

## KINDERGARTEN

**Title of Lesson:** Dry Deserts

**Theme:** Life Science

**Unit Number:** 6

**Unit Title:** Plants and Animals

**Performance Standard(s) Covered (enter code):**

SKCS1

SKCS5

SKCS6

SKL2

**Enduring Standards (objectives of activity):**

### **Habits of Mind**

- Asks questions**
- Uses numbers to quantify**
- Works in a group**
- Uses tools to measure and view**
- Looks at how parts of things are needed**
- Describes and compares using physical attributes**
- Observes using senses**
- Draws and describes observations**

**Content (key terms and topics covered):**

Desert, rainfall, evaporation, hemisphere, mammals, invertebrates, reptiles, habitat, saguaro cactus

**Learning Activity (description in steps)**

**Abstract (limit 100 characters):** The mini-lesson discusses deserts in general terms including the location of deserts, characteristics of deserts, and what animals and plants are found in deserts. While the work session discusses a specific plant found in deserts called the Saguaro Cactus.

**Details:** First the teacher will ask the students what they already know about deserts. Prompt several questions such as: Do deserts receive a lot of rainfall or a little bit of rainfall? Are deserts home to many animals and plants or few? Are deserts hot or cold? Do people live in deserts. Determine how much previous knowledge the students have about deserts. Then discuss how much deserts cover the world and their locations. Stress the desert in the United States, since it will be the most relevant to the students at such a young age. Also, tell the students that deserts can be hot (the Sahara Desert) and cold (Antarctica) too. These are several facts I included in my mini-lesson: found in southwestern part of the US, covers 1/5 of the Earth's surface gets very little rainfall (less than 50cm per year), soils have lots of nutrients but no water to make anything to grow doesn't provide enough shelter from the sun for very large animals to live there, mostly home to very small mammals, invertebrates, and reptiles. I then showed the students pictures of several animals that live in the desert since they most likely have had very little exposure to such

creatures. Finally I began the work session. I gave every student a “My Saguaro Cactus” worksheet, a square of sand paper, and crayons. I demonstrated how to use the sand paper in order to get a textured look. As I noticed most students finishing coloring their cacti, I passed out the paper plates with green paint and then the plastic forks. Again I demonstrated how to use the fork to paint. While the students were completing the activity, I discussed the saguaro cactus and several fun facts about it including: It takes 60-75 years for the Saguaro cactus to grow its first arm. So, a cactus that has five arms is about 150 years old. The white flowers bloom at night and last less than 24 hours.

**Materials Needed (type and quantity):**

- 1 “My Saguaro Cactus” worksheet per student
- 8 sand paper squares (the grittier the paper the better)
- Green crayons
- Green paint
- Paper plates
- 8 plastic forks
- Paper towels

**Notes and Tips (general changes, alternative methods, cautions):** Demonstrate how to use the sand paper to get the textured effect. Do not put the paint in front of the children until you are ready to begin that part of the activity. Pass out the plastic forks before the paint.

**Sources/References:**

- 1) <http://tippytoecrafts.blogspot.com/search/label/desert>