



Kindergarten - Fall/Winter/Spring Amazing Animals

Traveling Program Description for Classroom Teachers

Programs are subject to change based on weather, temperature, road conditions, public health and safety concerns.

<p>Description:</p> <p>Students will obtain, evaluate, and communicate information to describe patterns of what all living things need to survive through this interactive, hands-on program.</p> <p>Students will learn about different types of animals and compare them with the places they live.</p> <p>Students will participate in a dress-up activity that examines adaptations of amphibians, and will leave being able to verbally communicate what an amphibian needs to survive and what threats they face in the natural world.</p>	<p>Objectives - Students will:</p> <ul style="list-style-type: none"> ● Obtain information on the <u>patterns</u> of what all living things need to survive, and that they live in places that have the things they need to survive ● Obtain and communicate information about the threats facing amphibians ● Communicate information on the needs of living things and their surroundings verbally ● Participate in discussion of K topics ● Describe unique geographical features in their community and understand what the job of a naturalist is ● Leave with a better understanding of local wildlife and how to be stewards of the Earth
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Program Length: 1 hour

Location: Traveling program - we come to your school!

Season(s) Offered: Fall, Winter, and Spring

Logistics:

- This program is a traveling program, which means our naturalists will come to you!
- Programs will begin and end on time. Set-up and clean-up time not included in the program time (plan for ~5 minutes on either end).
- This program can be conducted completely inside the classroom, or outside of your school building. Coordinate with our naturalist to determine a location for the program to be held. We recommend finding a space outside (if weather allows) so students can be connected to nature!
- Please go over the provided resource “Rules for Guest Speakers” with your class before the start of the program.
- Visible name tags for students are encouraged.

Classroom Teacher Pre-Program Preparation

- If multiple classrooms from your school are participating, please ensure that all teachers on your team receive the confirmation email which contains essential information about your scheduled field experience.
- See curriculum connections below.

Curriculum Connections:

This program supports learning of **SEEd Strand K.2: Living Things and Their Surroundings**

Standard K.2.1: Obtain, evaluate, and communicate information to describe patterns of what living things (plants and animals, including humans) need to survive. Emphasize the similarities and differences between the survival needs of all living things. Examples could include that plants depend on air, water, minerals, and light to survive, or animals depend on plants or other animals to survive. (LS1.C, LS2.B)

Standard K.2.2: Obtain, evaluate, and communicate information about patterns in the relationships between the needs of different living things (plants and animals, including humans) and the places they live. Emphasize that living things need water, air, and resources and that they live in places that have the things they need. Examples could include investigating plants grown in various locations and comparing the results or comparing animals with the places they live. (LS2.A, LS2.B, ESS3.A)

Science and Engineering Practices	Crosscutting Concepts	Disciplinary Core Ideas
Obtain, Evaluate, and Communicate Information	Patterns	Organization for Matter and Energy Flow in Organisms Cycles of Matter and Energy Transfer in Ecosystems Interdependent Relationships in Ecosystems Cycles of Matter and Energy Transfer in Ecosystems Natural Resources

Additional Utah Core Curriculum Connections

Subject	Standard	Objective
English Language Arts	K.SL.1	Participate in a range of conversations with peers and adults, using age-appropriate vocabulary on topics and texts.
Social Studies	K.2.3	Recognize and describe geographical features in their community that make it unique (for example, mountains, rivers, lakes, roads).
	K.4.2	Relate how different types of work can help people and communities meet their needs and wants.
PE	Strand 2	Students will apply knowledge to attain efficient movement and performance.
	Strand 4	Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.
SEL	K-12	This program supports students growth in all 5 CASEL core competencies: Self Awareness, Social Awareness, Responsible Decision Making, Self Management, Relationship Skills