ORLANDO SCIENCE CENTER

Discovery Lab Post-Activities
Habitat Hike (Life Science)
Kindergarten

We hope that you enjoyed your visit to the Orlando Science Center! As a means of enhancing and extending your students' Discovery Lab experience into the classroom, we are providing you with these post-visit materials to share with your class.

Discussion Topics:

- We use our five senses to gather information about the world around us. We used smell to match plants to scents in the lab; what would happen if we did not have our sense of smell? How could we identify plants and animals around us? What do you think is your most important sense?
- Adaptations are special body parts or behaviors that allow an organism to survive in its environment. What parts of fish are adapted to the water; what would happen if a fish were to leave the water? What would happen if humans didn't have legs, but a tail like a snake?
- All living things go through a life cycle. What were the life cycles you learned about? What was your favorite stage? Which are easiest to spot in nature, the babies or the adults, and why?
- How would knowing how to be able to track an animal help you? If the animal print was deep, looked large, and had sharp claws, would you follow it or not? Explain.

In Class Activities:

- A plant is a living thing that needs sunlight, water, air, nutrients, and space to survive and grow. Explore what happens to a plant when its basic needs aren't being met. Select two plants of the same species and of similar size and decide which requirement to test (light, water, soil, or space). Supply one plant with the necessary requirement, while denying it of the other plant. After a period of time, compare the two plants. Measure both plants. Which plant grew the most? Which plant grew the
- Make a class trail – everyone can walk around outside in sand, and then children will switch and try to follow individual trails using shoe prints.
- Use magnifying glasses to spot details on small insects and bugs.
- Go on a scavenger hunt to find cocoons, eggs, tadpoles, caterpillars, etc. and identify which life cycle stage the organism is in.
- Students can use the computer to create their own animal, with websites such as those listed below:
    - http://switchzoo.com/
    - http://animal.gamesxl.com/build-a-beast.html
    - http://www.buildyourwildself.com/

Math Problems/Activities:

- Count spots on a ladybug, or stripes on a snake, eyes on a spider, or legs on a centipede!
- Go on a scavenger hunt outside of your school and find leaves with different shapes.
- Play number fishing. Cut out construction paper fish and put numbers on them (i.e. 1-10). Attach paper clips where their mouths would be and have a fishing line (string with a magnet on one end). Students

can go fishing for numbers and either identify them, add two numbers together, or tell which is bigger or smaller, more or less.

- One human and a frog walked into a room together. How many *legs* were there in all? How many *arms*? How many *eyes*? How many *noses*?

Writing Activities:

- Discuss how fish have scales. Use sequins to mimic fish scales and have students write their name in sequins with glue.
- Write your name with stamps of animal prints.

Art Projects:

- Students can use tissue paper to make their own adult butterfly, or choose another animal (in a specific stage of life).
- Paint bare feet and make a class trail mural!

Additional Resources:

From Tadpole to Frog by Wendy Pfeffer (Collins)
The Very Hungry Caterpillar by Eric Carle (Philomel)
Scoot! By Cathryn Falwell
Jack's Garden by Henry Cole
The Mitten by Jack Brett (look for footprints throughout the book)
Big Tracks, Little Tracks by Millicent E. Selsam
Who's Footprints? By Molly Coxe