

# K-2 Standards

## Science Standards

### 1. Life Science

#### a. Structure and function of living system (Wildlife and plant life, Wildlife CSI)

1. **SC2.3.1** Students will investigate the characteristics of living things. - **Worm farm – The kids would be able to see how the worms interact within the dirt, they can also inspect the worms. We also work with groups that can bring in live animals! Project Wild page 58. Beautiful Basics: 59. Everyone Needs a home: 56. What's that Habitat?**

#### ii. Characteristics of Life

1. **SC2.3.1.a** Differentiate between living and nonliving things. - **I have access to skulls and other bones, if they are available, and I can bring in different supplies to demonstrate the difference between the living and nonliving.**

#### iii. Characteristics of Living Organisms

1. **SC2.3.1.b** Identify the basic needs of living things (food, water, air, space, shelter). – **habitat activities**
2. **SC2.3.1.c** Identify external parts of plants and animals. - **We have access to live animals that could be used, we are also in the process of retrieving native plant samples for the teachers to use.**



*Kim Miedema, with the Riverside Discovery Center, teaching children about a chinchilla.*

3. **SC2.3.1.d** Observe and match plants and animals to their distinct habitats. - **We can provide cards and pictures to help with the lessons and have developed several habitat presentations. 49. Graphanimal**

### b. Biodiversity

#### i. Biological Adaptations (drought mitigation)

- a. **SC2.3.4.a** Students will recognize seasonal changes in animals and plants. - **We can bring in a presentation that shows how plants and animals change throughout the year. We can also have an activity where the kids create their own animal, place it in a habitat, and show how the animal would have to change to survive the changing of the seasons. 114. Thicket Game:**



*Children of all ages learning about the anatomy of horses and drawing their own versions of horses.*

## 2. Earth and Space Sciences

### a. Earth Structures and Processes

#### i. Properties of Earth Materials

1. **SC5.4.2.a.** Describe Earth materials (sand, soil, rocks, water). - We do have some scientists here on staff that I can provide information and activities, and we can bring in materials that the students would be able to touch, smell, and see.

#### ii. Use of Earth Materials

1. **SC2.4.2.b** Recognize ways in which individuals and families can conserve Earth's resources by reducing, reusing, and recycling. - One of the main focuses if the NRD is on conservation, so we have many different activities we can do: including saving water, soil, habitat, and recycling.



*Dave Wolf teaching the importance of recycling to Kindergarten and 1<sup>st</sup> graders at Minatare.*



### 1. Social Studies

- i. **1.2**-- Students will compare and contrast the past and present contributes of cultures to school and family.

#### 1. Example Indicators:

- a. Explain the past and the present through pictures, oral history, letters, or journals. - We can provide a history of Western Nebraska agricultural and natural resources. We could also look at the different immigrants that settled in the area and see how their cultural practices have affected our culture.

- i. **1.4**-- Students will recognize that climate, location, and physical surrounding affect the lives of people. - We can explain how rain can affect rivers, crops, and groundwater. We can also demonstrate how the surround area contributed the way of life and the various industries that have developed in the region. We can also demonstrate how natural events (flooding, tornados, strong winds, and drought) can impact the landscapes.



*Wolf demonstrating the effects of rain water on rivers, crops, and groundwater.*

**\*\* If you have any special requests, I would be more than happy to come create it. I just need your objectives and specific instructions you want us to cover. Just let us know! \*\***

# Project Wild Activities for Pre-K, K-2

- 49 Graph an animal
  - Method – Students create picture collections of animals in two different habitats, and then “visit” the habitats by going on an indoor nature walk where they tally the number of animals seen, and then graph and compare the results.
  - Objectives – Students will identify characteristics life forms in two different environments.
  
- 56 What’s that Habitat
  - Method – Students draw pictures of human and animal homes, comparing basic needs.
  - Objectives - Students will:
    - Identify their own basic needs for food, water, shelter, and space in a suitable arrangement;
    - Generalize that wildlife and other animals have similar basic needs.
  
- 58 Beautiful Basics
  - Method – Students list and organize needs of people, pets, and wildlife.
  - Objectives – Students will identify five basic survival needs shared by people and all other animals, including pets and wildlife.
  
- 59 Everyone Needs a Home
  - Method – Students draw a floor plan of their house and compare their needs with those other animals.
  - Objective – Students will generalize that people and other animals share a basic need to have a home.
  
- 114 Thicket Game
  - Method – Students become “predator” and “prey” in a version of “hide and seek”.
  - Objectives – Students will:
    - Identify examples of adaptation in animals.
    - Describe the importance of adaptation to animals