

LESSON: Plants & Animals, Similar & Different

GRADE: 1

OBJECTIVES:

From Molecules to Organisms: Structures and Processes

- **LS1.A: 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.
- **LS1.B: Growth and Development of Organisms-** 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.
- **LS1.D: 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.

MATERIALS & RESOURCES:

- Magazines which can be cut and torn
- Scissors (optional)
- Large paper or a bulletin board
- Strips of paper for labels (approx. 8.5" x 1")
- Markers

PRESENTATION:

This activity is about plants and animals. How do all those plants and animals manage to live? All plants and animals have external part which are used for survival. Plants and animals both reproduce and have behaviors which help the offspring survive. Both organisms have ways of processing information. This means the plant or animal respond to the environment in which they live. We are going to learn how plants and animals are alike and different in the ways they are born, survive, grow, have offspring, and die.

DIRECTIONS:

1. Go outside. Give the children time to explore the plants and animals. This would be a good time for a trip to the zoo or a local farm or nature habitat if possible.
2. Give children magazines from which to cut or tear examples of animals and plants.
3. After each child has gathered a few examples, hand out the labels. Have the students write the name of their example.
4. Make two categories on the large paper or bulletin board- Plants & Animals. Now have kids adhere the magazine pictures to the large paper or bulletin board along with the appropriate label. Place animals on one side and plants on the other side.
5. Draw a Venn diagram on the white board. Label one side as plants and the other side as animals.
6. Using the bulletin board they made with the magazine photos, have students tell how they are different. (Encourage children to identify the external body parts with which animals and plants see, hear, smell, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.)
7. Then have students give ways that plants and animals are alike. (Along with the other similarities be sure the kids notice all living organism have similar survival needs: air, water, food, sunshine, shelter
8. Ask if they can find similarities and differences between people, animals and plants.
9. Write about the differences and similarities and why people, animals, and plants need these things to survive.
10. Now talk about the external parts which help plants and animals to survive? Animals on this Earth are diverse. They have different ways of moving about. Some crawl, run, fly, swim, and burrow. Some have fur, some feathers, or scales, shells, or skin. Animals have senses like hearing, seeing, smelling, and tasting.
Plants also have parts which help them survive: leaves, roots, flowers, thorns, stems, etc... How do plants get food, water, air, sun, and how do they protect themselves? Why do plants have seeds?

11. Have the students look at the plants and animals on the bulletin board they created. What information can they add to the bulletin board now that they've learned about animal and plant parts? Perhaps the kids can create their own 'bulletin board' (poster board) which illustrates what they learned about the similarities and differences between animals and plants. The focus could be on their favorite plant/animals, the differences, the similarities, a particular survival mechanism, whatever the kids feel they learned in this activity.
12. Have them share their bulletin board with the class or in small groups. Hang them in the room if possible for a week or so.

TIME:

45-90 min
Additional time for field trip