



Fish Creek Provincial Park

WINTER WONDER

A teacher conducted field study science program
for Kindergarten students.



Fish Creek Environmental Learning Centre

(403) 297-7827

www.fish-creek.org



Publication only for use in conjunction with a scheduled Fish Creek program - not for public distribution.



WINTER WONDER

A teacher conducted science program
for Kindergarten students.

This curriculum connected field study was developed to support the specific requirements in the Alberta Learning's Kindergarten Program Statement and the mandates of Alberta Parks Service.

Developed by:

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1.0 INTRODUCTION

Welcome to **WINTER WONDER**, a teacher-conducted science program for kindergarten students.

This is a curriculum connected half-day field study with multidisciplinary preparatory and post activity support. The intent is to offer a natural world experience for students that reflects the outdoor field study components of the kindergarten program statement as set out by Alberta Learning and also reflects mandates of Alberta Parks Service:

- preservation
- heritage appreciation
- outdoor recreation
- heritage tourism

Fish Creek Provincial Park, Canada's largest urban provincial park, has a strong mandate within its management plan to support and foster environmental education. It states,

“Alberta’s Fish Creek Provincial Park is an evolving landscape in an urban setting where the needs of wildlife and natural systems are balanced with outdoor leisure and environmental education.”



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1.1 PROGRAM OUTLINE

Welcome to **WINTER WONDER**, a teacher-conducted kindergarten program utilizing a sensory awareness approach to explore nature and discover the wonders of winter.

The overall theme running through all activities is “S” is for... Part one of the **WINTER WONDER** walk contains five sensory oriented activities to acclimatize students to the outdoors and to develop the students’ sensory skills. Students embark on an “S” hunt, utilizing touch, smell, hearing and sight to discover the many “S” things in nature, even during winter. Part two of the walk focuses on signs left by two winter active animals as they search to meet their needs for food and shelter. To continue the “S” theme, attention is directed at the squirrel and the snowshoe hare. Teachers are encouraged to select the activities that best fit their needs and the skill levels of their students. Teachers may also choose to substitute their own ideas in place of some of the suggested activities.

Ideas for preparatory and post field study activities are included in this package. We strongly recommend teachers do some of each type to maximize the value of the field study.

The program includes a Student Journal, with a page for each activity. To limit dependency on reading and printing skills, the journal is primarily graphic in nature. Use of the Journal is **OPTIONAL**. We encourage use of the Journal as a post field study activity so, while at the Park, the students can concentrate on their outdoor learning and discoveries.

This program was developed by the Environmental Education staff at Fish Creek Provincial Park in consultation with formal and community educators.



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1.2 PROGRAM OBJECTIVES AND CURRICULUM FIT

These activities have been designed to meet specific requirements in Alberta Education's Kindergarten Program Statement. The intent is to provide a series of school based and natural world based activities that build on each other and are directly connected to on-going classroom events and experiences in the students' personal world of interaction. This directed sequence of educational opportunities helps make the entire experience more meaningful for students, teachers and parent volunteers.

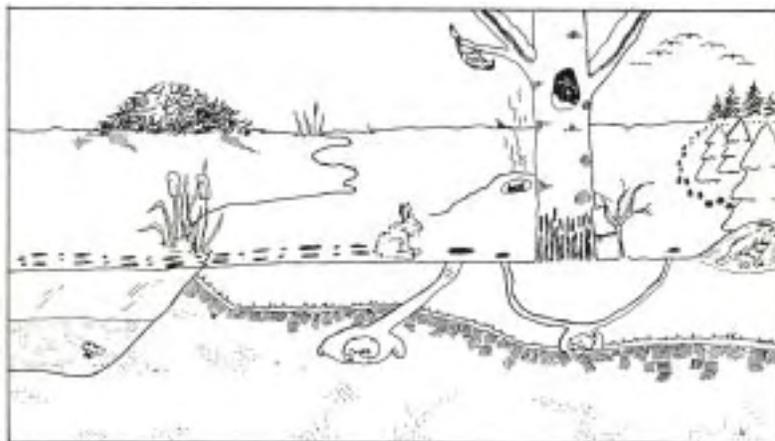
This field study program, and the school based preparatory/post activities that complement it, have been designed to address seven specific learner expectations from the **Community and Environmental Awareness Area** in the Kindergarten Program Statement:

- explores and investigates objects and events in the environment
- demonstrates awareness of the properties of objects and events in the environment

- identifies familiar shapes in the environment
- becomes aware of the importance of protecting the environment
- recognizes changes in weather and some ways animals and people adapt to the seasons
- recognizes that some activities or events occur at particular times
- becomes aware of the five senses

The program is also designed to reflect the mandates of Alberta Parks Service:

- preservation
- heritage appreciation
- outdoor recreation
- heritage tourism





1.3 CROSS CURRICULUM CONNECTIONS

This program is primarily a Community and Environmental Awareness based field study, but there are many other curriculum connections with the kindergarten program of studies.

LANGUAGE ARTS

- experiments with pictures, diagrams, symbols, letters, words or phrases as a means of representing ideas or experiences
- begins to contribute ideas and opinions to a discussion
- questions or responds to others in collaborative learning settings
- shows enjoyment and appreciation of the sounds, rhythms and subtleties of language

MATH

- drawing pictures and diagrams
- collect and use information
- compares objects using the terms big, small

PERSONAL AND SOCIAL RESPONSIBILITY

- works cooperatively with partner or group
- takes turns in activities and discussions

PHYSICAL SKILLS AND WELL-BEING

- observes safety rules
- participates in physical activity

CREATIVE AND CULTURAL EXPRESSION

- uses shapes and colours in original artwork
- explores some familiar materials in new ways





2.0 ENVIRONMENTAL EDUCATION OPPORTUNITIES AT FISH CREEK PROVINCIAL PARK

Fish Creek Provincial Park stretches from the T'suu Tina Reserve at 37 Street in the west to the Bow River in the east. The Park is 20 km long, but only 1-1 1/2 km wide, as it encompasses mainly the creek and surrounding valley.

The Fish Creek Environmental Learning Centre, located at the west end of the Park off 37 Street S.W, offers five indoor classrooms, an outdoor picnic area and access to an extensive variety of natural ecosystems: an old spruce forest, grasslands, riverine, creek and pond wetlands and disturbed (urban) areas.

2.1 FISH CREEK ENVIRONMENTAL LEARNING CENTRE

The Fish Creek Environmental Learning Centre offers you the following facilities and services:

1. Each teacher will be given a classroom to use as a home base.
2. Some equipment for the activities will be available at the Park. It is your responsibility to count all equipment and return it at the end of the your visit. Lost or broken equipment must be paid for or replaced.
3. Washrooms and a water fountain are located in the building. There are no vending machines or microwave ovens available. Hot water is available. Please make hot drinks in cups, not the urn.
4. A short orientation (about 15 minutes) will be provided, when your group arrives, to welcome the students and introduce them to the Park, its rules, the program for the day and what the students might see.
5. Indoor activities focusing on key concepts are available for use during break or inclement weather. No teacher preparation is required. All activities have written instructions and the correct answers where required.





2.2 SNACK/LUNCH BREAK PROCEDURES

Your class may eat inside the facility. While the students are eating, please explain to the class our expectations regarding disposal of "leftovers".

- empty pop or juice can/bottles and drink boxes go into the special container labeled "**BOTTLES AND CANS**". We send these to recycling depots. Do the students know what recycling is, how it conserves resources and how it helps the environment?
- food garbage goes into the container labeled "**COMPOST**". This is fed to worms in a vermiculture program in the Park.
- factory produced wrappers into the "**NON-RECYCLABLES**" containers to be sent to the landfill site. These items are usually a mixture of plastic, paper or foil which means they cannot be put with other recyclables.
- paper and plastic lunch bags go back home to be re-used.
- plastic sandwich bags, food wrap or tin foil also goes home to be reused. What must be done to it before it is stored? Why does it need to be washed?

2.3 OUTDOOR SNACK/LUNCH OPPORTUNITIES

There are several picnic tables and a large firepit behind the Fish Creek Environmental Learning Centre. Reservations are required to use this outdoor cooking firepit. Call 297-7827 to reserve.

When using a firepit area be sure to:

- provide your own roasting sticks and firewood. **DO NOT USE BRANCHES OR DEADFALL IN THE PARK.**
- have a bucket of water nearby **BEFORE** the fire is lit.
- **DO NOT FEED OR DISTURB WILDLIFE.**
- remind students to clean up the firepit area of garbage and leftover food.
- check the fire is out before you leave the area.





3.0 TEACHER INSTRUCTIONS AND CHECKLIST FOR PLANNING YOUR FIELD STUDY DAY AT THE PARK

Give every driver – **INCLUDING THE BUS DRIVER** - a copy of the route map (last stapled page of this package). Make sure all drivers know you are coming to **the west end of the Park, near Woodbine!!**

PREPARE YOURSELF

- Read the teacher package thoroughly: phone 297-7827 if you have any questions.
- Select the activities to fit your lesson plans, students' skill levels and time you are at the Park.

PREPARE THE STUDENTS

- Review the Park rules (explained on page 10).
- Discuss the field trip, using the points listed on page 11: emphasis the following:
 - Wear boots.
 - Dress in layers.
 - There is nowhere to buy anything so bring plenty to eat and drink.
- Do some of the preparatory activities.

PREPARE THE ADULTS

- Recommended ratio is 1 adult per 5 students: minimum is 3 adults per class including the teacher.
- Review the Park rules (explained on page 10.)
- Emphasize the following:
 - Wear boots.
 - Dress in layers.
 - **NO COFFEE AVAILABLE HERE**
- The adults' role is to lead the activities with the same small group of students. Photocopy the activity instructions (make extra copies in case some are left at home) and send them to the volunteers several days before the field trip so the adults can become familiar with the activities.

BRING

- A cheque made payable to **Minister of Finance** for \$1.50 per student for half day visit: \$3.00 per student if you are staying over lunchtime (no charge for adults).
- Trail map for each adult (long map wrapped around teacher package).
- Student booklets and crayons if you want the students to work on their Journals inside the Learning Centre.
- A first aid kit.
- A box of kleenex.



3.1 PLANNING YOUR ITINERARY FOR THE FIELD STUDY DAY

Please consider travel time from your school to and from the Park. If you are planning on modifying your program, select your activities and timetable the day accordingly.

TIME *ACTIVITY*

- _____ Depart from school.
- _____ Arrive at Fish Creek Provincial Park and settle into classroom.
- _____ Participate in a class orientation meeting with a Park staff person.
- _____ Teacher and volunteer led program activities.

Write down the activities you are doing and what equipment and materials you need for each if you are modifying your visit.

ACTIVITY	EQUIPMENT/MATERIALS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- _____ Gather together, inventory and return any equipment borrowed from the Park.
- _____ Gather personal belongings together and travel back to school.
- _____ Arrive back at school.

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4.0 CLASS DISCUSSION ABOUT THE FIELD STUDY

Alberta's Parks and Protected Areas

Alberta's parks and protected areas belong to all Albertans and contain many different natural landscapes that are home to numerous plant and animal species. The province's network of parks and protected areas covers roughly 27,500 square kilometres and includes more than 500 sites. This network helps to ensure that Alberta's biodiversity is preserved for future generations.

Our vision: *"Alberta's parks and protected areas preserve, in perpetuity, landscapes, natural features and processes representative of the environmental diversity of the province."*

Provincial parks exist to protect provincially significant natural, historical and cultural features. They contain a range of outdoor recreation, interpretive and environmental education opportunities, facilities and services so that visitors can explore, learn, understand and appreciate the natural world.

Alberta's Parks are protected by the Alberta Parks Act, and it is through this legislation that these landscapes have specific and important guidelines to help keep them healthy and vibrant.

The following is a list of rules that reflect the Park's mandate to protect and preserve the natural environment.

Do not feed or disturb wildlife

Feeding wildlife is not necessary and is potentially dangerous. The Park's ecosystem provides all the food and habitat wildlife require for their basic needs. Human food does not meet their nutritional requirements and can cause some species to become dependent on handouts. Quietly observe all wildlife from a comfortable distance.

Leave only footprints

Take only pictures. Everything in the Park - living and non-living - is protected to help preserve the complex living system that thrives in Fish Creek Provincial Park. Students are welcome to share their discoveries, but must remember to leave everything as they found it. Treat plants, insects and trees gently to avoid unnecessary injury or damage.

Pets on a leash

There are no off-leash areas in any of Alberta's provincial parks. This protects Park wildlife as well as domestic pets. Please do not bring pets on the field study. They can be distractions for students and pose a health risk for those allergic to pets. Guide Dogs and Assisted-Living Dogs are the only animals permitted in Park buildings.

Pitch in

Litter should be placed in the rubbish bins provided or in a pocket. Human litter is hazardous to Park plants and



Fire in its place

Use only designated fire pits. Open fires are a threat to public safety and Park habitats. The burning of Park vegetation is not permitted.

Discussion Checklist

Here is a checklist of things to discuss at school prior to the field study day:

— Discuss the fact that Fish Creek Provincial Park is not a city park. It is one of many Alberta parks and protected areas.

— Discuss the purpose of provincial parks and protected areas. Have the class make a list of behaviours on the field study that would show respect for living things and a commitment to their care. Possibilities include:

- leave ant hills, nests and rotting logs alone and intact. They are animal homes.
- walk carefully around bushes and trees, not through the middle of them.
- stay on the trails. When leaving the trails to complete program activities walk carefully, watching each step to avoid crushing small plants and trees.

— Discuss the Park rules. These rules reflect the provincial parks mandate to protect and preserve our natural environment.

— Discuss outdoor safety. Students need to:

- stay where an adult can see them at all times
- walk, do not run.
- keep feet on the ground: no climbing.
- leaves dead branches on the ground: they do not make safe walking sticks.

— Discuss behavioural expectations. Explain that the field study will be another school day, just at a different place. All the school rules apply. Remember that other schools will probably be there trying to also work.

— Discuss the appropriate clothing required for the season and the day's activities. Mornings in the shady forest will be cool. Trails may be muddy and wet. Several layers of clothing, including a water resistant layer and a hat or hood will provide the most comfort. Boots provide more protection than sandals and canvas runners. However, boots with heavy lug soles are damaging to trails. They should only be worn when necessary, and replaced with sturdy runners or shoes when not required. Warm weather means sunhats, sunscreen and insect repellent will also be required.

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5.0 PREPARATORY FIELD STUDY ACTIVITY IDEAS

The preparatory activities described here will introduce the field study day to your students and will allow them to practise the skills to be used during the field study. If possible invite the parent volunteers into the classroom to also experience these activities.

Feel free to use your own activities as well as the ones described in this orientation package. Within the activities you select and present to your students be sure to:

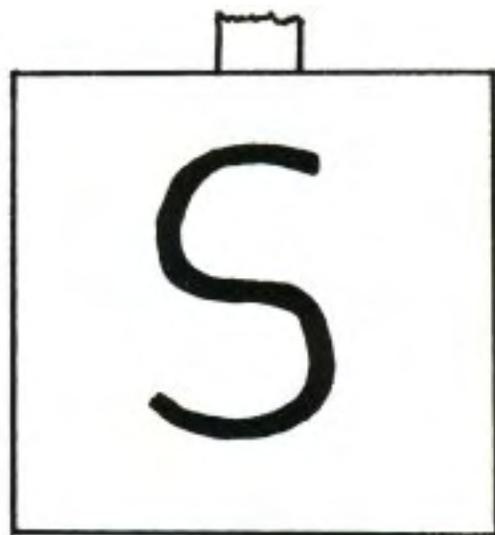
Select activities in addition to the ones described in this package that reflect each specific learner outcome from the Program Statement that will be addressed during the field study. (*See Program Objectives and Curriculum Fit*).

Consider other curriculum areas and explore how all subject areas can be connected to your field study day.

Conduct some activities outside to get the students familiar with outdoor classroom management strategies and thinking of school in an outdoor setting.

5.1 "S" LABELS

The theme of this program is "S is for snow and....". Ensure the students are familiar with the letter "s" and the sound it makes when pronounced. Put a large "S" on a conspicuous object whose name starts with "s" in the classroom (e.g. Sand Centre). Ask the students to name the object. Repeat their answer, emphasizing the "s" sound. Continue labeling objects, adding a new one or two daily. Turn it into a game to test observation skills by asking the students to find the new "S". Depending upon your students skill levels, you may try putting the letter on an object whose name does not start with "s" but is next to one that does. Can the students correct the error? You may also try letting the students find objects that should be labeled with an "S".





5.2 "S" DAY

Celebrate "S" the day before your field study.

Ask the students to wear, if possible, at least one item of indoor clothing that starts with "S". Brainstorm with the class to make a list of what these might be (sweater, slacks, sneakers, sweatsuits).

Ask the students to bring a special object from home that starts with "S" (e. g. stuffed toy, storybook, stone, stickers, sports things) for sharing circle.

Have only food and beverages that start with the letter "S" for snacktime (e.g. strawberry flavoured drinks, sesame crackers, Shreddies, seeds - pumpkin or sunflower, snowpeas, sprouts, salad).

During storytime, focus on the "S" page of an alphabet book. Richard Scarry's "ABC Word Book" would be excellent for this because there are many things on the 2 "S" pages to discover and discuss.

5.3 SENSORY SNOOPS

Discuss the senses. Have the students name them. Make a collage from your discussions. Centre your bulletin board display with a picture of a young person. From each sensory source have pictures that illustrate that particular sense.





5.4 SEASONAL DISCUSSION

Introduce winter as a season. Focus the discussion on the natural events that define winter, particularly the sun's position and how that affects the amount of daylight and the temperatures. Remind the students that snow can occur in the Calgary area during any season so the presence of snow is not a reliable indicator of winter.

Discuss things people do in the fall to get ready for winter. Outside work might include emptying flower beds and vegetable gardens, putting the hose or barbecue away, getting out the snowshovel. Inside, extra blankets might be added to the beds, shorts put away and warm clothing brought out, winter coats and boots checked for fit or buying new ones.

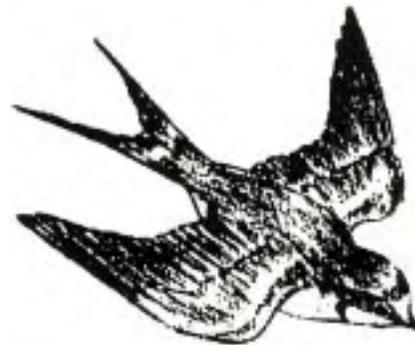
Introduce migration and hibernation as ways some animals avoid winter because they will not be able to meet their basic needs for food and shelter. To continue the "S" theme you could focus on spiders and snakes as examples of hibernators and songbirds or swallows as examples of migrators.



5.5 STUDENT JOURNAL

The Student Journal is one OPTIONAL method the students and parent volunteers can use to record and reflect on what they are learning during the field study. We recommend students complete their journal as a post field study activity, rather than working on them while at the Park. This method maximizes the students' time for exploration and discovery rather than drawing. If you wish to use the journal in this way, we suggest you make a copy for each adult volunteer. Ask them to record the information during the field study. Use these as a reference to aid students' recollections as they complete their own journal in the school classroom after the field study.

Photocopy the pages back to back as given in this program package. Place the cover page over page 3, fold in half across its width so the cover page is visible. Staple at the centre fold. Suggestions for completing the pages are listed under each field study activity description.



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6.0 FIELD STUDY ACTIVITY DESCRIPTIONS

The first five activities are designed to develop the students' sensory skills by observing, touching, smelling and listening to nature. All groups should start with the “**Snowy Sights**” activity as it is to be done throughout the field study. After a brief introduction to the theme of doing an “S” hunt, the remaining sensory activities can be done in any order, when most appropriate to what's happening outside. The last two activities focus on two animals that remain active in the winter and signs of their search for food and shelter.

Wherever the text of any activity description has a bold letter s (**s**), emphasize that sound as you use that word in your explanations to the students.

6.1 SNOWY SIGHTS

Objective: Students will begin to use visual cues in conjunction with print to make sense of reading e.g. pictures, illustrations and will experiment with pictures and words as means of representing ideas or experiences.

Time:
on-going throughout your time outside

Equipment provided by the Centre: none

Equipment provided by the school:
student journals, pencils, clipboards

Setting: anywhere

Activity Description:

Before going outside with your group, show the students page 2 of the student journal. Discuss the pictures with them to ensure that everyone knows what each picture represents. Do this by asking the students to name each thing pictured. Each time the students respond correctly, agree and repeat the object's name, heavily emphasizing the first letter. Once you have completed that, explain to the students that the group will try to find as many of these objects as possible during your time outside.

Move your group outside to start their winter walk. When a group member spots one of the objects, they can point it out to the entire group. A mark beside the object's picture will help everyone remember what has been found. Do not try to complete this activity before starting the next one but, rather, work on this activity as you move through the other ones.

When your group returns to the Centre, complete this activity by reviewing with the students the found objects (page 2 of the student journal) and have them circle the pictures of ones that start with the letter “S”.

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6.2 "S" SOUNDS

Objective: Students will become aware of the sense of hearing, enhancing listening skills, and will explore and investigate objects and events in the environment. Students will discover sounds, rhythms and subtleties of language.

Time: 10 - 15 minutes

Equipment provided by the Centre: none

Equipment provided by the school:
student journals, pencils, clipboards

Setting: anywhere

Activity Description:

Explain to the students they are going on an "S" hunt. The most important tool for this hunt is their ears. Listening carefully to each sound, can the group think of a word starting with the letter "S" that would describe the sound? Give the students one or two examples of such words before starting the listening activity.

As your group walks along the trail, encourage them to be quiet and listen for sounds. Each time any type of sound is heard stop the group and discuss it. Is there a word starting with "S" that would describe the sound?

Possibilities include:

singing - birds
splash - melting snow
swoosh - snow falling off branches
sigh - wind through the trees
shriek - ravens, blue jays
squeak or scrunch - boots on snow
swish - snowpant legs rubbing together
shouting - people (but not your group, of course!)

Sometimes, when there is has been a new, heavy snowfall sounds are softened. If your group is not hearing many sounds, remind the students their "S" hunt is still successful. They are listening to silence; everything is still.

To complete page 3 of the student journal, have the students draw the sources of the sounds they heard during their walk.





6.3 "S" SMELLS

Objective: Students will become aware of the sense of smell and will explore and investigate objects and events in the environment, enhancing students' awareness of the properties of objects in the environment.

Time: 10 - 15 minutes

Equipment provided by the Centre: none

Equipment provided by the school:
student journals, pencils, clipboards

Setting: anywhere

Activity Description:

Explain to the students that the "S" hunt continues but the group is changing tools. Now its time to put the noses to work. Ensure the students understand the following four words, using the comparisons suggested or ones of your own.

strong - when you can smell something cooking, even if you are not in the kitchen

sweet - when you take the lid off the honey jar

sour - a freshly cut lemon

stinky - ask the students for suggestions!

Now, can the group find all 4 of those odour types in nature? Encourage your group to sniff at all levels: ground, plants and nose height. You can ensure success in finding smells if you direct the students to **GENTLY** scratch tree bark, needles and cones.

To complete the student journal page 4, have the children draw the objects they smelled and draw a line from the ones that had an "S" odour to the picture of a nose.





6.4 "S" TOUCHES

Objective: Students will become aware of the sense of touch and will explore and investigate objects and events in the environment, enhancing students' awareness of the properties of objects in the environment.

Time: 10 - 15 minutes

Equipment provided by the Centre: none

Equipment provided by the school:
student journals, pencils, clipboards

Setting: anywhere

Activity Description:

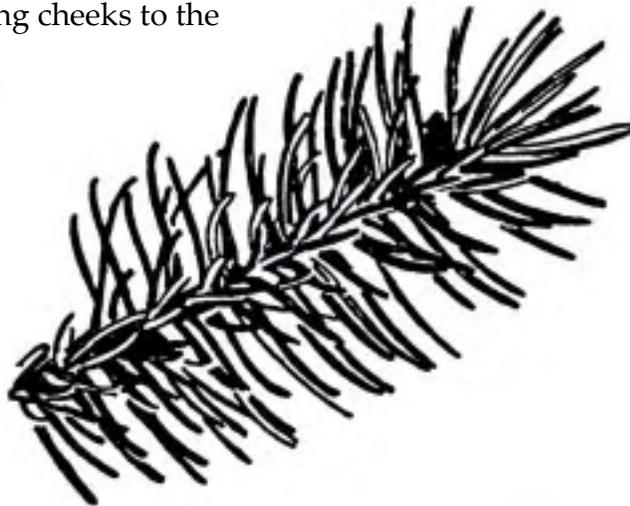
Explain to the students that the "S" hunt continues. There still more to discover! It is, though, time to change tools again! Now, the sense of touch will help discover the "S" things. Usually, we use our hands to feel objects but if its too cold to take mittens off, touching cheeks to the objects will also work.

Remind the students to **TOUCH GENTLY** so they don't kill living plants. Working either in pairs or as group, can the students find the following textures in natural objects?

soft smooth scratchy

spongy slippery

To complete the student journal page 5, have the students draw the objects they discovered that had an "S" texture.





6.5 SHAPE AND SIZE

Objective: Students will identify familiar shapes in the environment: e.g. circles, squares, triangles and will demonstrate awareness of the objects' properties by distinguishing between similar objects, based on one or more characteristics.

Time: 10 - 15 minutes

Equipment provided by the Centre:
1 shapersorter per group

Equipment provided by the school:
student journals, pencils, clipboards

Setting: anywhere

Activity Description:

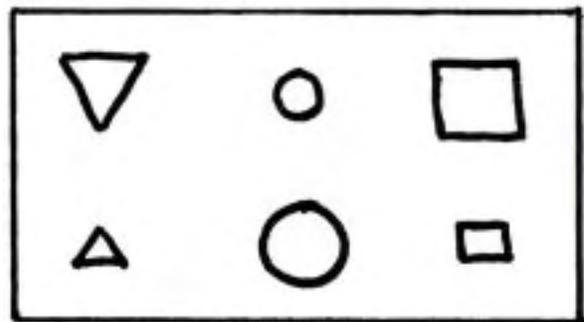
Explain to the students that to continue the "S" hunt the group is now going to take a look at the shape and size of objects in nature. A special tool will help them. Show the shapersorter to the students. (The shapersorter is a piece of plywood with circles, triangles and squares cut out.) Ask them to name the shapes. Look for each of the shapes in nature. What natural objects are **about** the same shapes as the holes? Students should TAKE THE SHAPESORTER TO THE OBJECTS, instead of picking the object and taking it to the shapersorter.

When each student finds a match, ask them to compare the natural object to the shapersorter hole. Are they exactly the same shape? How are the shapes a little bit different?

Now discuss size with the students. Have the students compare the size of their natural object to the two holes that are the same shape. Are they all the same size? Which one is bigger? Ensure the students understand the difference between shape and size and that both can vary. For example, all the spruce cones are approximately the same shape but they can vary greatly in size. Rocks can be many different shapes and many different sizes.

If time permits, have the students try to each find a different shape natural object than their first object. Repeat the discussion of shape and size with the new objects.

To complete the student journal page 6, have the students draw inside the different shapes the objects they found that matched that shape.



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6.6 SNACKS, STEPS AND SHELTERS: SQUIRRELS

Objective: *This activity is designed to enhance students' recognition that some events occur at particular times (e.g. seasonal changes) and that there are changes in weather and the ways animals adapt to the seasons.*

Time: 10 - 20 minutes

Equipment provided by the Centre: none

Equipment provided by the school:
student journals, pencils, clipboards

Setting: forest

Activity Description:

Many animals are moving about, looking for food and shelter in the Park during the winter. The most abundant signs, however, are left by the red squirrel and the snowshoe hare. Show the students the following illustrations for after you read aloud the provided information.

Red squirrels often eat in the same place in their territory. There will be a pile of spruce cone scales left where the squirrel sits and peels the cones to get at the seeds inside. A perfect squirrel snack!

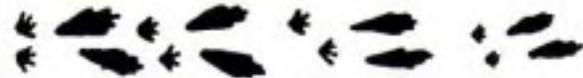


Red squirrels spend most of the time in the spruce trees (the evergreens in the Park) but may come down to search for food or move to another tree. Look in snow for tracks showing where the squirrel stepped.

Red squirrels have thick fur to keep them warm. They will wrap their long, bushy tail around to keep their nose warm too. At night or when it is very cold or windy, the squirrels need to find shelter. They may use their ball shaped nest, a hole in a tree trunk or a tunnel underground.



snacks



steps



shelter

To complete page 7 of the student journal, ask the students to circle the pictures of things the red squirrel needs to live through the winter.

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6.7 SNACKS, STEPS AND SHELTERS: SNOWSHOE HARES

Objective: *This activity is designed to enhance students' recognition that some events occur at particular times (e.g. seasonal changes) and that there are changes in weather and the ways animals adapt to the seasons.*

Time: 10 - 20 minutes

Equipment provided by the Centre: none

Equipment provided by the school:
student journals, pencils, clipboards

Setting: forest

Activity Description:

Many animals are moving about, looking for food and shelter in the Park during the winter. The most abundant signs, however, are left by the red squirrel and the snowshoe hare. Show the students the following illustrations after you read aloud the provided information.

In winter, when there are no green plants to eat, the snowshoe hare must snack on bark and twigs. They have very sharp front teeth to help them bite through, making a clean cut like that of a knife.

The tracks left where the snowshoe hare has stepped sometimes show a round imprint made by the tail. Snowshoe hares often move about in the same place so they end up making their own trails of packed snow.

The snowshoe hares have shed their lightweight summer coats of brown fur and grown thick, warm coats of white fur for winter. The colour change helps them hide from animals that are hunting them. Even with thick fur, the snowshoe hares still need to find shelter from bad weather and animals hunting them. The snowshoe hares will hide under very low hanging branches of the spruce trees. The warmth from the snowshoe hares' bodies softens the snow, leaving an oval shaped mark in the snow the same size as the hares' bodies.

snacks



steps

shelter



To complete page 8 of the student journal, ask the students to circle the pictures of things the snowshoe hare needs to live through the winter.



7.0 POST FIELD STUDY ACTIVITY IDEAS

The following post visit activities will assist in summarizing the program and conclude the on-site visit to the Park. We recommend that you conduct these or your own activities with the students in the week after your Park visit.

7.1 STUDENT JOURNAL

Distribute the student journal and explain, page by page, what the students could draw. Use the adult journal as reference if the students require some assistance.

Invite the students to share their completed journal with their classmates either verbally during a sharing circle or by adding them to the class "library" so others could look at them any time.

7.2 EXPERIENCE CHART

Develop a class experience chart. Have each student contribute something that they discovered at the Park to the list. Beside each response print the student's name. When everyone has had a chance to contribute, start back at the beginning of the list and, for each response, invite the contributing student to come up and draw the body part used to make that discovery. Can they also name the sense?

Example: squirrel - Mary; she would draw eyes and say sense of sight





7.3 "S-PERIENCES"

Review the "S" hunt with the students. What smells, sounds, sights and textures did the students discover that started with the letter "s"? You may want to combine this with the experience chart by circling the student responses that start with the letter "s".



7.4 "S" IS FOR SNOW...

Challenge the class to list as many words as they can that start with the word snow. Students could, instead, either individually or in small groups, draw a picture showing the objects. (e.g. snowman, snowflake, snow angel, snow fort, snow shovel, snowplow, snowblower, snowstorm, snow tires, snow cone)

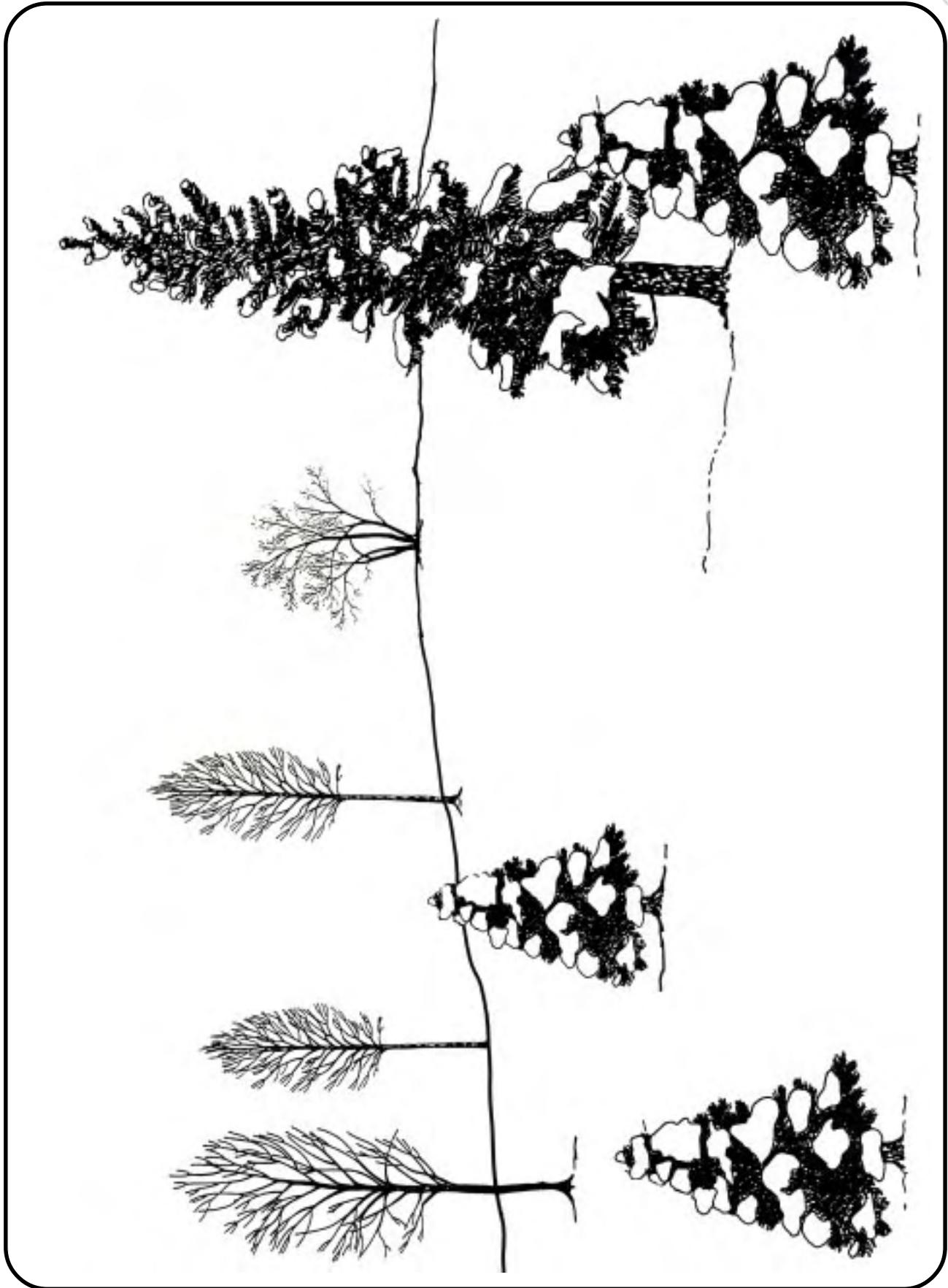


7.5 WINTER SCENE: AN ASSESSMENT TOOL

Photocopy the following picture and distribute to the students, either individually or as small groups. Point out that, while there are trees in the picture, other living things are missing. Ask the students to add a spider, a snake, a songbird (or whichever the animals you used in your discussion of hibernators and migrators) a red squirrel and a snowshoe hare. Be sure the students understand you want them to show, in the picture, what these animals are doing in the winter. Students could add people to the picture also. Did the students remember to show the people properly dressed for winter? Are the people engaged in a winter activity?



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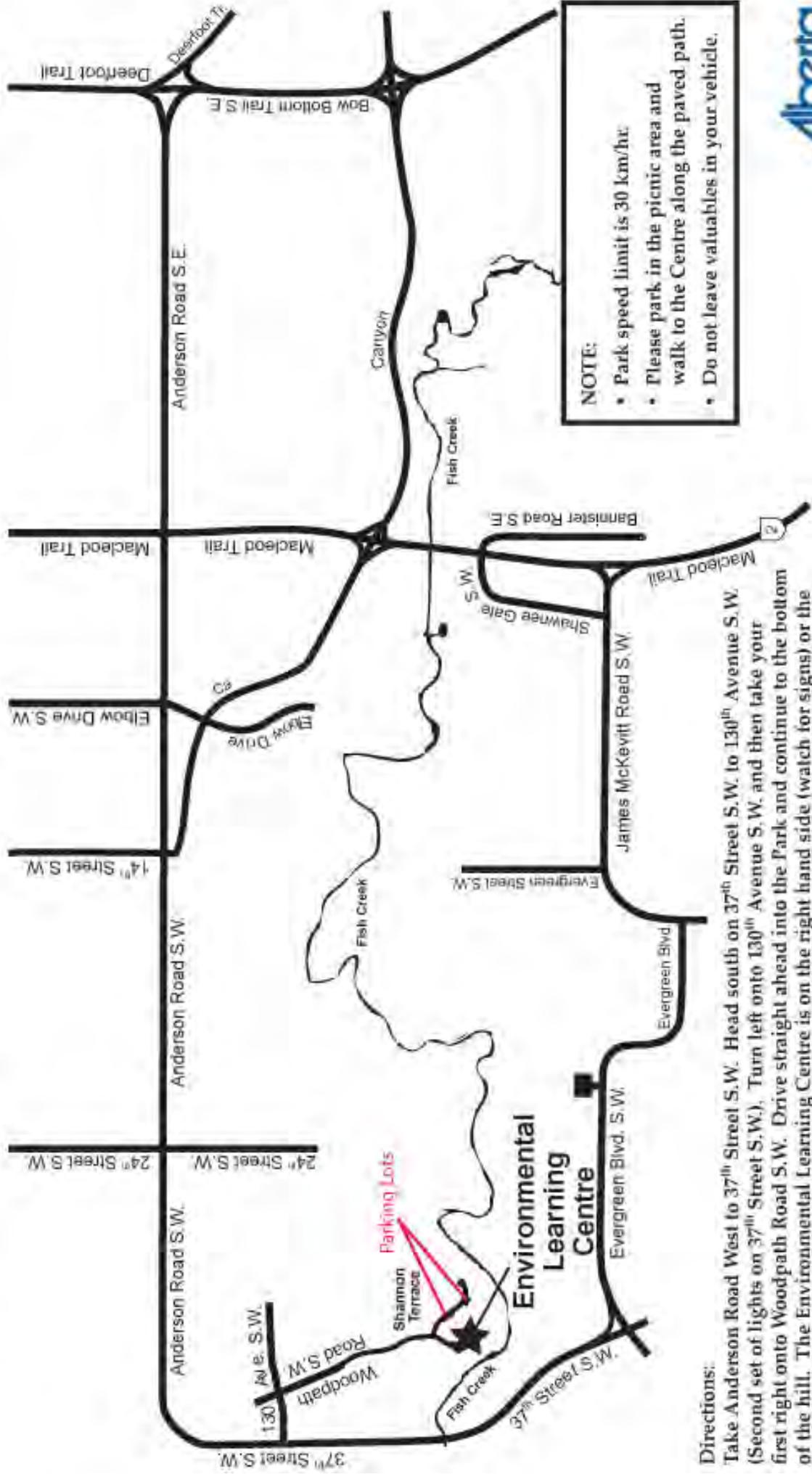


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ACCESS MAP - Fish Creek Environmental Learning Centre (Shannon Terrace Area)

13931 Woodpath Road S.W., Calgary, Alberta T2W 5R6
 Phone: (403) 297-7827 Fax: (403) 297-7849

www.fish-creek.org



Directions:
 Take Anderson Road West to 37th Street S.W. Head south on 37th Street S.W. to 130th Avenue S.W. (Second set of lights on 37th Street S.W.). Turn left onto 130th Avenue S.W. and then take your first right onto Woodpath Road S.W. Drive straight ahead into the Park and continue to the bottom of the hill. The Environmental Learning Centre is on the right hand side (watch for signs) or the Shannon Terrace area parking lots are straight ahead.

NOTE:

- Park speed limit is 30 km/hr.
- Please park in the picnic area and walk to the Centre along the paved path.
- Do not leave valuables in your vehicle.



SNACKS, STEPS AND SHELTERS: SNOWSHOE HARES



shelter - low branches



insects



bark



twig ends



birds



shelter - nest



thick fur

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WINTER WONDER STUDENT JOURNAL



NAME: _____

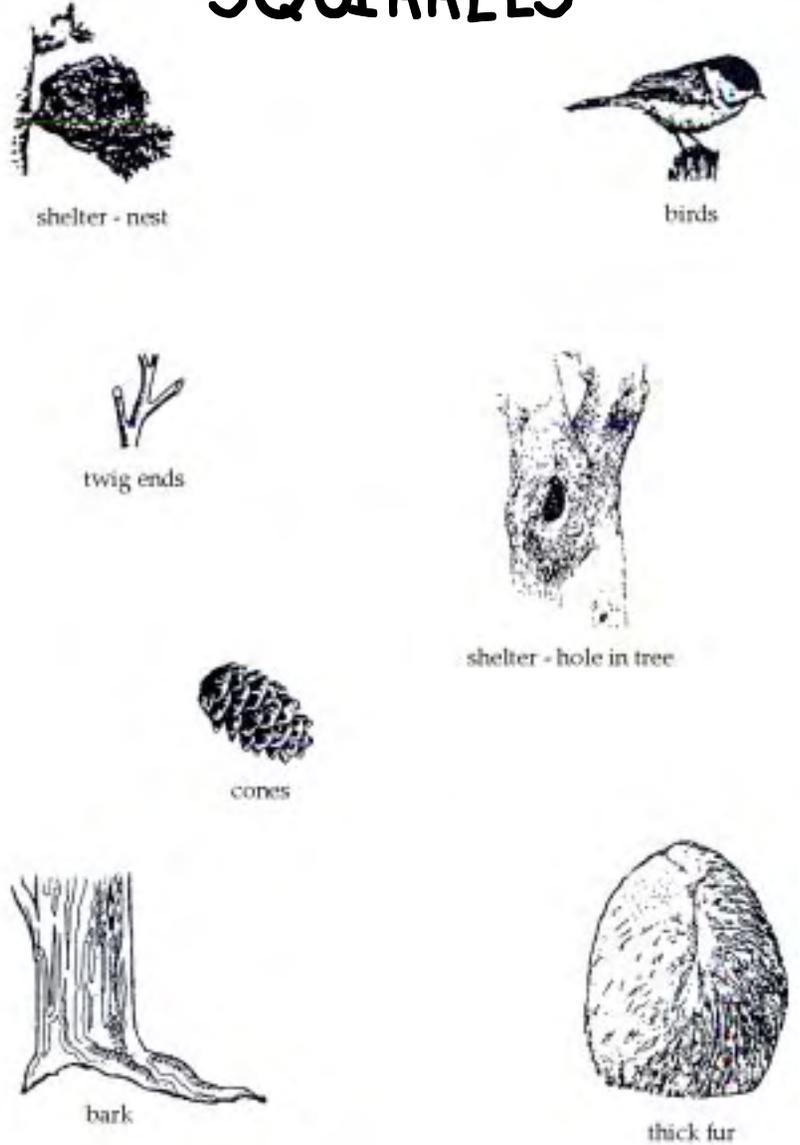
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SNOWY SIGHTS



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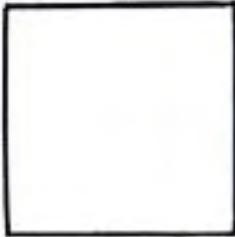
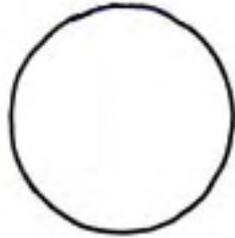
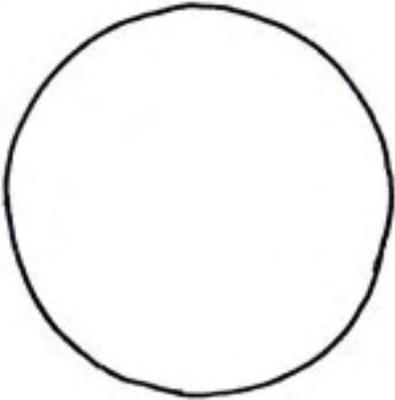
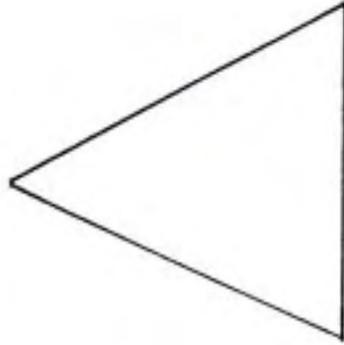
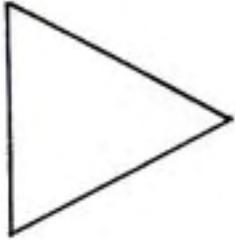
SNACKS, STEPS AND SHELTERS: SQUIRRELS



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SHAPE AND SIZE



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"S" SOUNDS



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"S" SMELLS

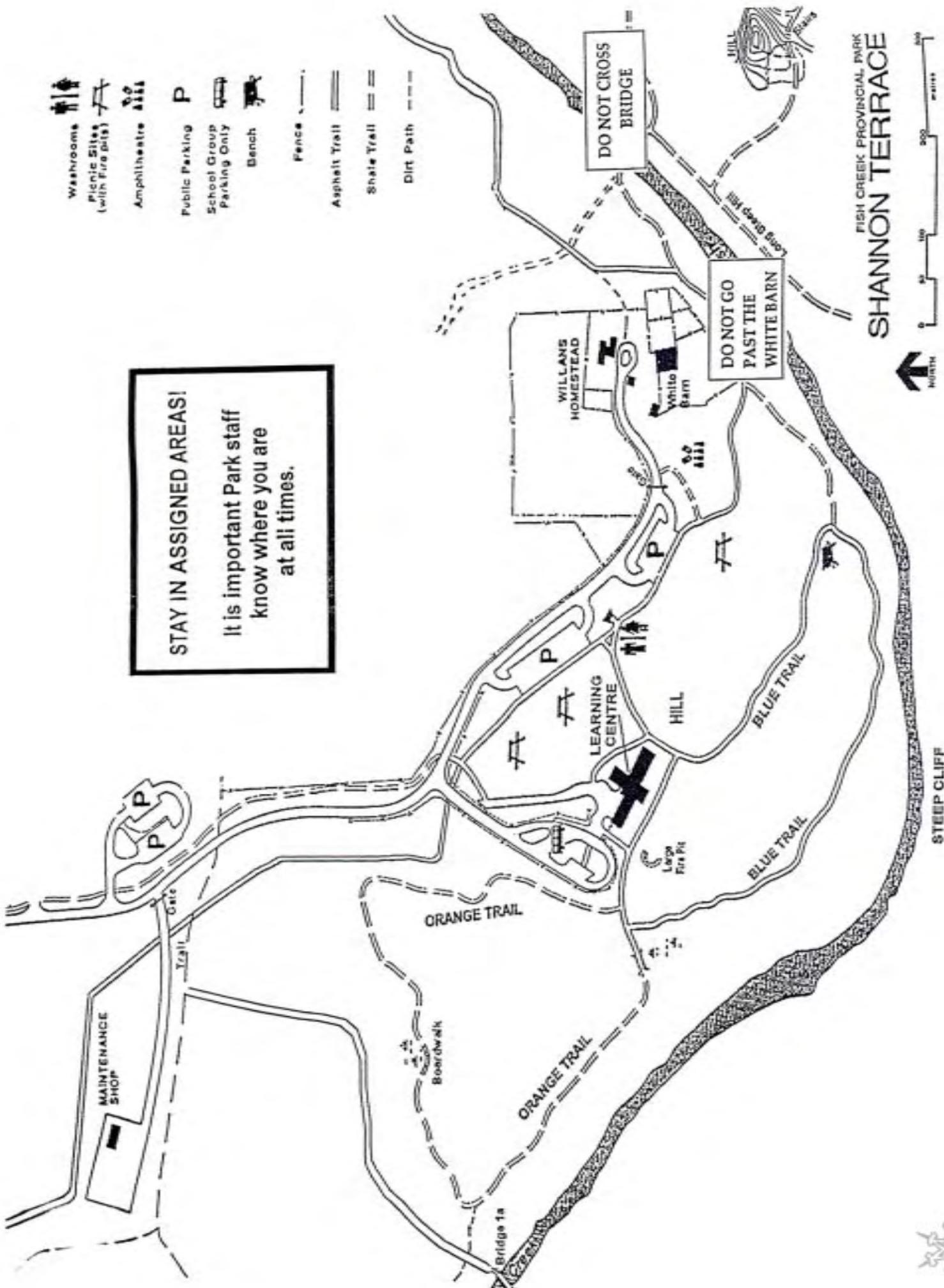
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"S" TOUCHES



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