

Discovering Nature

Lesson Author: Amy Hosier

School or Agency: St. Anne Wetland Education Outreach Project

Grade Level(s): K-12

Science Topic: Life Science, Investigation, Discovery

Summary

Discuss what types of plants and animals that the students might find when visiting the wetlands, how humans have changed wetland areas and how those changes affects the environment and wildlife.

Core Content

NS.K-4.1: Science as Inquiry

NS.K-4.3: Life Science

Objectives

- 1) Students will be able to identify a range of wildlife
- 2) Will use senses to explore a range of habitats
- 3) Students will understand that the local environment is home to many organisms (plants and animals) and to develop respect for the environment.

Materials

- Binoculars
- Pencil
- Paper
- color cards

Procedures

- 1) Talk with the children about conservation and preservation. Discuss why it is important to protect all life on the earth.
- 2) Before starting teach the children to use the binoculars.

- 3) Take some time to look at the environment around you. Is it industrial? What can they see? Shops, factories, landfill sites, etc or is it the countryside where they can see trees, ponds, grass etc?
- 4) Do you see garbage? If so, how do you think it came to be there?
- 5) Find a quiet place to sit and explain to the children that they need to remain quiet so that the wildlife will come out of hiding.
- 6) Spend 10 minutes sitting quietly, observing the bird life. How many species can you see? What are they doing? Nest building, finding a mate, defending their territory.

Extensions

- Working in pairs, have the students act like birds and make themselves a nest. Remember birds have beaks and so the students should use their thumb and index finger to pick up leaves, twigs, loose grass. Also birds do not talk, they should use body language and chirping to communicate. When they have finished, the teacher can award points for the best nest. Points can be awarded for most comfortable, tidiest, most lifelike etc
- Working in pairs, 1 person wears a blindfold and their partner very carefully leads them to a tree. The blindfolded person needs to really get to know their tree by hugging, smelling and feeling it. Their partner will then lead them back to the start. Once they have taken off their blindfold they need to see if they can find their tree again.
- Have students close their eyes for 1 minute. Sitting quietly, have the students count how many different sounds they hear. How many of these sounds are natural and how many are man-made?
- Using the color card, find as many colors as you can in the natural environment, make a list of what plants/animals the colors are found on.

Assessment Techniques

- 1) What might be some steps we can take to preserve wildlife?
- 2) Why is it important to be concerned with the environment? Does it affect us? How?
- 3) What are some things you noticed that could be caused by human interference?

Resources

Kentucky Department of Fish and Wildlife Resource.

<http://www.kdfwr.state.ky.us/conservstrat.asp>