



KINDERGARTEN

PRE AND POST VISIT ACTIVITIES

GEORGIA STANDARDS OF EXCELLENCE

SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.

- Construct an explanation based on observations to recognize the differences between organisms and nonliving objects.
- Develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes.

SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

- Construct an argument supported by evidence for how animals can be grouped according to their features.
- Construct an argument supported by evidence for how plants can be grouped according to their features

GUIDING QUESTIONS

Are plants living or non-living objects?

What makes them living organisms?

How are plants different from other living organisms like animals or fungi?

How do leaves/flowers/stems/seeds/roots look different?

SCHOOLYARD WALK How are Leaves Different

- Read Leaves (Spot the Difference: Plants) by Charlotte Guillain or Leaf Man by Lois Ehlert and discuss the ways leaves are different. If neither book is available, look at images of leaves and discuss their differences.
- Take the group outside to see if they can find different kinds of

leaves around the schoolyard. If possible, allow the students to collect the different leaves to bring back to the classroom to sort. You may consider bringing some scissors to carefully trim a couple chosen leaves from living plants, otherwise, we usually ask students to collect their leaf samples from the ground.

- While outside, your class can also explore the other ways plants are different. How does the bark on trees look or feel different? Can they find any fruits and flowers? How are they different or similar?
- In the classroom ask the students to pick two leaves that are similar, but not identical. How are they similar? Then ask them to choose two leaves that are different. How are they different?
- Using the collected leaves, your students can also create a piece of artwork by gluing the leaves onto a piece of construction paper in their own design.

WRAP UP QUESTIONS

What similarities did the plants have in common at the Garden?

What were some of their differences?

What was one interesting non-living object in the Garden?

What was their favorite living organism?

ACTIVITY Design your own plant

- Create your own plant using various art materials or by drawing/ painting it on a piece of paper. How is your plant unique?
- Once all of the students have created their plants, ask the students to work together to create a model for sorting their imaginative plants into groups.

SUGGESTED RESOURCES

Reason for a Flower by Ruth Heller

A Fruit is a Suitcase for Seeds by Jean Richards and Anca Hariton

Leaf Man by Lois Ehlert

Leaves (Spot the Difference: Plants) by Charlotte Guillain

Flowers (Spot the Difference: Plants) by Charlotte Guillain



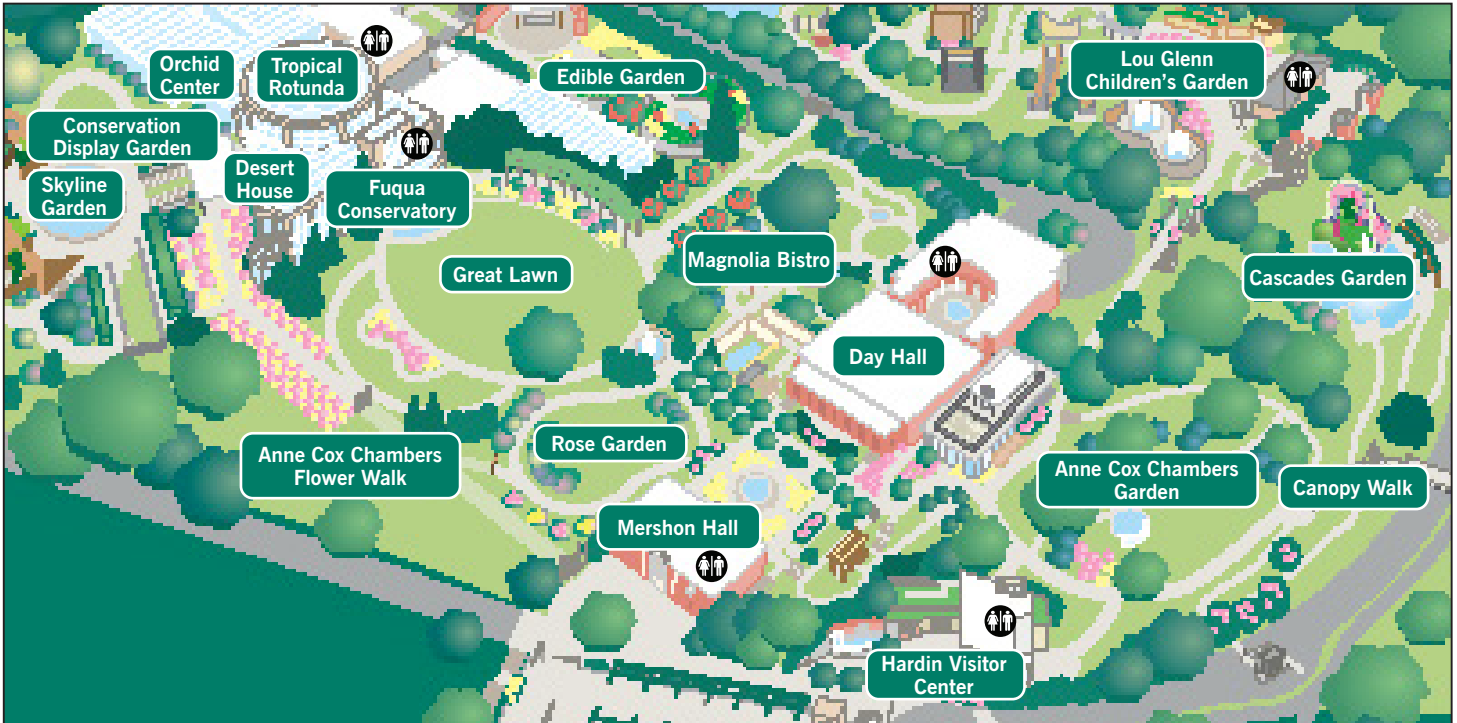
KINDERGARTEN

THEMES

- Non-living vs. living
- How plants are similar and different
- How animals are similar and different

SUGGESTED DESTINATIONS

- Tropical Rotunda
- Desert House
- Orchid Center



GARDEN ACTIVITIES

PLANT COMPARISON

Location: Desert House, Tropical Rotunda and Orchid Center

Walk through the different rooms and discuss **how the plants look different and similar** in tropical rainforest and desert habitats.

- Which habitat has the **biggest** leaves that are at least the size of your arm?
- Which habitat has the **smallest** leaves, shorter than the size of your pinky finger?
- Pick two flowers in the Orchid Center that are growing close together and ask the students **describe at least 3 ways those flowers are the same** (more is even better!) and then ask them to **describe at least 3 ways those flowers are different** (more is even better!).

LIVING VS. NON-LIVING

Location: Everywhere

As you walk through the garden, take note of all the living and non-living things you see and hear. **How can you tell if something is living?**

ANIMAL HUNT

Location: Everywhere

Discuss all the animals you see during your visit (including bugs!).

What are the similarities and differences between those animals?

SCAVENGER HUNT counting in the garden

Location: Everywhere

Using the Kindergarten Scavenger Hunt sheet, try to find different numbers of living and non-living objects in the Garden. Before starting the hunt, briefly discuss with your students the difference between big and little and give them a measuring guide, such as their hand. If the leaf or flower is bigger than their hand, it is big; if it is smaller than their hand, it is little. When a student finds one of the objects, for example - one frog, they cross off one of the frog pictures.



NAME _____

Can you see:

1 PRETTY ROCK



2 BIRDS



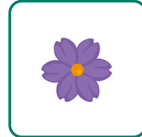
3 FROGS



4 BIG FLOWERS



5 LITTLE FLOWERS



6 BIG LEAVES



7 LITTLE LEAVES



8 BIG TREES

