

# Woods, Ponds and Dunes Pre and Post Visit Materials



Kenosha Public Museum  
5500 1<sup>st</sup> Avenue  
Kenosha, WI

Kenosha  
Public  
Museum



Kenosha Public Museum  
Woods, Ponds and Dunes

Woods, Ponds and Dunes is an hour long Learning Lab experience that is designed for students in preK-1st grades. Students will explore the habitats in Northeast Illinois and Southeast Wisconsin and the animals and plants that live there, through hands-on investigations and handling real specimens.

Program Goals:

- Students will work collaboratively to build critical thinking skills.
- Students will understand the different habitats in the Kenosha area.
- Students will understand what animals and plants need to do to survive.
- Students will engage in workshop generated conversations with teachers, other classmates and the facilitator.

Learning Standards:

NGSS

- DCI
  - Kindergarten
    - LS1.C: Organization for matters and energy flow in organisms
  - 1<sup>st</sup> grade
    - LS1.A: Structure and Function
    - LS1.B Growth and Development of Organisms
    - LS1.C Information Processing
- Cross Cutting Concepts
  - Patterns
  - Structure and Function
  - Stability and Change
- Science and Engineering Practices
  - Planning and Carry Out Investigations
  - Analyzing and Interpreting Data
  - Constructing Explanations and Designing Solutions

This packet of information will help prepare your students for this program and allow for a debrief back in the classroom. Please go over information with your students, prior to the visit.

## **Key Vocabulary**

Adaptation: A characteristic that makes an animal more suitable for their surroundings.

Habitat: A place or environment where a plant or animal naturally or normally lives and grows.

Insect: a small animal with six legs and a hard outer shell called an exoskeleton.

Mammal: animals that are warm-blooded and are covered in hair or fur, often give live birth.

Prairie: An environment with tall grasses, common in the Midwest and Plains.

Reptile: An animal that is cold blooded and lays eggs.

## **Resources:**

PBS Wild Kratts, Habitats

<http://pbskids.org/wildkratts/habitats/>

Kids National Geography, Animals

<http://kids.nationalgeographic.com/animals/>

## Pre Visit Activity

### Habitat Sensory Bins

Objectives: Students will learn about habitats and the animals that live in them through sensory activities.

Materials:

- four bins
- water
- sand
- ice or fake snow
- leaves or sticks
- small animals toys, including polar bear, moose, deer, bears, fish, snakes, dragonflies, musk ox, arctic fox

Set Up:

- Set up the four bins. Fill one bin with water. In the second bin, lay a layer of sand down. In a third bin, place ice or fake snow in the bin. In the last bin, fill with sticks or leaves.
- Place the animals that belong in the sensory bins in each one.

What you need to know?

Habitats are places with plants and animal live and grow. In each bin there is a different habitat: a pond, sand dunes, the arctic and the woods. Each of these habitats have animals and plants that call them home. In a pond there is fish, ducks and frogs. In the sand dunes there are snakes, dragonflies, and coyotes. In the arctic there are polar bears, musk ox, and arctic foxes. In the woods there are deer, moose, and bears. While some of the animals, like wolves or coyotes can be in more then one habitat, they are all found were they can survive and thrive in.

Activity:

- 1.) Start the class session with asking students in they have any animals in their backyard. Make a list on the board of all the animals they might see in their backyard.
- 2.) Ask students what animals they might see in the woods? How about on sand dunes? In the arctic? Or in a pond? Create a list of all these animals.
- 3.) Have students explore the different environments in their sensory bin. Have them feel what the environment is like, and see what animals live there.
- 4.) After they are done exploring, ask why they thought those animals were in those environments.

What's Going on Here?

Animals survive in their habitats based on adaptations. Camouflage helps animals blend into their surroundings, an arctic fox would stand out on the sand dunes. It also would be too hot, an arctic fox has a heavy coat to help it stay warm in the cold arctic.

Extensions:

- Have students create a classroom story about an animal trying to find its animal habitat.

## Post Visit Activity

### Sorting Habitats

Objective: Students will be able to identify what animal belongs in what habitat based on adaptations.

Materials:

- Blue construction paper
- brown construction paper
- green construction paper
- mix of small plastic toy animals- including birds, fish and mammals

Set Up:

- Create different environments with the construction paper. Cut a lake out of the blue. Create an area with the green and brown.
- Put all the animals in one pile.

What You Need to Know:

Animals live in different environments that they would survive in. Animals have adaptations, or characteristics that makes them more suitable for their environments. These adaptations allows them to survive and thrive in their habitats. The students will be sorting their animals into the appropriate habitats. The blue would stand in for a lake or pond. The brown would be sand dunes or even prairie. The green would be the woods. The animals should be in the environment they would survive in the best. Some clues would be the coloring of the animals, and the amount of fur/hair. Animals with more fur do better in colder environments, then reptiles or lightly fur mammals. Animals also try to blend into their surroundings, so a bright green snake might not be the best on the sand dunes.

Activity:

1.) Have students work in small groups to sort through the animals. At first have student place the animals in piles of water, land and air animals.

2.) Once students have practiced sorting, have the student put all the animals back together again. Using the environment you created, have the students sort their animals into pond animals, woods animals or prairie or sand dunes animals.

3.) Once the animals are sorted into their environments, ask students if there was any that were difficult to sort and why. Ask what was the easiest to sort and why?

Extensions:

- Have students create a venn diagram about what animals belong in the water and which belong on land, with the middle being both.