



Getting to Know Georgia's Regions

A Walk Through Time in Georgia Scavenger Hunt: K and 1st Grade Georgia Performance Standards

Piedmont Region

Find these animals then draw a line to match them up with how they move.

- **SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.**
 - b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.)
- **S1L1. Students will investigate the characteristics and basic needs of plants and animals.**
 - d. Compare and describe various animals—appearance, motion, growth, basic needs.

Appalachian Region

By drawing a line, put these Appalachian region animals in order from smallest to largest. What are they?

- **SKL2. Students will compare the similarities and differences in groups of organisms.**
 - a. Explain the similarities and differences in animals—color, size, appearance, etc.
- **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.**
 - c. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

Ridge and Valley Region

Locate the bats in this area. How many bats can you count?

- **SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.**
 - a. Use whole numbers for counting, identifying, and describing things and experiences.
- **S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.**
 - a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

Cumberland Plateau Region

What season do you think it is in this region? What do you see that makes you think that?

- **S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate.**
 - c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.



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Coastal Plain Region

Find these items in the Coastal Plain; circle anything that is nonliving.

- **SKE2. Students will describe the physical attributes of rocks and soils.**
 - c. Recognize earth materials—soil, rocks, water, air, etc.
- **SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.**
 - a. Recognize the difference between living organisms and nonliving materials.

Okefenokee Region

Locate the alligator in this region. What do you think this alligator would *not* eat?

- **S1L1. Students will investigate the characteristics and basic needs of plants and animals.**
 - b. Identify the basic needs of an animal.
 1. Air
 2. Water
 3. Food
 4. Shelter

Can you find three animals in the swamp that have fur? Draw your favorite one here.

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 - a. Explain the similarities and differences in animals—color, size, appearance, etc.
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 - d. Compare and describe various animals—appearance, motion, growth, basic needs.

Coast and Barrier Islands Region

Match each young animal from this region to their adult.

- **SKL2. Students will compare the similarities and differences in groups of organisms.**
 - c. Recognize the similarities and differences between a parent and a baby.
 - d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/duckling, etc.)
- **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.**
 - c. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.



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Gray's Reef

Locate the adult sea turtle on the reef. How does this animal move when it is underwater? What else on Gray's Reef moves the same way?

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- **S1L1. Students will investigate the characteristics and basic needs of plants and animals.**
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