

THRIVING TOGETHER

The Needs of Plants and Animals

A teacher-conducted field study for
Grade 1 students

FISH CREEK
ENVIRONMENTAL LEARNING CENTRE

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Introduction

This is a curriculum-connected, full day field study with multidisciplinary preparatory and post-visit activity support. The intent is to offer a natural world experience for students that reflects the outdoor field study components of *Topic E: Needs of Animals and Plants* from the Grade 1 Alberta Elementary Science Curriculum and the vision of Alberta’s Plan for Parks.

Fish Creek Provincial Park is one of Canada’s largest urban provincial parks, stretching from the western edge of the city to the Bow River. The park has a strong vision within its visitor services program plan to support and foster environmental and cultural education.

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Facility & Rules

THE FACILITY

The Fish Creek Environmental Learning Centre, located at the west end of the Park off of 37 Street SW, 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.

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 for the day's activities.
2. Some equipment for the day's activities will be available at the Park. It is your responsibility to count all equipment and return it at the end of the day. **There is a fee charged for lost or broken equipment.**
3. Washrooms and water fountains are located in the building. There are no vending machines or coffee available.
4. A short orientation (about 15 minutes) will be provided to the entire group upon arrival to welcome and introduce everyone to the park, its rules, the program for the day and what the students may discover outside.
5. Parent volunteers will have a separate orientation (about 10 minutes). This will introduce them to the equipment provided, to a map of the activity area (maps provided), to the general flow of the day, and will answer any questions that they may have.
6. A washroom and snack break will take place *after* the group orientation and during the parent volunteer orientation. Please ensure that the students are supervised during this time.
7. **There are NO indoor activities available. Please bring your own activities and/or DVDs when planning for inclement weather.**



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LUNCH BREAK PROCEDURES

Your class may eat inside the facility, within their assigned room. Please ensure that the students understand the following :

INSIDE THE BUILDING

- Students must be supervised by an adult while they are in the building (classrooms and washrooms).
- Classes from other schools may be in the facility at the same time. Please respect them and keep noise to a minimum, especially in the washrooms, hallways and other common areas.
- Help us keep the classrooms clean. There are garbage containers in the brown cabinets by the classroom doors.
- Recyclable containers go into the brown cabinet labelled “juice boxes, cans and bottles”. Do the students know what recycling is, how it conserves resources and how it helps the environment?
- Leftover fruit and vegetable materials, such as banana peels and apple cores, are collected in a white compost bucket in each room.

OUTDOOR FACILITIES

There is a picnic area just to the north of the Fish Creek Environmental Learning Centre, about two minutes walk up the trail, with plenty of picnic tables.

There are several picnic tables and a fire pit behind the Fish Creek Environmental Learning Centre. This area is available on a first-come, first-served basis.

When using the fire pit area be sure to:

- Provide your own roasting sticks and firewood. **Do not use branches or deadfall from the park.**
- Have a bucket of water nearby **before** the fire is lit. Check that the fire is out before you leave.
- **Do not feed or disturb wildlife.**

Preparation Materials

1. Preparation Checklist

A full, detailed teacher checklist for your field trip preparation is available at the back of this resource package or by clicking [HERE](#). These are general guidelines to assist you in planning your field trip.

2. Program Start and End

Program start and end times are flexible to accommodate bus availability and travel distance to the park. In general, programs start between 9:30- 10:00 am and finish between 1:45- 2:00 pm.



3. Field Trip at a Glance

Group Orientation (15 minutes)	Overview of park rules, safety and behaviour expectations for the day
Student Snack Break Parent Volunteer Orientation (10-15 minutes)	Overview of program activities, equipment and trail safety for parent volunteers.
Educational Activities	Students explore the park in small, parent-led groups. Environmental Educator will be available to answer questions and provide support during your lunch break and at the end of the day and is always available should the need arise at the Learning Centre.
LUNCH BREAK	Environmental Educator will circulate and answer questions, show nature biofacts and ensure that the program is going smoothly.
Educational Activities	Students continue to complete curriculum-connected activities with their parent leaders.
Groups return to Learning Centre for Program Wrap-up	Final washroom break, head count, inventory and return equipment borrowed from the park, gather personal belongings.

Program Wrap-up should take place at least 15-20 minutes prior to the scheduled bus departure.

Orientation Videos

Attending a teacher orientation prior to your class visit is essential for familiarizing yourself with the facilities and the surrounding trails. Returning teachers are not obligated to attend the workshop, but are certainly welcome to come for a “refresher” course. Dates for the teacher orientations will be sent to you via email so you can register for an orientation on a date of your choice.

1 Teacher Orientation Video

Prepare yourself by watching a brief video about field trip logistics, resources and helpful tips. If you have any additional questions, comments or concerns about the field trip after watching the video, please contact the Environmental Educator.

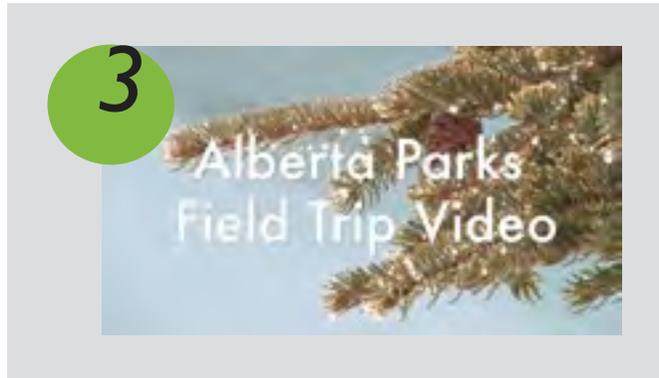
2 Parent Orientation Video

Whether your program is a guided hike with our Education staff, a custom program or a teacher-led field study, parent volunteers are an essential part of our programs.

When recruiting volunteers, **please ensure that the adults are aware that they will be outside in the park for a majority of the day.** Knowledge of nature is not a requirement, but ability to supervise and work with students is key.

3 Student Orientation Video

Prior to your field trip, you can show your students the orientation video that reviews proper field trip attire and the role of parks in Alberta.



Pre-field Trip Activities

Preparatory activities are essential to the success of your trip! 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 day.

Feel free to use your own activities and the ones described in this package. Within the activities you select and present to your students be sure to consider other curriculum areas and explore how all subject areas can be connected to your field study day.

1 Vocabulary *Worksheet: Yes*

Review science vocabulary with the class. This could be done in any number of ways:

- Words could be incorporated into the weekly spelling quiz
- Encourage the students to write a few tongue twister alliterations that use the key terms and vocabulary

2 Basic Needs *Worksheet: No*

Before the students can successfully discover how plants and animals meet their basic needs, the class must know what those basic needs are. Have a class discussion about basic needs.

What do humans need to survive? Are the students clear about the difference between needs and wants? Humans need food, water, shelter, space and air. We may want a car or computer but we do not need them to survive. Do the students' pets need the same things? What do house and garden plants need to survive? Do wild plants and animals also need the same things?

Pick an animal many of your students are familiar with (e.g. sparrow, squirrel, rabbit) and discuss with your class how this animal meets each of its basic needs.

Spend some time in the schoolyard looking for places that offer animals (including invertebrates) opportunities to meet their basic needs.

3 Pollination Palooza! *Worksheet: Yes*

These activities demonstrate the symbiotic relationship between plants and insects. On a day with appropriate weather, allow the students to play this game outside on the school field. Alternatively, this game can be played as a modified version of "heads up, seven up." The instructions are outlined at the back of the package.

4 Colour Mixing *Worksheet: Yes*

This activity explores seasonal changes, colour mixing and the needs of plants to prepare the students for their field trip.

In this exercise, students will observe how tree roots absorb water while learning about mixing primary colours to create secondary colours.

5 Class Model *Worksheet: No*

Show examples or evidence of food chains, classifications, and pictures of the interactions among living and non-living elements of the natural world and how plants and animals interact to help and hinder each other.

Guide the students in creating a large poster of what they might see in Fish Creek Provincial Park. Allow creative techniques like wheels, tabs and pop-up art.



Program Equipment

The Learning Centre will provide your students with equipment and resources to utilize throughout the day.

PLEASE NOTE: There is an additional fee for lost, stolen or broken equipment.

For the *Grade 1 Thriving Together* program, your students will be provided with the following:

1 *Our Surroundings*
Scavenger Hunt

Students will use this Bingo style scavenger hunt to seek plants and animals in the park. This is not meant to be a competition, rather it is a fun way for students to hone their observation skills.

2 Bug Keepers

With the assistance of parent leaders, students will capture invertebrates to closely examine their physical and behavioural adaptations.

3 Magnifying Glasses

Students will use the magnifying glasses to examine signs of animals interacting with plants (such as tracks, evidence of feeding, droppings).

Students will use the magnifying glasses to examine the physical characteristics of plants and animals.

Field Trip Activities

Information Booklets



The Learning Centre will provide your adult chaperones with an information booklet with all of the Field Trip Activities outlined and explained in full detail. These booklets will have pictures and information that will support and enhance your students' learning.

Each page of the information booklet will have guiding questions on the bottom to help facilitate curriculum-connected discussions and inquiry.

NEW to our programs, these booklets will be printed and laminated for your field trip use. A copy of the Information Booklet was provided to you at the time of booking. If you have not received the booklet, please ask us to resend it.

Important Notes:

- Please do not print these booklets for your adult chaperones. By providing laminated copies, we hope to reduce the amount of wasted paper.
- Please do not distribute the information booklet PDFs to other teachers. These resources are developed for use within our programs.
- We greatly appreciate all feedback to strengthen our resources; please let us know if you have any recommended changes

Field Trip Activity Summary

The following Field Trip Activities are curriculum-connected. You are certainly welcome to change, remove or follow the activities to suit the needs of your students.

1 Green and Growing
Worksheet: Yes

- Students will review the characteristics of trees and what they need for survival.
- Students continue to compare these living needs across a variety of ecosystems.

2 Animals Worksheet: Yes

- Students are encouraged to observe, describe, and compare the living needs of animals.

3 We're Surrounded Worksheet: Yes

- Students will discover and uncover the vast array of living things that surround them.

4 Was it or Wasn't It?
Worksheet: Yes

- Students will compare and contrast living things with dead and non-living things.

5 Bodyguard Worksheet: Yes

- Students will explore some ways that animals help plants.

6 Flitting Around Worksheet: Yes

- Students will explore how some animals help plants to reproduce.

7 Hitchhikers Worksheet: Yes

- Students will explore how animals help plants reproduce through seed dispersal.

8 Places Everyone Worksheet: Yes

- Students will use role playing to help students understand the role plants play in creating shelter and habitat for animals.

9 Master Builders Worksheet: Yes

- Students observe and reflect on how plants provide both the location and the materials to build animal homes.

10 Classified Materials Worksheet: Yes

- Students will come to understand how to classify local plants and animals into groups on the basis of visible characteristics.

Post-field Trip Activities

In addition to a class discussion about trip highlights and favourite activities, students may need class time to complete data sheets or to share information about their discoveries.

Student Journals *Worksheet: Yes*

1. Students may need class time to go through the journal and ensure each page has been completed as thoroughly as possible.
2. Organize the student journals into a “classroom library”. They could then sign out the journals they wanted to read.
3. Select activities from the journal and apply them back at school. For example, ask them to make a classification tree of all the items in their desk.
4. Make comic strips, dioramas, posters, etc. about their trip to the park that use their journals as resource information.
5. Design and construct a bulletin board that posts all the journals once they are fully completed.

Portable Ecosystems *Worksheet: No*

Ask the students to make a list of all the things they think are needed to build their own provincial park ecosystem. List them according to living things and non-living things.

Construct a class terrarium containing the elements they think they need. Include plants, water, insects, rocks, sticks, etc.

Chart changes in the terrarium over time.

- How do the plants change?
- How often do you add water?
- How does the terrarium “behave” when placed in different areas in the classroom that provide different needs such as sunlight and heat.

Students could use this portable ecosystem as a source of ideas for classroom work such as story writing and artwork.

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Web of Life *Worksheet: No*

This activity demonstrates the interconnectivity of plants and animals in the park. Assign students different animal or plant roles. As the students think of connections between what they are to another student, pass around a ball of string. Continue to pass the string until all of the students in the class are intertwined. The full program activity description is outlined at the back of the manual.

Scoop on Poop *Worksheet: No*

This activity is a fun demonstration on how plants depend on animals to disperse their seeds. This exercise makes curriculum connection to the *Senses, Seasonal Changes, and to the Needs of Plants and Animals*. The full program activity description is outlined at the back of the manual.

What’s In a Home *Worksheet: No*

Instruct the students to write stories and draw pictures of different animal homes they saw on the field study, or have a volunteer draw them for the students.

Ask the students:

- Whose home is this? What is it made of?
- Where would you find it?
- How have plants helped this animal build its home?
- Is the animal helping the plant by building this home?
- What living things have influenced the home?
- What non-living things have influenced this home?

Body Sculptures *Worksheet: No*

This kinesthetic activity reviews and assesses field trip concepts and key terms. The full program activity description is outlined at the back of the manual.

Planning your Field Study in the Park: Teacher Checklist

Give every driver—including the bus driver—a copy of the route map.
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 403-297-7926 if you have any questions.
- Modify the activities to fit your lesson plans, students' skill levels and time in the park
- Check student health forms, looking for allergies to bee/wasp stings.

Prepare the students

- Discuss how Fish Creek Provincial Park is a wild environment. Discuss the difference between wild and tame animals and environments (coyotes vs. pet dogs, Fish Creek Provincial Park vs. school yard, etc.)
 - Do not feed or disturb wildlife: Quietly observe all wildlife from a comfortable distance.
 - Leave only footprints: Share discoveries, but leave everything as they found it.
 - Pitch in: Litter should be placed in the rubbish bins provided or in a pocket.
- Discuss behavioural expectations. Explain that the field study will be another school day, just at a different place. All the school rules apply.
- Discuss the purpose of provincial parks and protected areas. Have the class make a list of ways they can show respect for living things during their visit to the park. *Possibilities include:*
 - Stay well back from the banks of Fish Creek
 - Leave ant hills, nests and rotting logs alone and intact. They are animal homes.
 - Walk with care and mindfulness. When leaving the trails to complete program activities take care to minimize your impact.
- 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.
 - Leave dead branches on the ground: they do not make safe walking sticks.
- Discuss what to wear on the field trip
 - Hats, sunscreen, insect repellent.
 - Runners (not sandals).
 - Dress in layers: the forest can be cool in the morning.
- There is nowhere to buy anything here so bring plenty to eat and drink.
- Complete some preparatory activities, either the ones in the next section of this package or some of your own.

Prepare the adults

- Please follow the recommended ratios as outlined in your school board regulations. Divide your class into working groups.
- Review the park rules with the adults, [send the link to the orientation video](#).
- Emphasize the following: there is nowhere to buy anything anything here, including coffee.
- The adults' role is to lead the activities with the same small group of students all day.

Bring

- A cheque made payable to the *Government of Alberta* for \$4.00 per student (no charge for adults).
- Student booklets (or journals), pencils.
- A few bandaids with each adult and your first-aid kit.

Dear Adult Chaperone,

Thank you for volunteering for a field trip to Fish Creek Provincial Park! This excursion allows students to explore, discover and learn in one of the largest urban parks in North America.

Here are a few tips that may help you enjoy your visit:

- Pack a hearty and healthy lunch (snacks and water too!). There are no vending machines or stores onsite to purchase food
- Please dress appropriately for the weather. We will run our programs rain, snow or sunshine
- Ensure that you are aware of what part of Fish Creek the program is taking place. We host educational programs at the WEST end (near Woodbine) and the EAST end (near Deer Run)
- Take a minute to watch this [orientation video here](#)

Our staff will be available throughout the day to ensure that you and your group have a safe and educational experience in the park.

You are not expected to be a naturalist or science expert, but a positive attitude goes along way!

Thank you again, we are very excited to see you in the park soon.

Warmest regards,

Environmental Education Team



The Needs of Plants and Animals Vocabulary

Ensure that your students are familiar with the meaning of the following terms.

animal - a living thing that gets its energy from eating other things

characteristic - a special feature used to describe an object

classify - to place items in groups according to a common characteristic(s)

community - an area in which a group of living things live together and meet their needs.

dead - something that was once alive, but no longer breathes, grows, reproduces or uses energy

energy - starting at the sun, solar energy is used by plants to make their food. Energy for animals comes from the food they eat

food - a source of energy; a necessity of life

living - something that uses energy, breathes, grows and reproduces

need - what a living thing requires to survive; water, food, air, space and shelter

non-living - something that was never alive (rock) or dead (fallen log). Many plants and animals use non-living things to meet their needs for shelter

nutrient - elements in food, soil and air that help living things grow and stay healthy

plant - something that is able to produce its own energy using sun, water and sunlight

pollen - a powder that plants produce that helps them make seeds when transferred to another plant

seed - something that some plants develop that allow them to reproduce

shelter - something that protects living things from the bad weather or predators

Pollination Palooza!

These activities demonstrate the symbiotic relationship between plants and insects. On a day with appropriate weather, allow the students to play this game outside on the school field. Alternatively, this game can be played as a modified version of “heads up, seven up.”

Butterflies: Using their scaly wings, butterflies flit from flower to flower, slurping nectar with their long, straw-like proboscis.

Flowers: Plants are rooted in the ground and cannot move from place to place to transfer their pollen. Flowers lure the butterflies with nectar to move the pollen, which allows plants to make seeds.

Crab spiders: A lie-in wait predator, crab spiders hide in flowers, waiting for butterflies to come.



Outdoor Version (Modified Freeze Tag)

Select 5 *crab spiders* and divide the rest of the students into *flower* or *butterflies*.

The *flowers* will be in a frozen position, with their arms out like petals to attract the butterfly students. The *butterflies* can move and must gently rest their hands on the shoulder of the *flower* for 5 slow head counts to slurp up the nectar.

As the butterflies try to feed, the crab spiders will walk (not run) between flowers to eat the butterflies. If the crab spider catches the butterfly, then that student becomes a flower.

If *flower* students can get two different butterflies to slurp its nectar, the pollen is transferred and the flower can make a seed. The *flower* student can then become a butterfly.

Indoor Version (Modified Heads up, 7 up)

Select 5 crab spiders and have the rest of the class put their heads down and their arm extended with one thumb up. Crab spiders will silently point at 5 students with their heads down to be their “hiding place”.

Verbally call 7 students to stand up and become *butterflies*; ensure these are different students than those chosen by the *crab spiders*. The butterfly students will tap the thumbs of the “flowers” that are sitting down. Instruct the students to open their eyes, and the 7 pollinated students to stand up. As the students who have their thumbs tapped guess their pollinators, if they guess correctly, they become the butterflies and the other butterfly sits down.

If the crab spider selects the same flower as the butterfly, the butterfly sits down and the crab spider is now the butterfly.

Follow-up Questions:

Can flowers move? How can they transfer their pollen to make a seed if they cannot move? (assisted by butterflies) What does the insect get from the relationship? (nectar, food to survive)

What are other pollinators that assist flowers? (bats, hummingbirds and bees)

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Colour Mixing

This activity explores seasonal changes, colour mixing and the needs of plants to prepare the students for their field trip.

In this exercise, students will observe how tree roots absorb water while learning about mixing primary colours to create secondary colours.

Materials:

- 9 glass containers or cups
- food colouring (red, blue and yellow)
- cloth or paper towel
- water



In the spring, trees in the park wake up from being inactive in the winter. The warm weather means that trees can make their own food using sunlight, water and air!

All plants need water to live. The roots of a tree slurp the water up from the ground, up into the trunk and then up into the leaves.

(Optional: you can get your students to act like a tree, with slurping sounds to absorb water at their toes, rising up the water and then putting their hands in the air to shake their “leaves”).

Root Colour experiment:

1. Add water and food colouring to 6 glasses (2 red, 2 yellow, 2 blue)
2. Add plain water to 3 glasses
3. Place the cloth or paper towel in the water of the red and yellow glasses, with the other end sticking in a water glass.
4. Repeat this process for the other containers (yellow and blue; blue and red)

The paper towel or cloth acts just like a tree root, it absorbs the water and pulls it up (*called the capillary effect*).

The coloured water from the glasses have mixed together in the clear middle glass.

- What colour did red and yellow make?
- What colour did yellow and blue make?
- What colour did blue and red make?

Extension activity: Add a stalk of celery to the container and watch as the connective tissue slurps up the water. Eventually, the leaves of the celery will change colour!

Web of Life

Ask a group of about 10 students to sit in a circle. Give each student a name tag they can wear or stand up in front of them. The name tag could indicate something they saw or learned about when they visited Fish Creek Provincial Park. As the leader you should play the role of the sun because it is central to all living things.

1. Using a large ball of string or yarn, pass the ball from you, the sun, to someone else in the circle, being sure you hold onto your end of the string.
2. As you do this explain how you are connected. Review and reinforce what they learned on the field study about connections between and amongst animals and plants.

Leader:

"I am the sun. I'm passing the ball of string to the white spruce because I give the white spruce heat and light so it can produce its own food. For this reason we are connected."

3. Then the child who is the white spruce passes the ball of string to someone else stating how they are connected.

White Spruce:

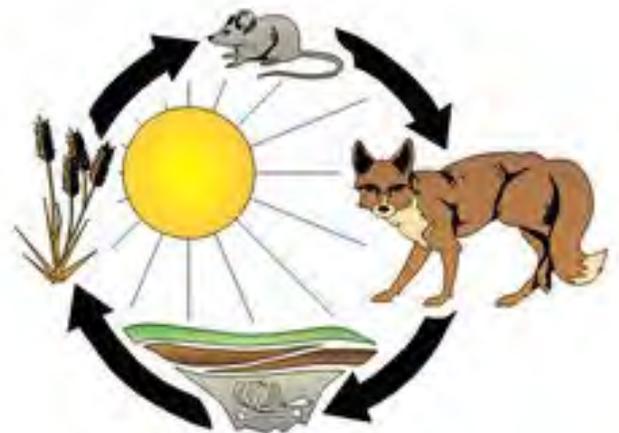
"I am the white spruce. I'm passing the string to the squirrel because the squirrel uses the tree to live in and store food in. The squirrel also helps me by spreading the seeds around."

4. Continue this until everyone is connected to everyone else, or interest starts to wane. Then discuss what the web means.
5. The leader pulls on their connection with one other animal or plant and asks if anyone feels the tug. Most will. This demonstrates that all things are connected.
6. Ask what would happen if some part of the "environment" were removed. For example, birds ate all the insects. Ask the "insects" in the web to drop their strings. What happens to the web?

What would happen if someone:

- Picked all the flowers?
- Caused a forest fire?
- Caused a lot of damage as they walked through the forest?
- Polluted the water with fertilizer or litter?

In each case significant damage would happen to the web.



Scoop on Poop

This activity is a fun demonstration on how plants depend on animals to disperse their seeds. This exercise makes curriculum connections to the Senses, Seasonal Changes, and to the Needs of Plants and Animals.

Materials:

- Bakers Chocolate or Dairy Milk chocolate bar
- Raspberries or Pumpkin seeds
- Spoon
- Opaque Bowl
- Picture of a bear



1. Before the demonstration, melt the chocolate in the bowl. Mix the seeds into the chocolate until the mixture is consistent.
2. Show the students a picture of a grizzly or black bear.
3. Bears use their 5 senses to meet their needs of food, water and shelter. Grizzly and black bears have an amazing sense of smell to find their food. In one day, a grizzly bear can eat 250,000 berries!
4. Bears walk long distances in the mountains. They are searching for enough food to survive 100 days without food as they sleep in the winter.

Questions:

- What are the five senses that a bear has to find food, water and shelter?
- What does the word hibernation mean?

The roots of a plant keep the berry bushes in one place. Plants can't move, so they need help moving their seeds from one place to another.

- Why are berries brightly coloured? (to attract using the sense of sight)
- Why do berries have a nice smell? (to attract animals using the sense of smell)
- Why are berries yummy? (to attract animals using the sense of taste)

Bears use their sense of smell, sight and taste to find berries. Once they eat lots of berries, they carry them in their stomachs as they walk. Then, they will go POOP!

5. Show the students the chocolate-seed mixture.

After the giggling and “ews” subside, explain to the students that the bears spread the berry seeds as they poop. The bear gathers energy that they need for winter hibernation, and the berries get the seeds put in new places, with extra fertilizer!

Remind students to never eat berries in the park because it is food for the animals. Some berries can make humans sick!

Optional: Tell the students that the “bear poop” is actually chocolate. Brave students can use their sense of taste to sample the creation.

Recommended Storybooks:

Black Bear Cub at Sweet Berry Trail - a Smithsonian's Backyard Book (Mini book). 2008. Laura Gates Galvin

Eat Like a Bear. 2013. April Pulley Sayre. Learning resources for this title available on request.

Body Sculptures

This activity shows what characteristics (visual and behaviour) the students understand about an event. It can be played individually or in groups.

Individually

Ask the students to spread out. Tell them they must act out the word you say. Then use terms, concepts or skills learned during their field study as the items they should act out.

For example:

- Act like a non-living item.
- Act like an insect pollinating flowers.
- Act like a plant breathing.

Groups

Tell the group they must work together to act out these concepts or skills.

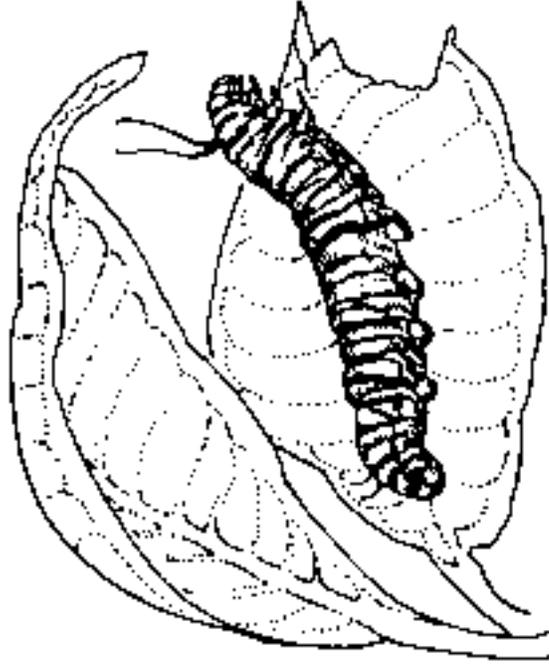
For example:

- As a group act like a food chain that shows how energy is passed from the sun to plants to animals.
- As a group show how animals help spread seeds around.
- As a group show how plants provide shelter for animals.

Art in the Park

Draw a picture of your favourite plant or animal in Fish Creek Provincial Park!

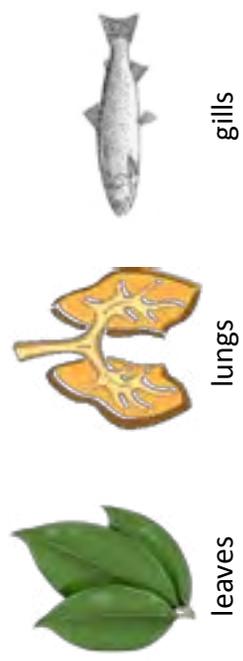
Thriving Together



Name: _____

Green and Growing

For each section, circle the pictures below that apply to plants.



leaves

lungs

gills

How do plants breathe?



seeds

eggs

babies

How do plants continue their lifecycles?



sun

plants

animal

Where do plants get their energy?

Classified Materials

Pick a plant in the park. Look at the words below and circle the best word to describe your plant. Write a sentence using the circled words.

Plant

Is your plant...

small?

BIG?

Does it have...

Leaves?



Needles?



Are the leaves...

Round?



Long?



Are there cones?



Does it have...



Holes



Insects



Nests



Chewed Branches

My plant is _____

Classified Materials

Pick a plant in the park. Look at the words below and circle the best word to describe your plant. Write a sentence using the circled words.

Plant

Is your plant...

BIG?

small?

Does it have...

Leaves?



Needles?



Are the leaves...

Long?



Are there cones?



Does it have...



Holes



Insects



Nests



Chewed Branches

My plant is _____

All About Animals

For each section, circle the pictures below that apply to animals.



leaves



lungs



gills

How do animals breathe? (Circle two)



seeds



eggs



babies

How do animals continue their lifecycles? (Circle two)



sun



plants



animal

Where do animals get their energy? (Circle two)

Body Guards

Circle the animals that eat insects and can be found in Fish Creek Provincial Park.



skunk



fish



pig



spider



frog



robin



bat

Was It or Wasn't It?

Beside each picture write "D" for dead and "N-L" for non-living. If it is living, do not write anything.



pathway



bird



rotten log



ground squirrel



creek



bench

Master Builders

Circle the plant parts you saw used to make animal homes. Practise writing the name of the home beside the part you circled.



_____ moss



_____ sun



_____ sticks



_____ live branch

_____ litter



_____ soil



_____ needles



_____ water



_____ bush



_____ tree

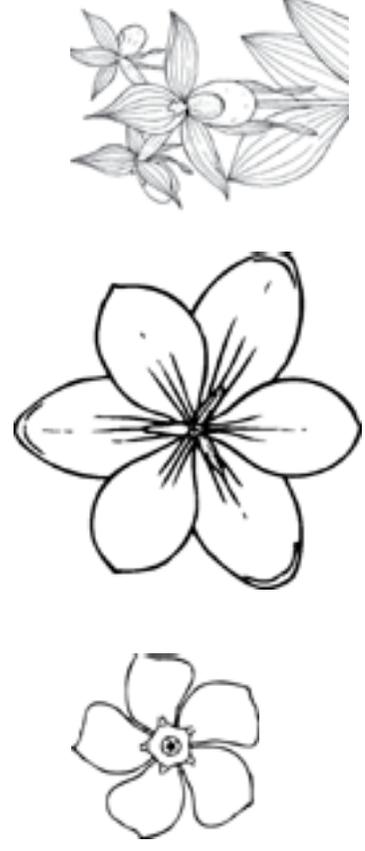
Flitting Around

Colour the insect mouth that would be good at slurping nectar out of a flower like a straw. What would the other mouth parts be good for?



Flower Power

The colours of flowers tell the insects, "Hey! There is free food here!" Complete the flowers with bright colours and add arrows that point towards the middle of the flower.



Hitchhikers

Draw the seeds that were on your clothing.

Places Everyone

Draw a line to connect the animal with its home.



squirrel nest



ant



bird nest



squirrel



hole in the tree



robin



anthill



woodpecker

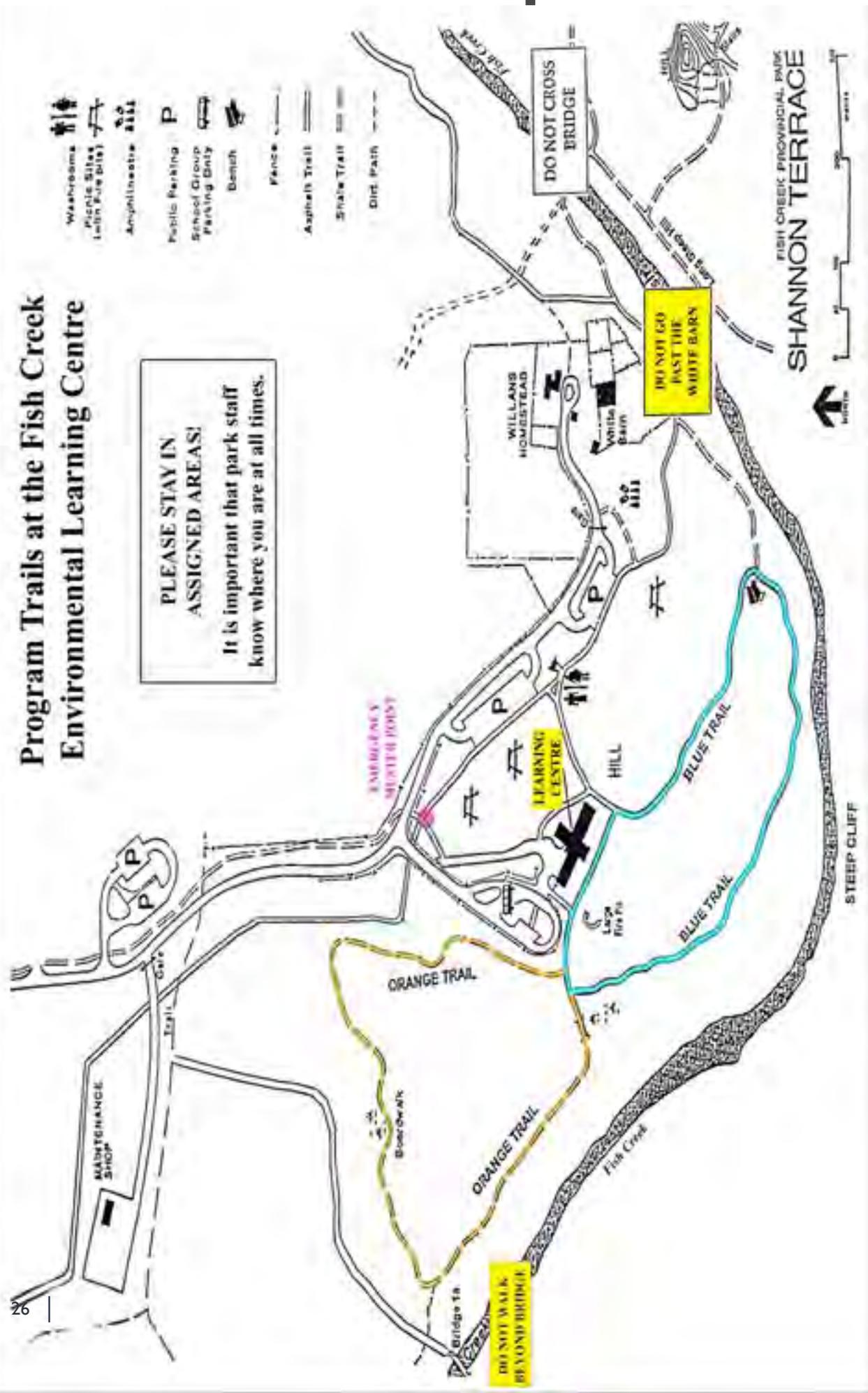
Trail Map

Program Trails at the Fish Creek Environmental Learning Centre

PLEASE STAY IN ASSIGNED AREAS!

It is important that park staff know where you are at all times.

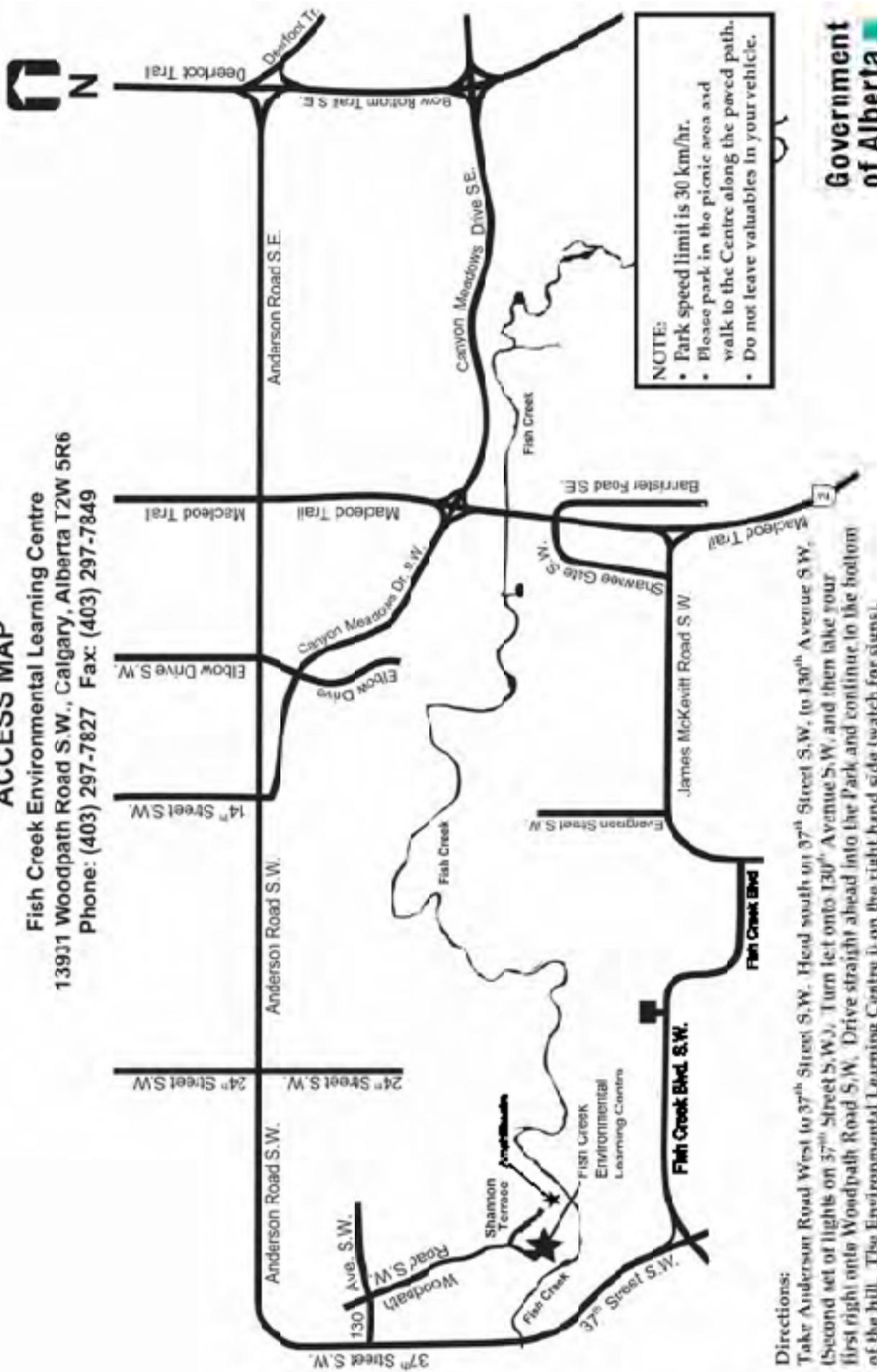
- Washrooms
- Picnic Sites (with fire pits)
- Amphitheatre
- Pop-Up Parking
- School Group Parking Only
- Bench
- Fence
- Asphalt Trail
- Shale Trail
- Dirt Path



Directions Map

ACCESS MAP

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



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).