

# Wildlife Water Safari

## Activities

**Identify opportunities within current program or curriculum to integrate lesson plan**

**When:** June 2010, Pre-Kindergarten Class  
**Where:** Baxter Early Learning Center Pre-Kindergarten Room  
Baxter City Park, Northeast of BELC  
Green Castle Conservation Area, Marshall County

**Extension of Current Learning Opportunity:**  
Incorporate outdoor elements in planned theme:  
Local Aquatic Animals and Habitats

### Outline use of activity components

#### Activity components:

##### 1. Habitat Quest

**When:** Beginning of Unit

**How:** Introduce outdoor exploration, Gather materials to create aquatic animal habitats. Identify sources of water for animals near our school, Identify basic safety measures in preparation for trip to Green Castle.

#### **Description of your outdoor exploration:**

**Location:** Baxter City Park

#### **Identify additional preparation needed for exploration**

Approval to leave school grounds  
Sufficient Staff members to maintain 1:4 ratio  
Small sack to collect materials

#### **What will the exploration look like?**

We will discuss the homes animals live in near water and project what we may find to build such homes. We will walk to the park and explore through the park noticing small waterways, puddles, saturated ground created by rain and collect materials to build aquatic animal habitats--rocks, sticks, mud, grass. We will discuss how animals might use the materials we are finding to create a home. During our exploration we will discuss tools that make our exploration easier--appropriate shoes, long pants, small bags, bug spray, sticks and basic safety measures: bug spray, adult proximity.

##### 2. Water Quest/Maps/Field Guides, GUW Page 56-57 Wildlife Water Safari Field Notebook, Page 94

**When:** End of June

**How:** Field Trip

**Location:** Green Castle Conservation Area

**Information:** mycountypark.com, mapquest.com Areal Maps

**Preparation:** Bus transportation

Parent Permission Slips and supplies for Trip and Bug Spray/Sunscreen

Emergency Contact Information

Staff Support 1:4

Prepare Maps of Green Castle waterways and paths marked out.

Groups designated and assigned an adult

Prepare Field Notebooks, Crayons, Tubs and Nets

**What will exploration look like:**

In small groups we will explore the conservation area looking for water available to animals: waterways, bodies of water, puddles, and water droplets on trees or grass. Each group will have a map and each child can take turns directing the group along the path. We will look for animals and record observations in our field study guides including the animal we spotted, where we spotted it and where it might find water.

---

**Location**

**Identify local natural areas, parks, or guest speakers that could be included in activity**

- Park across the street from Baxter School—small pond at the far north and water ways and mud puddles after rain. Good supply of small sticks and mud and grass.
- Green Castle Recreation Area—very small lake and prairie lands.  
mycountyparks.com  
mapquest.com Areal Maps
- Possibly farm ponds.

---

**Standards**

**List standards that were met using components taught based on Iowa Core Curriculum:**

Field Study Literacy:

Speaking 1.2.3.6 Writing 1.2.3.4.5.6.7 Mathematics: Data 1.3 Science: Earth 1 Life Science 1.3.4 Inquiry 1.2.3.4.5.6.7 21st century: Employability 1.2.3.4 Health 1.2.3.4.5

Water Quest Science:

Life Science 1.3.4.6 Inquiry 1.2.3.4.5.6.7, Social Studies: Geography 1 21st century: Employability 1.2.3.4 Health 1.2.3.4.5

Habitat Quest

Mathematics: Data 1,2 Science: Earth 1.3.4.6 Inquiry 1.2.3.4.5.6.7 21st century: Employability 1.2.3.4 Health 1.2.3.4.5

Habitat Construction

Math: Data 1.3 Science: Earth 1 Life Science 1.3.4.6 Physical Science 1.2.3 Inquiry 1.2.3.4.5.6.7 21st century: Employability 1.2.3.4

Whisker Experiment Science:

Earth 3 Inquiry 1.2.3.4.5.6.7 21st century: Employability 1.2.3

Songs/Movement

Literacy: Listen 1.2.3 Mathematics: Number 1.2.3 Science: Life Science 1.3.4

Literature:

Listening 1.2.3 Reading 1.5.6.7 Math: Number 1.2 Science: Earth 1 Life 1.3.4 Geography 1.4

Websites & Posters:

Literacy: Viewing 1.2.3 Technology 1.3.4.5.6

---

## Modifications

### Indicate any modifications you will make for classroom usability

Use Water Quest Map as preparation for the Water Quest Field Study  
Long Paint shirts for beaver tail painting  
Adult proximity in visiting Green Castle  
Add tubs and nets to do some pond poking while at Green Castle:  
Dip nets in pond, place contents in white tub to study small animals living in the water.  
Prepoking holes and precutting for younger children

### Indicate modifications/considerations for children with special needs

May need one on one assistance during exploration  
Assistance getting to water areas and careful supervision  
May need to bring items close to person

---

## Inquiry

### Draft 2 open-ended questions to encourage further student investigation

1. Where did this water come from?
  2. Do you think there are animals that visit this water when no people are looking?
  3. Who might find a drink here?
  4. Is this a good place for a person to drink?
  5. How could this water protect an animal?
  6. What animals could live IN this water?
  7. What animals could not live in this water but could live near it?
-

## Songs

### Beaver Call

Beaver One, Beaver All

Lets all do the Beaver call F F F F F F F F F F F F F F F F

Beaver three, beaver four

Lets knock on the Beaver Door F F F F F F F F F F F F F F F F

Beaver five, beaver six

Lets all pick up beaver sticks F F F F F F F F F F F F F F F F

Beaver seven, beaver eight

Lets swim through the beaver gate F F F F F F F F F F F F F F F F

Beaver nine STOP

Its Beaver Time Naaaaa na na na Na-na Na-Na... Naaaaa na na na Na-na Na-Na

### The Tired Turtle

(I've been working on the railroad)

I've been crawling through the mud,

All the whole day long,

I've been crawling through the mud,

Just listen to my song

Oh, my house is getting heavy,

My legs are tired and sore,

I am moving very slowly

I can't crawl anymore.

I'm getting closer to the water

All the whole day through

I'm getting closer to the water

where I can freely move

I'll swim so fast you'll hardly see me

and dive and eat and breathe

Oh the pond is where I'd really really love to be!

### Little Froggy

(I'm a Little Teapot)

See the little froggy, swimming in the pool

The water's great, It's nice and cool

when he gets all cleaned up, Out he'll pop

Squeaky clean from bottom to top.

See the little froggy, On the lilly pad

trying to catch flies, she's getting sad.

When she catches one, she'll gobble it up

Back in the water she'll go kerplop!

### Ten Little froggies

One little froggy goes hop

Along comes another and they just can't stop, soooo

Two little froggies go hop, hop

Along comes another and they just can't stop, soooo

(Could use large felt lilly pads to hop in a circle)

---

## Literature

### Age appropriate literature (books, periodicals, websites) that can be used as part of activity

- Book: Beaver Gets Lost by Ariane Chottin  
A family of squirrels adopts a beaver and discovers his many odd behaviors.
- Book: Moose Tales, Nancy Van Laan  
A moose and beaver solve problems together using their unique abilities
- Book: In the Small, Small Pond, Denise Fleming  
Rhyming and pond animal life cycle
- Book: Life in a Pond, Lisa Trambauer
- Book: Deep in the Swamp, Donna M. Bateman  
Rhyming and counting story based on the classic "Over in the Meadow", beautiful illustrations, provides a glimpse of swamp life in a very real way and also has interesting facts about each animal's habits and habitats in the back of the book.
- Book: Tucker Turtle Takes Time to Tuck and Think--Social Story
- Book: Make Way for Ducklings, Robert McCloskey  
Mr. and Mrs. Mallard search for the perfect home to hatch and raise their ducklings near the city of Boston--possible angles to take include, duck habitat, human influence on aquatic habitat, historical landmarks.
- Book: Turtle Splash: Countdown at the Pond by Cathryn Falwell
- Website: <http://www.prekinders.com/pondlifeunit.htm>
- Website: <http://42explore.com/pond.htm>

---

## Pre or Post Learning

### List activities that could be used as pre and/or post learning opportunities

#### Pre

Songs, Books, Projections of Exploration

#### Post

##### Beaver Tail Painting-

Use a rubber flipper cut to the shape of a beaver tail or fly swatters and let children paint/slap with mud. Discuss how beavers use their tails to slap the water to warn others of danger. Explore how water habitats aid other animals in protection ex. turtle--swim fast and dive where predators cannot follow, ducks--escape land predators by swimming to the middle of the water, frogs--camouflage on lily pads, dive into water etc.

##### Whisker Science Experiment-

Place small items in a tub, fill with 2 inches of water. Provide pipecleaners and blindfolds. Have children wear blindfolds or close their eyes and use pipecleaners to "feel" the objects in the tub. Discuss how animals such as beavers, catfish, muskrats etc find their way under water using their whiskers.

**Take Home Aquatic Habitat Set-  
Water**

Blue felt cut to shape of pond, lake or river

**Beaver and Dam**

Beaver--Small rock, paint it brown and add details with marker

Habitat--Use items collected in habitat quest--sticks, mud, grass and recycled egg cartons to build beaver dams.

**Frogs and Lilly Pads**

Frog: Small green pom pom

Habitat: Cut out lillypad shape and glue on bit of white tissue for lillypad flower.

**Turtle Shells**

Turtle: Recycled egg carton, glue green tissue on and use green pipecleaners for legs, head and tail--prepoke holes for smaller children

**Rabbit Burrow**

Rabbit: Cotton ball with pipe cleaner ears

Habitat: Part of a toilet paper roll.

**Duck Nests**

Duck: Small yellow pom pom

Grass and mud to form nest



**Field Study Journal-**

Complete more details upon return to the classroom, share journals with one another.

Continue to notice possible sources of water for animals any time we are outside:  
water droplets, puddles, water trapped in crevices, or on equipment.

**Sensory Table-**

Use findings from Habitat quest to create art, place extra habitat materials in sensory table for further construction of aquatic animal habitats.