

Creepy Crawlies

Program Summary: Participants will learn about animals typically nicknamed “Creepy Crawlies” and why they are important in the environment.

K – 2nd Grade:

Observe and discuss basic characteristics (antenna, number of legs, number of body parts, wings, color, texture, and size). Emphasize discussion on the importance of each animal to the environment. Discuss what they eat, where they live, how they move, differences, and similarities. Discuss how to be safe around animals.

- ✓ SC00-S1C1-01: Observe common objects using multiple senses
- ✓ SC00-S1C1-02: Ask questions based on experiences with objects, organisms, and events in the environment
- ✓ SC00-S4C1-01: Distinguish between living and non-living things
- ✓ SC00-S4C1-02: Name human body parts
- ✓ SC00-S4C1-03: Identify the 5 senses and their corresponding body part (touch - skin, smell - nose, taste - tongue, hearing - ears, sight - eyes)
- ✓ SC00-S4C2-01: Describe that most animals will grow to physically resemble their parents
- ✓ SC00-S4C3-01: Identify some plants and animals that exist in the local environment
- ✓ SC00-S4C3-02: Identify that plants and animals need the following to survive - food, water, air, and space
- ✓ SC00-S5C1-01: Identify the following observable properties of objects using the senses - shape, texture, size, color
- ✓ SC00-S5C1-02: Compare objects by the following observable properties - size, color, type of material
- ✓ SS00 - 3SS-R1: Demonstrate understanding of the concept of location, with emphasis on:
01: determining the relative location of objects using the terms near/far, behind/in front, over/under

- ✓ SC01-S1C1-02: Ask questions based on experiences with objects, organisms, and events in the environment
- ✓ SC01-S4C1-01: Identify characteristics of living things
- ✓ SC01-S4C1-02: Compare observable features of living things - movement (legs, wings), protection (skin, feathers, tree bark), respiration (lungs, gills)
- ✓ SC01-S4C1-03: Identify similarities/differences between/among different groups of animals (#of legs, body coverings, size)
- ✓ SC01-S4C2-02: Identify similarities and differences between animals and their parents
- ✓ SC01-S4C3-01: Identify some plants and animals that exist in the local environment
- ✓ SC01-S4C3-02: Compare habitats in which animals live (desert, prairie, forest, water, underground)
- ✓ SC01-S4C3-03: Describe how plants and animals within a habitat are dependant on each other
- ✓ SC01-S5C1-01: Classify objects by the following observable properties - shape, texture, size, color, weight

- ✓ SC01-S5C2-01: Demonstrate the various ways that objects can move (straight line, zigzag, back-and-forth, round-and-round, fast, slow)
- ✓ SC02-S1C1-02: Formulate relevant questions about the properties of objects, organisms, and events in the environment
- ✓ SC02-S1C1-02: Predict the results of an investigation (in animal life cycles, phases of matter, the water cycle)
- ✓ SC02-S4C1-01: Identify animal structures that serve different functions (sensory, defense, locomotion)
- ✓ SC02-S4C1-02: Identify the following major parts of - digestive system (mouth, esophagus, stomach, small/large intestines), respiratory system (nose, trachea, lungs, diaphragm), circulatory system (heart arteries, veins, blood)
- ✓ SC02-S4C1-03: Describe basic functions of systems (digestive - breakdown and absorption of food, disposal of waste, respiratory - exchange of oxygen and carbon dioxide, circulatory - transportation of nutrients and oxygen throughout the body)
- ✓ SC02-S4C2-01: Describe the life cycle of various insects
- ✓ SC02-S4C2-03: Compare the life cycles of various organisms
- ✓ SC02-S5C1-01: Describe objects in terms of measurable properties - length, weight, temperature

3rd – 4th Grade:

Expand observation and discussion about characteristics and classification. Discussion can include: vertebrates vs. invertebrates, internal vs. external skeletal systems, various body parts, the importance of animals in the environment, relationships between inverts/plants/environment, adaptations, camouflage, harmful effects of pesticides on invertebrates, how the animals protect themselves, and local “Creepy Crawlies.” Discuss myth vs. reality and animal safety (particularly in regards to local animals).

- ✓ SC03-S1C1-01: Formulate relevant questions about the properties of objects, organisms, and events in the environment using observations and prior knowledge
- ✓ SC03-S4C2-02: Explain how growth, death, and decay are part of the plant life cycle
- ✓ SC03-S4C3-01: Identify the living and non living components of an ecosystem
- ✓ SC03-S4C3-03: Explain the inter-relationships among plants and animals in different environments - consumers, producers, and decomposers
- ✓ SC03-S4C4-01: Identify adaptations of plants and animals that allow them to live in specific environments

- ✓ SC04-S4C1-02: Classify animals by identifiable group characteristics - vertebrates (mammals, birds, fish, reptiles, amphibians) and invertebrates (insects and arachnids)
- ✓ SC04-S4C4-02: Give examples of adaptations that allow plants and animals to survive - camouflage (horned lizards, coyotes), mimicry (Monarch and Viceroy butterflies), physical (cactus spines), mutualism (species of acacia that harbor ants which repel other harmful insects)

5th - 6th Grade:

Discuss concepts mentioned above. Discuss Creepy Crawlies myth vs. reality and animal safety. Discuss the effects of how people locally may have impacted the habitat, environmental conditions, and behaviors of the animals.

- ✓ SC05-S4C1-01: Skeletal System

✓ SC05-S4C1-02: Muscular system

7th grade and up:

Briefly review the above. Briefly discuss animal safety. Emphasize discussion of Creepy Crawlies myth vs. reality. Emphasize discussion on the behavioral characteristics of the animals and how these characteristics allow for survival, a place in the food chain, and a place in the ecosystem. Discuss how the animals are influenced by a particular combination of living and non-living factors within their environment.