

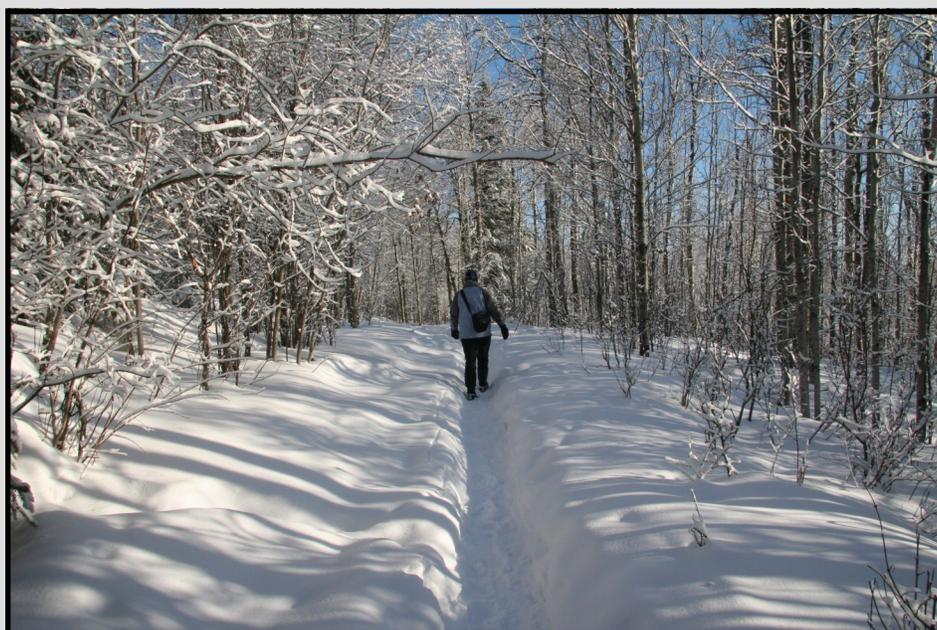
GR. 1 WILDLIFE IN WINTER

TEACHERS PACKAGE

**A Classroom Adventure for
Winter**

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INTRODUCTION

Welcome to the teacher's planning and activity package for **WILDLIFE IN 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 needs of plants and animals and consider how different creatures cope



PROGRAM AT A GLANCE

Time Required: 45 minutes to 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. Using hands-on examples, students will discover how plants and animals manage to meet their needs during the winter season.

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 Grade 1 Alberta



In addition, a variety of supplementary pre-program classroom activities, extension activities and resource materials are included to help you prepare your class for the fieldtrip and build on the topics covered in the **WILDLIFE IN WINTER** program.

GRADE 1 CURRICULUM TOPICS

Life Science:

- E: Needs of Animals and Plants: (1-11) Identify some common living things, identify needs of those living things.
- D: Senses: (1-9) Use the senses to make general and specific observations and communicate observations orally.

Earth Science:

- B: Seasonal Changes: (1-6) Describe seasonal changes and interpret the effects of seasonal changes on living things.



SPECIFIC LEARNER EXPECTATIONS

- Observe, describe and compare living things.
- Identify the requirements of animals to maintain life (ie, air, food, water, shelter, space).
- Identify the requirements of plants to maintain life (ie. Air, light, sun, water, space)
- Give examples of ways in which animals depend on plants and the ways in which plants depend on animals.
- Identify each of the senses and explain how we use our senses in interpreting the world.
- Identify and describe examples of plant and animal changes that occur on

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



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.
- Go outside and try the “Nature Detective Bingo” sheet. (Attached)
- Read “The Spruce Tree and the Chickadee” story (Attached)
- Hand out the beaver coloring sheet to students (Attached)

OTHER RESOURCES

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



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



THE SPRUCE TREE & THE CHICKADEE

One winter the chickadee, that little grey and black and white bird that calls “chickadee,dee,dee,” decided not to fly south with the robin and the goose but to stay in the North all winter.

Now the chickadee had to find somewhere warm to go at night so he went up to the poplar tree and said,

“Mr. Poplar Tree, may I spend the winter in your branches?”

“Oh Chickadee”, said the poplar tree, “I lose all my leaves in winter and you will be very cold in my bare branches.”

The chickadee flew over to the mountain ash tree.

“Oh Mr. Ash Tree, may I spend the winter in your branches?”

“Little Chickadee, I already share all my berries with big flocks of waxwing birds. There will be no room left in my branches for you.”

The little chickadee was wondering if he had made the right decision. Then he saw a beautiful birch tree, you know, the one with the white bark.

“Mr. Birch Tree, may I spend the winter in your branches?”

The birch tree looked at the chickadee and replied scornfully,

“You! In my branches! You might get me all dirty. Get lost Chickadee!”

The poor chickadee was feeling very dejected when he came upon a spruce tree.

“Mr. Spruce Tree, may I spend the winter in your branches?”

“Well, little Chickadee,” the spruce tree replied, “I will try to take care of your. Maybe if you get very close to my trunk, you will be warm enough.”

Mother Nature was looking on and after hearing the response of all the trees she said to the spruce tree,

“You have been so kind to the Chickadee when she needed your help, I am going to let you keep your leaves all winter long.”

To this day the spruce tree remains green all winter and the chickadee and the spruce tree have remained the best of friends. Sometimes on a cold winter morning you can see the chickadee fly out from the branches of the spruce tree.



Alberta Parks

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