Piedmont Region

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

- Slither
- HOP
- Fly

Appalachian Region

Find these animals in the Appalachian Mountains. Circle the smallest animal. Put an X over the largest animal.

- Woodpecker
- Bear
- Hawk
- Salamander
- Crayfish
Ridge and Valley Region

Locate the bats in this area. How many bats can you count? Circle the correct number below.

Cumberland Plateau Region

What season do you think is represented in this region? Underline your answer.

Summer  Fall  Winter  Spring

What do you see that makes you think that? Circle it.
Getting to Know Georgia's Regions

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

Coastal Plain Region

Find these items in the Coastal Plain; put an X on anything that is nonliving.

Rock  Gopher Tortoise  Sand

Tree  Squirrel  Pitcher Plant

Okefenokee Region

Locate the alligator in this region. What do you think an alligator would eat? Circle it.

Fish  Bird  Leaves  Turtle
Getting to Know Georgia’s Regions

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

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

Coast and Barrier Islands Region

By drawing a line, match each baby animal from this region with its parent.

Can you find one of these young animals on the beach? Put a star next to its photo above.
A Walk Through Time in Georgia Scavenger Hunt: K and 1st Grade

Gray’s Reef

Locate the adult sea turtle on the reef. How does this animal move when it is underwater?

Jump  Fly  Swim  Crawl

What else on Gray’s Reef moves the same way? Circle it.

Shark  Sponge  Sea Star
Getting to Know Georgia’s Regions

A Walk Through Time in Georgia Scavenger Hunt:
K and 1st Grade Answer Key

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- Jump
- Fly
- **Swim**
- Crawl

What else on Gray’s Reef moves the same way? Circle it.

- **Shark**
- **Sponge**
- **Sea Star**
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.
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.

- **SKL2.** Students will compare the similarities and differences in groups of organisms.
  a. Explain the similarities and differences in animals—color, size, appearance, etc.

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

• **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.**
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