

Look and Do

Observe a plant and an animal, then compare their parts and actions.

SC.K.L.14.3 "Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	wings	fur	roots
b	fur	fins	wings
c	fly	sleep	grow

2 MATCH IT _____

bird	•	•	roots
fish	•	•	wings
tree	•	•	fins

HOW TO RUN THIS PAGE

Before class, provide a living potted bean seedling and either a classroom aquarium fish or an actual short recording of a fish swimming with its fins visible. Prepare the real recording for display before teaching if no aquarium is available; do not replace it with a verbal story or generated picture. Each child observes the plant and the fish for about one minute, points to a visible part of each, and describes one visible similarity, one difference and what each does during the observation. On extra paper draw both and dictate observations for an adult to record. Accept shared visible color/parts when true, leaves versus fins as a difference, and plant remaining in place versus fish changing location if actually seen. Do not infer that plants never move or claim growth was observed in one minute. Keep all organisms undisturbed. Then run the original choices and matching aloud.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Look at our real plant and the fish in its aquarium or actual recording. Point to a part on each. Tell me one way they look alike and one way they look different. Watch for a minute: what did each do? Draw both on extra paper and tell me what you saw; I will write your words. Now listen to the three printed-choice questions.”

ROW	SAY	STUDENTS CIRCLE
a	A bird and a butterfly both use the same body part to fly. The words are wings, fur, and roots. Which word tells what both have?	wings
b	A fish has a body part for swimming that a dog does not have. The words are fur, fins, and wings. Which word tells what the fish has?	fins
c	A plant and a puppy both change and get bigger. The words are fly, sleep, and grow. Which word tells what both can do?	grow

PART 2 • MATCH IT

SAY “I will read the living-thing names on the left and body-part names on the right. Think about these parts. Draw a line from each name to its matching body part.”

- **bird** matches **wings**
- **fish** matches **fins**
- **tree** matches **roots**

WHAT TO ACCEPT

Circle wings, fins, and grow, in that order. Match bird to wings, fish to fins, and tree to roots. Require the actual plant/fish observation and child description, not merely the name matches. Accept genuine visible similarities/differences and observed actions, with pointing, accessible description and adult scribing as needed. Plant staying in place during this watch and fish moving are limited observations, not proof that all plants never move. The original grow choice is general knowledge; no minute-long growth observation is claimed. Teacher must arrange the live plant and usable actual aquarium or recording before the task.