

Cross-Curricular Activities Connected to Life Science, Grade K

The following activities from ***Living Things and Their Needs***, integrate math, social studies, English Language Arts (ELA), art, and more into life science topics. These cross-curricular connections help students see how science is related to their lives, and the world they live in. These activities reinforce and extend ideas about recognizing the needs and behaviors of living things and are perfect for learning-from-home lesson plans. Permission is granted to incorporate these activities into teacher and parent lesson plans.

Animal Alphabet (ELA)

As the class learns more about animals, challenge them to create an “animal alphabet.” Decide what form this will take. You might create a large class chart or individual booklets with 26 boxes or sections. Fill in each box with a letter of the alphabet and the name of an interesting animal that begins with that letter. Cut out pictures of the animal or ask students to illustrate.

Read About Seeds (ELA)

There are many excellent books about seeds and the process of germination. Select several to read aloud or make them available in a learning center. Two titles to share with your class are *From Seed to Plant* by Gail Gibbons and *How Do Seeds Sprout?* (Nature’s Super Secrets) by Evan Rhodes.

Float Like a Butterfly, Buzz Like a Bee (Movement Education)

It’s fun and exciting to move like animals. Ask students to suggest animals to imitate and to describe how these animals move. Encourage students to use specific language to identify body parts, and then soar like an eagle, waddle like a duck, scamper like a monkey, and crawl like a bessbug.



Read More About Seeds (ELA)

Students might enjoy reading about the magical bean seeds in the story “Jack and the Beanstalk.” Use this opportunity to make the point that in fairy tales, plants don’t always behave as they do in real life. After you read the fictitious story of a magic bean seed, read the book *Seeds* by Ken Robbins to the class. Have students pick out seed facts from the book. Ask them to compare what they learned about seeds from the book to determine what they know is not true in the story of “Jack and the Beanstalk.”

Meeting Our Needs (Social Studies)

Because of our ability to solve problems, invent, and innovate, humans have found ways to meet our basic needs more easily than other animals, who must spend most of their time searching out food, water, and shelter. Ask students to think about what technologies make it easier for us to live and be healthy. Ask:

- Where does your food come from? Do you grow it yourself? Where do your parents get food? How do you get to where the food is?
- Most animals sleep outside, protected by bushes, or under rocks, or in the ground. Where do you sleep? How does your house keep you warm and dry regardless of the weather?

Reading About What Animals Need (Science)

Extend students’ understanding of basic needs by sharing a picture book about how animals use their senses, find food to eat, protect themselves from being eaten, or sometimes build structures to shelter themselves or their babies. Ask students to talk about the differences between how animals and humans meet their basic needs.



How Do Living Things Change Their Environments? (Science)

Facilitate a discussion about how living things, apart from humans, can change their environments. Research different plants and animals that have an impact on the environment. Find videos to show to students and challenge them to think if the living thing has a beneficial or a negative impact.

Family Nature Walk (Science)

Encourage students to take their parents on a nature walk around their yard and look for examples of how living things change their environment. Tell them that they should be the teacher and explain to their parents how different living things can change their environment.



Environmental Speaker (Community Connections and ELA)

Invite a speaker to class who deals with environmental issues, such as an environmental engineer, landscaper, local health department inspector, or environmental scientist. Ask them to talk with students about their job, what they do, and how they determine solutions that reduce the impact of humans on the local environment.

We're Going to the Zoo! (Science and ELA)

Take the class to a local zoo. As you visit different animal habitats, ask students to identify the living and nonliving parts of each animal's environment. Discuss where these animals would be found around the world (this information is usually posted near each habitat). Discuss how the environments of the animals in the zoo exhibits might be similar to and different from their natural environment.

Look What My Plant Made (Science)

Challenge students to take their pumpkin plants home and have their families help them transplant them to a larger container or to an outdoor garden. Ask students to bring in pictures of their plant as it grows and produces pumpkins.

The Lorax (Literacy)

Read the Dr. Seuss classic *The Lorax* aloud to the class. As you read, ask students to identify what changes are made to the environment, who makes the changes, what effect those changes have on the living things in the environment, and what solution they might have to reduce the impact of those changes.