

# KINDER KEEPER



## FOCUS QUESTION:

WHAT DO PLANTS AND ANIMALS NEED TO STAY ALIVE?

**BUZZWORD:**  
environment

## NGSS STANDARDS:

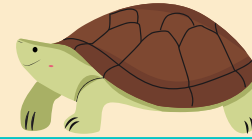
### PERFORMANCE EXPECTATIONS

[K-LS1-1](#), [K-ESS3-1](#)

**SEP** - ANALYZING AND INTERPRETING DATA  
DEVELOPING AND USING MODELS

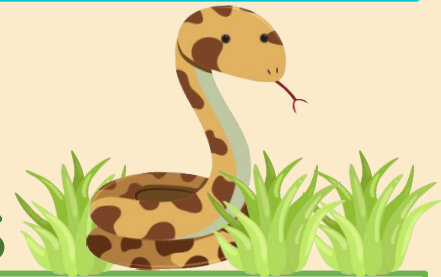
**CCC** - PATTERNS

## OBJECTIVE

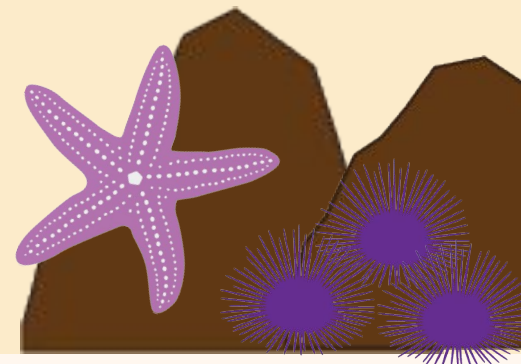
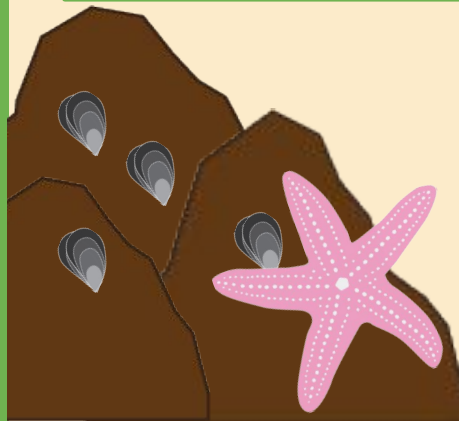


Students will play a game as a keeper to determine what the animals at the California Science Center need to stay alive. Through the game, students will discover patterns in how animals receive food, water, shelter, and air from their environment.

## MATERIALS AND MODIFICATIONS



- The “Kinder Keeper” Game can be used independently or as a group.
- You may wish to direct students to share their answer to the hypothesis and “What’s Going On” question verbally instead of drawing.



# FACILITATING THE EXPERIMENT

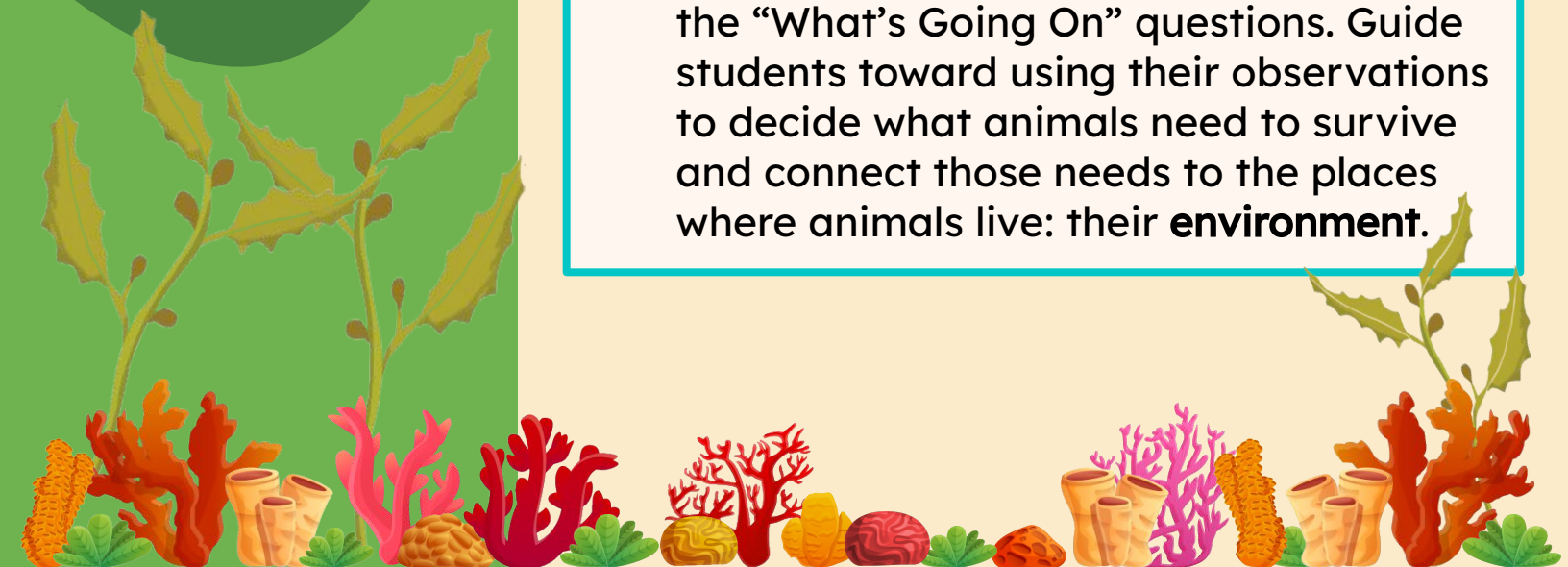


As they play the game, students may notice many similarities and differences in the animals' needs and in their environments.

Encourage students to look for and describe patterns such as:

- Types of food: plant vs. animal, wild vs captive
- Types of environments: wet vs. dry, hot vs. cold

1. **Before students start the experiment:** Discuss what students know about taking care of pets, plants or other living things. Share that a keeper is a person whose job is to take care of animals that live in places like zoos or science centers. Gather thoughts about how students think keepers take care of animals. Allow students to share their hypotheses.
2. **Set up the experiment:** Distribute the “Kinder Keeper” interactive slideshow to students. You may want to show them how to click on the images in order to play.
3. **During the experiment:** Students can press the audio symbol to hear prompts and instructions. They will click on images to go to new slides and move through the game.
4. **Wrap up:** Discuss students’ answers to the “What’s Going On” questions. Guide students toward using their observations to decide what animals need to survive and connect those needs to the places where animals live: their **environment**.



# WHAT'S GOING ON?



- 1. Circle the things all animals need to stay alive.** Guide students toward using their observations from the game to notice the **pattern**: all animals need water, food, air, and shelter. Other items, like toys or clothes, are nice to have, but animals do not need them to stay alive. Guide students toward noticing the similarities and differences in the animals needs. Even though the types of food and shelter are different, or *how* the animals get their water and air are different, all animals share these basic needs.
- 2. Think and share: where do animals get what they need to stay alive?** Students may have noticed that all the things animals need can be found in the places where they live. Label the places where animals live as their **environments**. Animals must live in environments that have the type of food, water, shelter, and air they need to stay alive.

At the end of the game, students were asked to think about their lunch and what they need to stay alive. You may wish to extend the discussion about what humans need to stay alive and where they get the things they need.

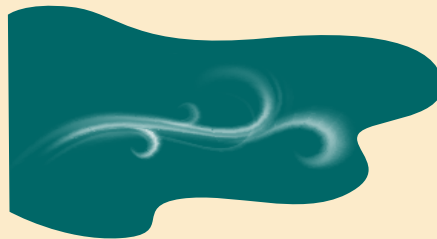
## ANIMALS' NEEDS



**FOOD**



**WATER**



**AIR**



**SHELTER**

# ADDITIONAL RESOURCES

## CONNECT WITH US!



Visit the California Science Center virtually or in person to explore this standard and extend the activity with related content.

- **Watch a free video:** Join our educators to discover different enclosures in the World of Life Discovery Room and the Ecosystems gallery and learn how our keepers provide all the things necessary for plant and animal survival in different environments.
- **Reserve a live interactive experience:** Invite educators from the California Science Center to your virtual classroom to read and complete a storybook while learning more about what living things need from their environments.
- **Visit us in-person:** Check out the dive show in the Kelp Forest to observe California Science Center keepers taking care of our aquatic animals.

Website: [www.californiasciencecenter.org](http://www.californiasciencecenter.org)

Phone: 213-744-7444

## EXTENSION

Challenge students to design and draw a human-made environment for an animal of their choice. Students can imagine or research what the animal they chose needs to survive and include it in their design.

Share your students' experiences with the game on Social Media for a chance to be featured!



@californiasciencecenter



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