

# Animals and Plants in Your Neighborhood

## WHAT YOU NEED



**string**



**hand  
lens**

### Find Out

Do this activity to see what animals and plants live in your neighborhood.

### Process Skills

**Observing**  
**Communicating**  
**Inferring**

### Time

- 30 minutes to get started
- 10 minutes twice a day for 2 weeks



# WHAT TO DO

1. Use a large piece of string to make a square in your neighborhood.
2. **Look** for animals and plants. **Record** what you see.
3. **See** how your space changes each day.



**Animal**

**How many times did you see it?**


**Plant**

**How did it change?**


Student data will vary.

# Conclusions

1. What plants were in your space?

Answers will vary. Accept all reasonable answers.

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2. What animals were in your space?

Answers will vary. Accept all reasonable answers.

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# New Questions

1. What do you think you would find if you looked at night?

Answers will vary, but may include: there may be no animals, plants may

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change at night.

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2. Write a new question about animals and plants where you live.

Accept all reasonable questions.

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Name \_\_\_\_\_



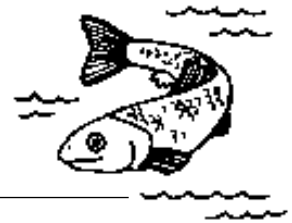
# ACTIVITY

## Building Animal Models

**Name** each animal or the animal group it belongs to.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

frog/amphibian, fish/fish, ladybug/insect, ostrich/bird, snake/reptile,  
monkey/mammal

**Activity Journal**

**Lesson 1 • Animal Groups**

Name \_\_\_\_\_

**Draw** the animal you made.



Drawings will vary. Accept all reasonable drawings.

**What is your animal called?**

Answers will vary. Accept all reasonable answers. \_\_\_\_\_

**How does your animal move?**

Answers will vary. Accept all reasonable answers. \_\_\_\_\_

**What does your animal eat?**

Answers will vary. Accept all reasonable answers. \_\_\_\_\_

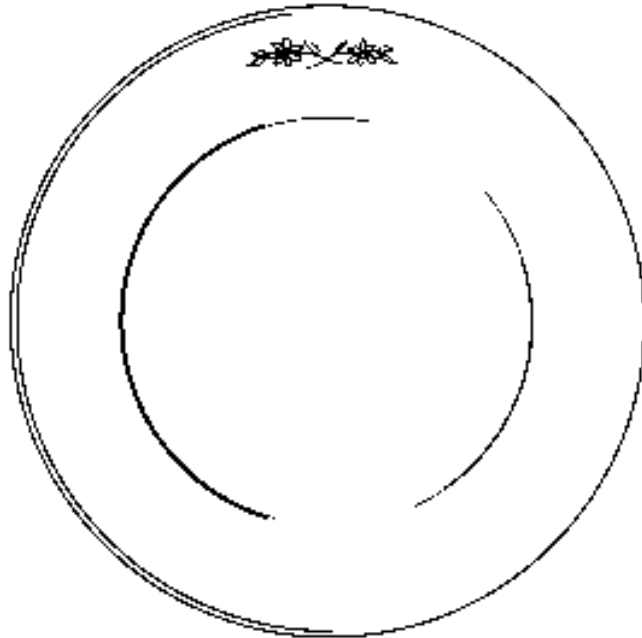
Name \_\_\_\_\_



# ACTIVITY

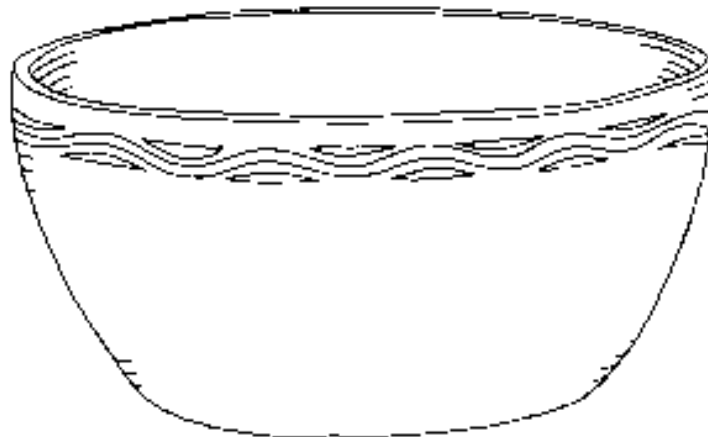
## Comparing Eggs

**Predict** how the tapioca on the plate will feel.  
Answers will vary. Accept all reasonable answers.



Answers will vary. Accept all reasonable answers.

**Predict** how the tapioca in the water will feel.

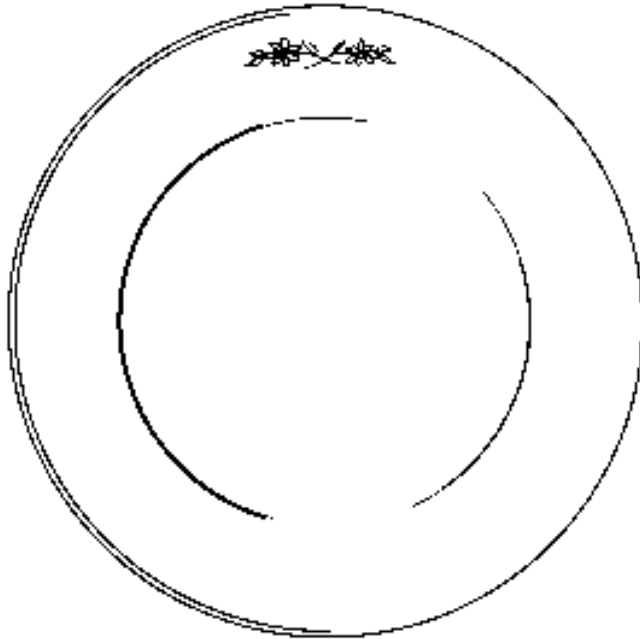


**Activity Journal**

**Lesson 2 • Animals Grow and Change**

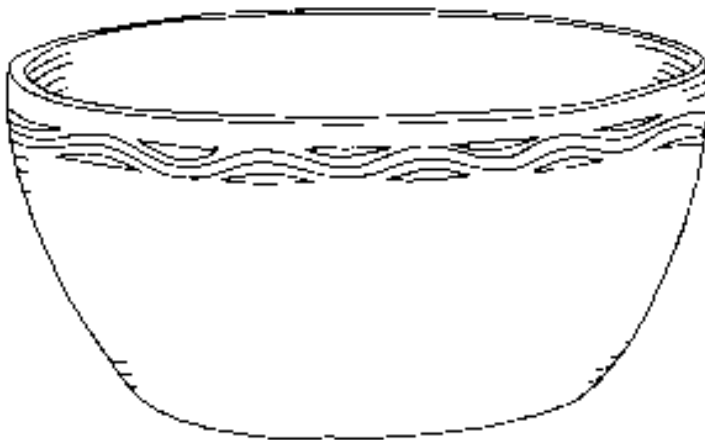
Name \_\_\_\_\_

What happened to the tapioca on the plate?



Answers should indicate that the tapioca on the plate dried or hardened.

What happened to the tapioca in the water?



Answers should indicate that the tapioca remains soft and wet in the water.



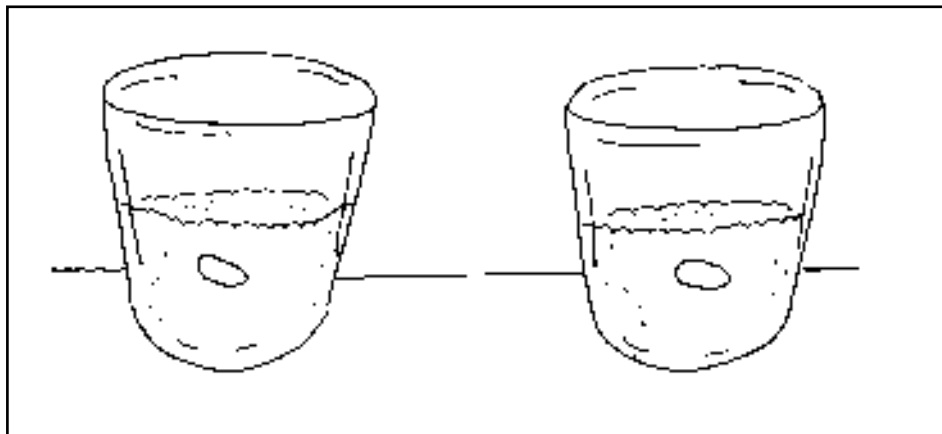
Name \_\_\_\_\_



# ACTIVITY

## Growing Seeds

### Start

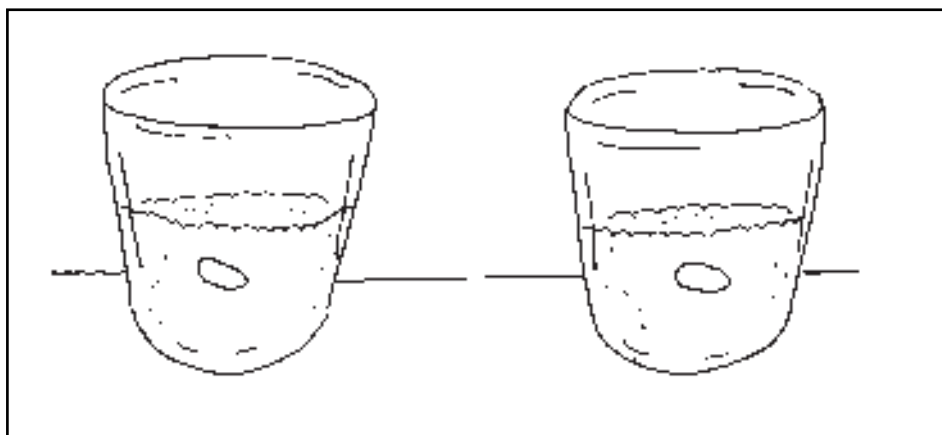


No observations to record. Students may color this box.

### After 1 Week

How have the seeds changed?

**Draw what you see.**



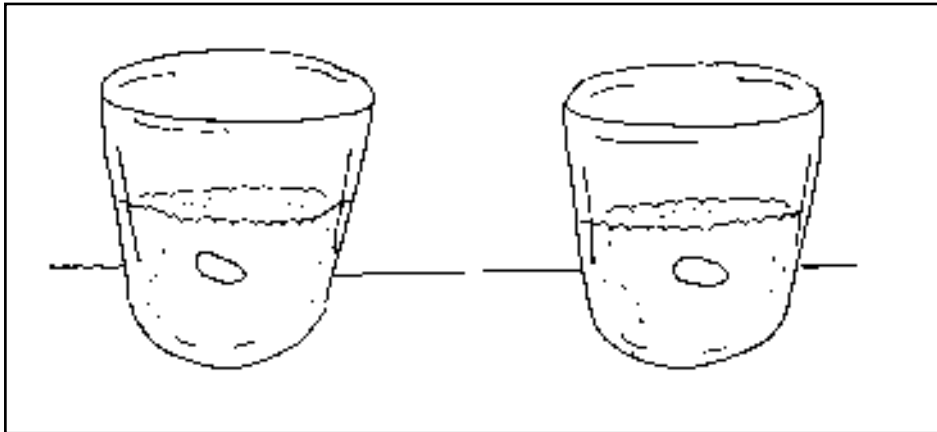
Expect drawings to indicate that seeds have germinated, and roots and shoots have appeared. Measurements will vary.

Name \_\_\_\_\_

**After 2 Weeks**

How have the seeds changed?

**Draw** what you **see**.

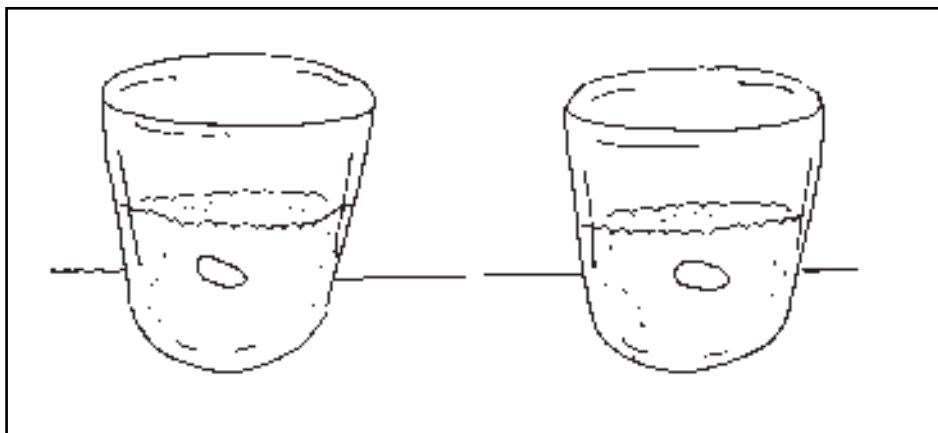


Expect drawings to indicate more root development, and shoots that have appeared above ground. Measurements will vary.

**After 3 Weeks**

How have the seeds changed?

**Draw** what you **see**.



Expect answers and drawings to indicate further root development, shoots above ground, and possible appearance of leaves. Measurements will vary.

Name \_\_\_\_\_



# ACTIVITY

## Building Nests

Circle places where birds live.



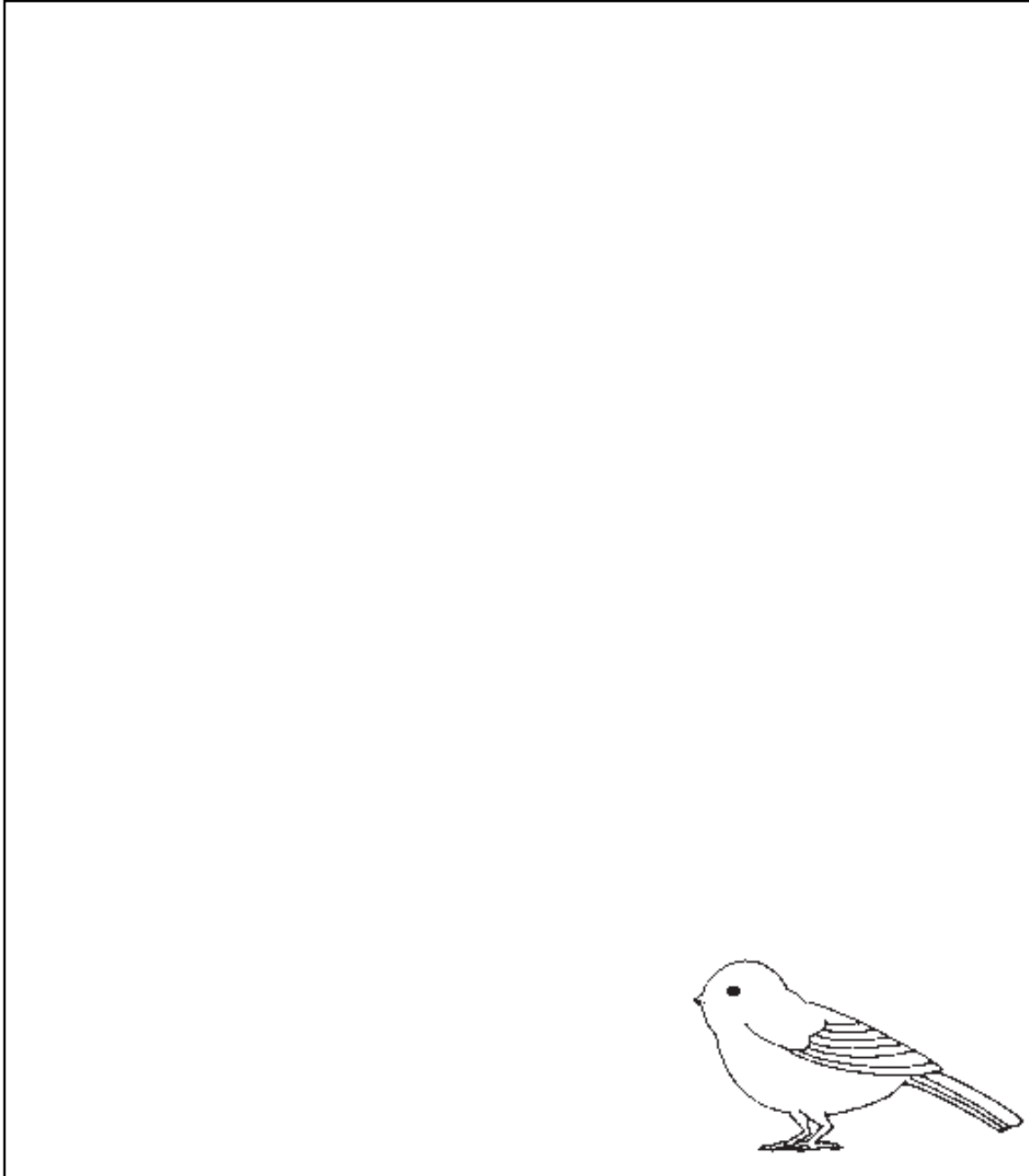
The following should be circled: nest in tree branch; nest in water; tree hollow; nest on ground.

**Activity Journal**

**Lesson 4 • Animals and Plants Together**

Name \_\_\_\_\_

**Draw** what your nest looks like.



Drawings should be a similar reflection of the students' nests.