



# Lesson Summary



**TK/Kindergarten:** How do you know if an animal eats plants or meat to survive? Students look at animal teeth and search for patterns to determine if an animal is an herbivore, carnivore, or omnivore.



**First:** How do plant parts help them solve problems? Students investigate how plant parts may look different, but they perform similar functions that help them survive.



**Second:** How do the conditions of a habitat affect the species that live within it? Students conduct a bio-blitz, searching for different types of insects and collecting data on the environment.



**Third:** Which beak is best suited for the environment at Burriss Park? Students see how birds have adapted over time to have beak structures that help them best survive their environment.



**Fourth:** What structures do worms have that help them survive? Students investigate the external structures of worms to see how their structures have adapted over time to help them best survive their environment.



**Fifth:** How does matter flow in an ecosystem? Students dissect owl pellets to determine what the food web at Burriss Park may look like and how matter and energy flow through it.



**Middle School:** Students learn how to prepare specimens for viewing under a microscope. There are stereo and compound microscopes available for use and teachers may use these tools to teach their own lesson, or have the Naturalist lead a lesson.



# Expanded Lesson Summary 1 of 2



TK/Kindergarten: [K-LS1-1](#)

All animals need food in order to survive, but how do you know if an animal eats plants or meat? We can answer that question by examining animal skulls. We are going to look at many different types of skulls and look for patterns - things that happen over and over again. Use observations to describe patterns of what plants and animals (including humans) need to survive. What types of food can you find at Burris Park and who do you think eats it?



First: [1-LS1-1](#)

Plants have different parts that help them survive and grow. Those parts are shaped in ways that help them do certain things. Humans often copy things they have seen from plants to help them design solutions to problems. How can the structure and function of a plant help us solve problems? Use materials to design a solution to a problem by mimicking how plants use their external parts to help them survive, grow, and meet their needs.



Second: [2-LS4-1](#)

Many different kinds of living things can live in an area. How do the conditions of a habitat affect the species that live within it? We can answer that question by making observations and collect data about different habitats and the species that live there. Make observations of plants and animals to compare the diversity of life in different habitats.



Third: [3-LS4-3](#)

Birds have many different styles of beaks that specialize in different tasks. Beaks that can perform one task might not be able to perform another. In fact, the shape of a beak can determine if **some birds can survive well, less well, or not at all in certain habitats.** We are going to explore a variety of beak structures and determine how they function in different environments. We will also explore how the conditions of a habitat affect the types of birds that live there to answer which beak is best suited for the environment? Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.



Fourth Grade: [4-LS1-1](#)

Plants and animals have internal and external structures that support survival. Those individual structures work together as part of a system. We will construct an argument using evidence collected from observations to answer what structures do worms have to help them survive? Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.



# Expanded Lesson Summary 2 of 2



## Fifth Grade: [5-LS2-1](#)

A food chain shows the sequence of how energy flows from one living thing to another. A food web is made of many intersecting food chains because animals typically eat more than one thing. **All living things in an ecosystem are linked together in a food web.** We can use the components of food webs to study how energy and matter flow in an ecosystem! How does matter flow in an ecosystem? **We can answer that by developing a food web model for Burriss Park for barn owls.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.



## MS

Stereo and compound microscopes are used to explore the hidden world around us! Students learn how to use tools to collect and prepare specimens for viewing. There are four labs available: Introduction to Microscopes, Leaf Litter Exploration, Plant Parts, and Pond Scum. Teachers may also use the lab tools to conduct their own experiments. One telescope is also available.



## Nature Hike

Students make observations, ask questions, and make connections while exploring the environment at Burriss Park. Students use grade-appropriate tools such as magnifying glasses, monoculars, and binoculars as well as identification pamphlets to create an informational nature journal page.



## Museum

Students explore the rich history of Kings County in the museum and wagon barn. Exhibits highlight the natural history of the area, indigenous history, pioneer history, farming implements, modes of travel, and a blacksmith shop.



## Wildlife Meadow

Students maintain and expand the 3 acre wildlife meadow. Featuring primarily native plants, students learn how these species have adapted to thrive in a dry, hot climate and how they support native animal life.

Have a lesson idea? I take requests! Please contact me to create a unique learning excursion that supports your curriculum.

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