



GR. 2 WILD ABOUT WINTER

TEACHERS PACKAGE

**Bringing Winter to your
Classroom**

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INTRODUCTION

Welcome to the teacher's planning and activity package for **WILD ABOUT WINTER**. This classroom program provides a hands-on look at the challenges of winter in and around our Provincial Parks and natural areas. Students will explore the role of fur and feathers in providing insulation, will consider strategies such as hibernation and migration and will talk about some of the creatures that live in our area during the winter.



PROGRAM AT A GLANCE

Time Required: 1 hour indoors

Best season to book program: October to March

Suggested Locations: Classroom

Pre-Visit Activities: 60-90 minutes depending on selected activities

ADULT REQUIREMENTS:

We ask that you provide 1-2 adult supervisors for the classroom program.

PROGRAM OUTLINES

WILDLIFE IN WINTER explores the ways in which birds, mammals and insects survive winter in the Peace Parkland eco-region of Northwestern Alberta. Students will discover the various strategies used to cope with winter conditions (hibernation, migration, insulation, adaptations) and take a close-up look at fur, feathers and animal feet. They will also consider the role that protected areas play in preserving habitat for local species.



This program package gives you, the teacher, information to help prepare you for the visit as well as details on how this program fits with the Alberta Curriculum for Grade 2.

In addition, supplementary activities are suggested to help you prepare your class and build on the topics covered in **WILD ABOUT WINTER**.

GRADE 2 CURRICULUM TOPICS

Life Science:

- **E: Small Crawling and Flying Animals: (2-10)** Describe the general structure and life habits of small crawling and flying animals and apply this knowledge to interpret local species that have been observed.

Earth Science:

- **D: Hot and Cold temperatures: (2-9)** Recognize the effects of heating and cooling and identify methods for heating and cooling.



SPECIFIC LEARNER EXPECTATIONS

- Recognize that there are many different kinds of small crawling and flying animals and identify a range of examples that are found locally.
- Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space and describe any special characteristics that help the animal survive in its home.
- Describe the role of insulation in keeping things hot or cold and identify places where some form of insulation is used.
- Identify materials that insulate animals from the cold and identify materials that are used by humans for the same purpose.

CROSS-CURRICULAR CONNECTIONS

This program had been designed to meet specific curriculum requirements for the Grade 1 Science Program but there are also many curriculum connections within the Language Arts, Social Studies, Mathematics, Physical Education and Art programs of studies.



This program is also designed to reflect the goals of Parks and Protected Areas:

- Preservation & Protection: to preserve the province's natural heritage, associated cultural heritage, ecological functions and biodiversity for current and future generations.
- Tourism & Community: to contribute to communities and the economy by fostering sustainable tourism experiences and ecosystem services such as clean air, land and water.
- Heritage Appreciation & Education: to instill pride and encourage stewardship by developing appreciation and understanding of Alberta's significant natural and cultural heritage.
- Outdoor Recreation & Healthy Living: to provide inclusive nature-based outdoor recreation opportunities that contribute to societal health and well being.

PRE-PROGRAM ACTIVITIES

The preparatory activities described here will introduce the topic of Wildlife in Winter to your students and will allow them to practice the skills to be used during the program.

- Begin a discussion with the students about winter. Have the students write a journal entry describing their feelings towards winter and winter activities (journal making can also be a great art project). Ask them to think about surviving in the snow and cold. What do we do to make winter more enjoyable?
- Have the students share stories about outdoor winter experiences. How did they stay warm? Has anyone ever take a winter vacation?
- Test observation skills with a “What is Missing” game. Lay out, or mount on a display board, a selection of objects or pictures. Give the students a short time to study the objects and then cover the area. While eyes are closed, remove an object and lift the cover. Can they identify what is missing?
- Hand out the Winter Word Search to students (Attached)



EXTENSION ACTIVITIES

There are many other activities that can be used to expand on topics covered during the classroom visit.

- Have the students write in their journal after the program and see if they can answer their own questions about surviving the winter.
- Have the students write a story or conduct research on an animal that lives year round in Northern Alberta.
- Measure the effects of insulation by comparing the air temperature with the temperature against the body without a coat and the temperature under a coat.
- Have the students play the “Camouflage Creatures” game (Attached)
- Go outside and try the “Nature Detective Bingo” sheet. (Attached)
- Hand out the bear coloring sheet to students (Attached)



OTHER RESOURCES

- Knee-High Nature: Winter in Alberta by Dianne Hayley and Pat Wishart. 1991.

WINTER WORD SEARCH

E T A R G I M U P X N T J G Q
U S J F R O S T L O Y D S I U
S N O W J E T I H W L C W G R
S O E N Z H I B E R N A T E T
R W Q O P O D W G U T M E Q B
E S Q I J E G N A H C L R W M
H H P T Q K K K Y C K O X A B
T O T A H O Z Y M N R I R V W
A E P L S D A N V E O U J Z M
E S A U E Y E C V D O L D X T
F K D S A J F I J L N L J I A
L Y A N S Y H U O B O B A S F
N O A I O S J C R C G F I C G
X L J R N K B P C Z A V U K X
U R E T L E H S E J N F N D S

ADAPT

CHANGE

COLD

COLOUR

FAT

FEATHERS

FROST

FUR

HIBERNATE

INSULATION

MIGRATE

SEASON

SHIVER

SNOW

SNOWSHOES

WARM

WHITE

CAMOUFLAGE CREATURES

Materials: Approximately 100 coloured toothpicks, pipe cleaners, or pieces of wool, made up of about 25 of each of four colours (one colour should blend into the game area Ex. Green objects on a green lawn.)

Doing It:

- Scatter coloured objects throughout an area of about 20 square meters
- Children play the role of birds looking for “insects” (coloured objects) to “eat.” Each child has a “nest” (a place to collect coloured objects) about 25 m from the feeding area.
- One at a time, birds run to the feeding area to find food. Each bird takes its turn and makes several flights. The rules: only one insect can be caught per flight; birds don’t care what colour insects they eat, so they grab the first food they see; birds can’t run their hands over the ground, so they pick up insects only after spotting them; birds keep moving while they look for food.
- After several flights, how many of each colour of insects has each bird collected? What colour of food is hardest to find? Why? What colour would the children want to be if they were an insect?

NATURE DETECTIVE BINGO

LOOK FOR AN ANIMAL TRACK



FIND SNOW CRYSTALS



LISTEN FOR A BIRD SINGING



FEEL TREE BARK



LOOK FOR AN ANIMAL HOME



CRUNCH YOUR FEET IN THE SNOW



