



Earth and Its Inhabitants – Grades K-2

Nebraska Science Standards

2.3.1 Students will investigate the characteristics of living things

2.3.1.a Differentiate between living and nonliving things

2.3.1.b Identify the basic needs of living things (food, water, air, space, shelter)

2.3.1.c Identify external parts of plants and animals

2.3.1.d Observe and match plants and animals to their distinct habitats

Objective: The objective of this activity is to familiarize the students with the relationship between the Earth and its inhabitants and help them distinguish between living and nonliving things in the environment.

Materials (provided by CSM):

- Outdoor scavenger hunt worksheet (Grades K-2)

Discussion (Questions to ask the students)

- What does the word inhabitant mean? What is a habitat?
 - An organism (person/animal/plant/etc.) that occupies a space is the inhabitant of that space. That space is their home or their habitat.
- Where do you live?
 - Explore the different “habitats” (country, forest, sea, city, etc.). Name living things and explore their habitats (Where do bees live? How do they differ from birds or from squirrels? Are they all inhabitants of the same space?)
- Why is it important to understand the relationship between the earth and its inhabitants?
 - Living things are all around us. There are animals, insects, plants, and much more! All of these living things are called organisms and they contribute to our environment.
 - Discuss the importance of bees and how they pollinate and fertilize plants. This directly impacts farming (corn), livestock (feed), and our food supply
- What do all living things have in common?
 - Living things are made of cells: cells are the smallest unit of life. The human body is made up of around 15 trillion cells!
 - Living things obtain and use energy: energy comes from the sun and enters plants which is used as food for plants to create energy that other living things can use.
- Can you name some sources of energy?
 - Fruits, vegetables, meat, etc.

- Living things grow and develop: compare how a human grows (baby to adult) to how a plant grows (seed to fully bloomed).
 - Living things reproduce: plants reproduce seeds or fruit.
- Living things respond to their environment. What are some examples?
 - Goose bumps in response to cold, sweating when it is hot.
- Living things adapt to their environment. What does it mean to adapt? Is it a fast or slow process?
 - Roses adapted to form thorns to protect them from harm from unwanted insects.
- There are patterns everywhere in nature! Can you name a few?
 - Snowflakes, spider webs, lines in leaves, flower petal arrangements

Activity Description:

This activity is designed for students to explore the outdoor environment surrounding their school. To complete this nature treasure hunt, students are asked to find living and nonliving things using a Nature Scavenger Hunt worksheet. CSM students help the children explore, answer questions, and encourage them to be creative and curious about their surroundings.