlay’ <p>Teacher supplied:</p> <ul style="list-style-type: none"> • Portable large size drawing pad or board (to draw a class size Venn diagram) 	

<p>Activity</p> <ul style="list-style-type: none"> • Bring students to habitat area. Remind students of previous investigations and observations made during the <i>Magnifier Walk</i> and <i>Creepy Crawly Exploration</i>. Set up drawing pad or board. Draw two large overlapping circles (Venn diagram) and label one as “Animals” and the other “Plants” (see ‘How-to-do Activity’). • Ask students, “What lives in this habitat area?” As students give answers, ask them whether it is a plant or an animal. List it in the animal or plant portion of the Venn diagram. General descriptive names will suffice for this activity. • Ask students to consider, “How do we know if something is a plant or an animal?” • Ask, “What words can you use to describe animals?”; “What are characteristics which all animals seem to have?” (key characteristics include: are living; will die; have babies; can move around; most have eyes, ears and/or nose; need water to live, eat plants and animals for food). • Prompt with questions such as: “How are animals different from rocks?”; “What is the same about frogs, birds and squirrels that is different than plants or rocks?” If students are having difficulties ask them to consider two animals at a time, and work towards finding commonalties between them. • As students provide characteristics record them on the Venn diagram. • After completing the animal list, ask students, “What words can you use to describe plants?” “Which characteristics do all plants seem to have?” (key characteristics include: are living; will die, don’t move around; have babies; need water to live; make food from the sun; have roots, leaves and trunks/stems) Alternatively: suggest two familiar plants and find commonalties. • Prompt with questions such as: “How are animals different from rocks?”; “How are plants different than rocks?”, “What is the same about trees and grass that is different than animals or rocks?” • As students provide characteristics record them in the plant portion of the Venn diagram. • After completing both lists, ask students to look for characteristics that are the same between plants and animals. Cross them off their individual lists and enter them in the overlapped area of the two circles (see ‘How-to-do Activity’). “Are there any other commonalties we can think of?” • Conclude: Animals and plants have many of the same characteristics, and also have different characteristics.
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