

# WILD LIFE CYCLES

A teacher-conducted field study for  
Grade 3 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: Animal Life Cycles* from the Grade 3 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.

# Table of Contents

## FACILITY & RULES

- The Facility 3
- Lunch Break Procedures 4

## BEFORE THE VISIT

- Preparation Materials 5
- Orientation Videos 6
- Pre-field Trip Activities 7

## PARK ACTIVITIES

- Program Equipment 8
- Information Booklets 9
- Field Trip Activity Summary 10

## POST-FIELD TRIP

- Post-field Trip Activities 11

## RESOURCES

- Preparation Checklist 12
- Parent Recruitment Letter 13
- Life Cycles Vocabulary 14
- Riddles and Poems 14
- Hive Alive! Wasp Activity 15
- Wasp Information 15
- Wasp Worksheet 16
- Wild Life Cycles Quiz 17
- Wild Life Cycles Quiz Key 22
- Student Journal 24

## MAPS

- Access map 28
- Map of program trails 29



# Facility & Rules

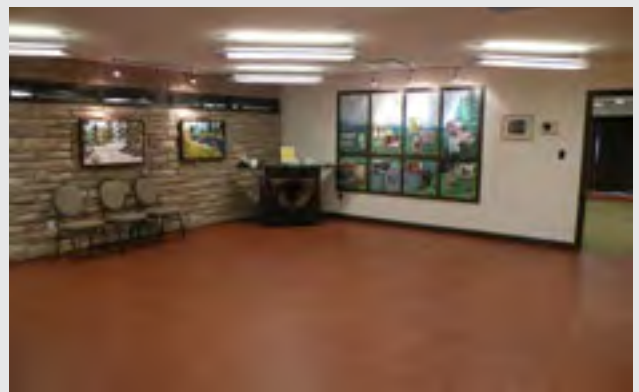
## THE FACILITY

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, pond, and disturbed (urban) areas.

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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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[Return to Table of Contents](#)

## 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

<b>Group Orientation (15 minutes)</b>	Overview of park rules, safety and behaviour expectations for the day
<b>Student Snack Break Parent Volunteer Orientation (10-15 minutes)</b>	Overview of program activities, equipment and trail safety for parent volunteers.
<b>Educational Activities</b>	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.
<b>LUNCH BREAK</b>	Environmental Educator will circulate and answer questions, show nature biofacts and ensure that the program is going smoothly.
<b>Educational Activities</b>	Students continue to complete curriculum-connected activities with their parent leaders.
<b>Groups return to Learning Centre for Program Wrap-up</b>	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.

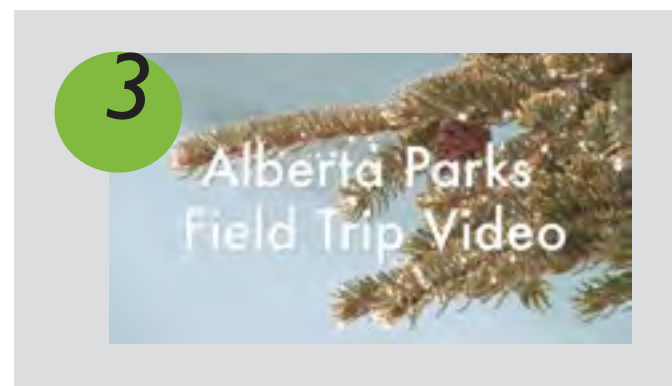
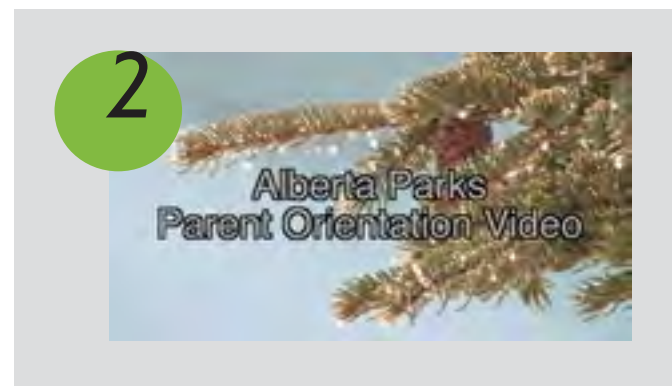
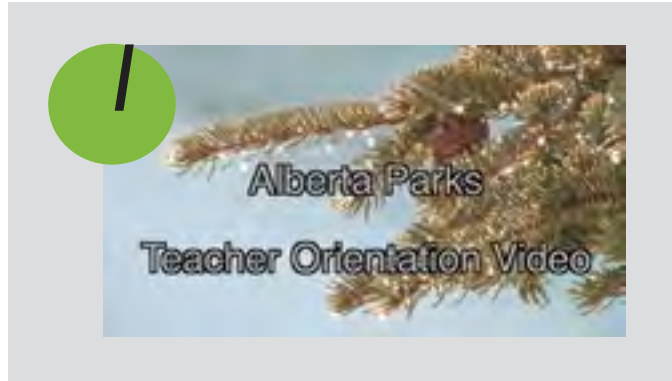
## 2 Parent Orientation Video

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.

## 2 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

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**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*

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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 your students to write a short story, using the animal species they may find in the park and the key vocabulary words

## 3 Animal Introduction *Worksheet: No*

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Introduce the 2 animals you have selected to study to the students through story reading or library research.

## 3 Care of Animals *Worksheet: No*

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Students will compare actions to care for a pet and actions to protect wildlife.

## 2 Hive Alive! *Worksheet: Yes*

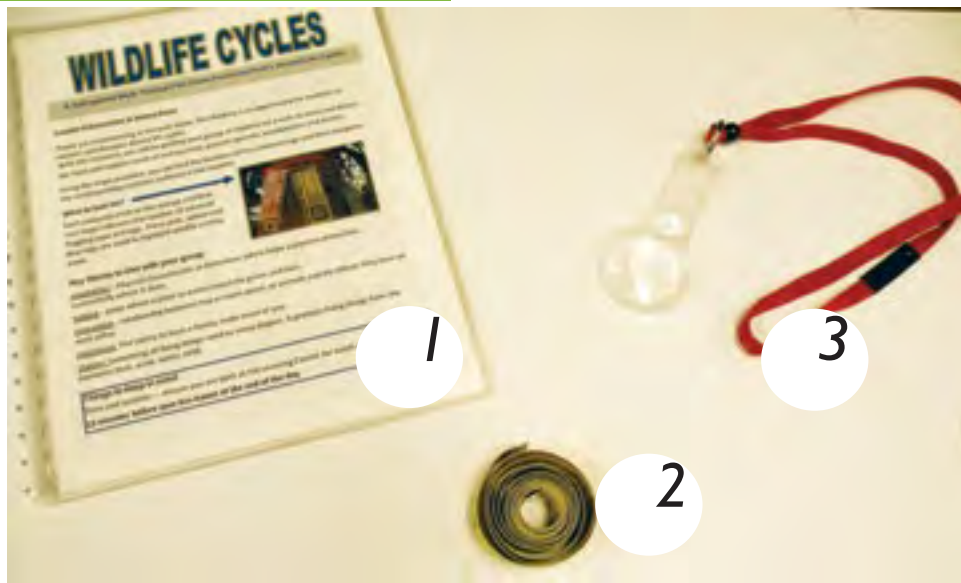
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Using the attached templates in the appendix, students will use differently shaped tiles (circle, square, triangle, pentagon and hexagon) to build a shelter for a wasp and her offspring. Concepts of lifecycles, geometry and building are used to introduce insect adaptations.

## 3 Animal Introduction *Worksheet: No*

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Practice measuring different weight increments on a scale. Instruct your students to find classroom objects that are the same weight as 1, 3 and 700 grams.



## 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 3 Wild Life Cycles* program, your students will be provided with the following:

### 1 Wild Life Cycles Information Booklet

These booklets will be used by parents and students to study animal life cycles in the park.

Students will be able to identify common species of birds, insects or mammals using an identification key.

### 2 Measuring Tape

Students will measure the height and length of red squirrel food storage areas and diameter of the shelter sizes.

Students will measure and estimate the distance between ground squirrel shelters.

Students will examine and measure the depth and length of woodpecker holes.

### 3 Magnifying Glasses

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

Students will use the magnifying glasses to compare and contrast physical characteristics of wildlife.

Students will use the magnifying glasses to investigate bark beetle tunnels and life cycles.



# Field Trip Activities

## Information Booklets

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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

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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 Map Reading Worksheet: No

- Students will practice using a map to locate the trail markers required for the other program activities

**If your group is struggling with map orientation, ask the Environmental Educator for tips BEFORE you go outside.**

## 2 Creature Characteristics Worksheet: Yes

- Students will observe and record characteristics of different living creatures
- Students will identify the species with the identification guides
- Students will compare and classify the animals back at school

## 3 Animal Shelter Worksheet: Yes

- Students will explore how red squirrels, ground squirrels and woodpeckers find shelter
- Students will discuss how animals utilize shelter for parental care
- Students will measure the distance, size and length of the various shelter types

## 4 Animal Food Needs Worksheet: Yes

- Students will investigate how red squirrels, ground squirrels and woodpeckers find food
- Students will discuss how food needs change as the animal continues its lifecycle
- Students will calculate how much food (by weight) red squirrels require daily

## 5 Squirrel Poem Worksheet: Yes

- Students will record, reflect and share their experiences through creative writing
- Students will write a brief poem that includes facts gathered in the previous activities

## 6 Drama Worksheet: No

- Students will express simple characterization through movement and use dramatic movement to enhance learning in other areas of the curriculum.
- Students will act out the lifecycle of three different types of animals to illustrate the differences in behaviour and appearance as the species matures

# 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.*

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## Class Classification Worksheet: No

Compile a master list of the information gathered by the groups during the activity “Creature Characteristics”.

1. Have a class discussion about classifying (grouping) animals who share common characteristics. How
2. many different ways to group the animals can the students suggest?

Possibilities include:

- number of legs
- habitat
- activity
- body covering
- animal eaters, plant eaters or both
- crawlers, hoppers, walkers, fliers,
- swimmers
- builders or non-builders

3. Ask the students to select one method of grouping and illustrate the data using either a bar graph or a pictograph.
4. Compile a class list of facts learned about each of the animals studied during your Park visit. In what ways were the animals similar and how were they different? Be sure the students include information about physical characteristics, coping with winter, diet, habitat, territory and parental care.
5. Review the math activities completed at the Park. Did everyone understand which mathematical procedures to use?  
Could the students solve similar problems based on their own food consumption.

Review the Park trail map with the students. Instruct the students to draw the trails and mark interesting locations, using symbols. They should include a legend and mark directions.

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## Wild Life Cycles Quiz Worksheet: Yes

Develop a short quiz to assess the information learned by the students. Results may indicate areas that other post field study activities need to focus on and which concepts your students have thoroughly comprehended.

A sample quiz follows. Use your own or this one, remembering that you may wish to modify it to fit the skill levels of your students.

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## Helping Wildlife Worksheet: No

Challenge the students to collect plastic bottles, aluminum cans and milk cartons for a week, storing the recycling material in the classroom. After a week, count how many of each item are collected.

- Calculate the mass of the total recycled materials.
- If pop cans are worth 5c and plastic bottles are worth 10c, how much money is the recycling worth?

Encourage the students to donate the money to a non-profit that works to protect habitat. Students can debate the merit of the organizations, voting on the one that they think will have the greatest benefit to the environment.

Here are some potential non-profits to donate to:

**Friends of Fish Creek:** engages the community through education and awareness to conserve a truly unique naturalized urban park.

**Calgary Wildlife Rehabilitation Society:** dedicated to treating injured and orphaned wildlife, providing valuable outreach and education services to the community and engaging all volunteers in motivational work and skill building experience.

## 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*. Please see confirmation letter for your fee total.
- 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

CONNECTING PEOPLE WITH PARKS



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## Animal Life Cycles Vocabulary

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

adaptation - Physical characteristic or behaviour, which helps a plant or animal live successfully where it does.

animal: Something that gets its energy by consuming other things

ecology: The interaction between living and non-living things and the environments in which they live.

energy: Something everything needs to survive. It comes from the food we eat, the water we drink and the rest we get. Energy starts at the sun.

habitat - place where a plant or animal naturally grows and lives.

interaction - relationship between two or more plants or animals and the effects they have on each other.

reproduce: The ability to have a family, make more of you.

shelter: Something all living things need to some degree. It protects living things from the elements (sun, wind, water, cold, heat).

space: The area all living things need to survive. The amount greatly varies for different plants and animals.

## Riddles and Poems

Write and post a few riddles around the classroom. The riddles could be written, or illustrated depending on reading levels, to reflect the vocabulary required to cover curriculum objectives of the field study day.

They can also be written as rebus sentences (sentences that contain pictures to replace individual words). As the students figure out the riddles, have those students tell the class.

Challenge them to develop their own riddles.

Examples:

There is some of me everywhere,  
you need me, plants need me,  
I can change shape and size,  
but you can't see me.  
**WHO AM I? (space)**

Write a few tongue twister alliterations that reflect the vocabulary required to cover curriculum requirements of the field study and see if the students can repeat them.

Challenge them to make up their own.

## Hive Alive!

Wasps build complicated structures to protect their eggs and larvae. The queen will chew wood to a pulp to create paper. Layers and layers of paper are used to make the nest. Inside the nest, individual sections of the nest are called cells, which are the “nurseries” for the eggs.

- If you were wasp, what shapes could you use to create the inside of your nest?

Print the worksheet [HERE](#) for the students and instruct the class to cut out the shape tiles.

- **Discuss the different shapes:** circle, square, triangle, pentagon and hexagon. How many sides does each shape have?

In small groups of 4-5, challenge the students to use the different shapes to get as much of the hive covered in the large shape as possible.

As the students work through the activity, show an image of a wasp or bee honey comb.

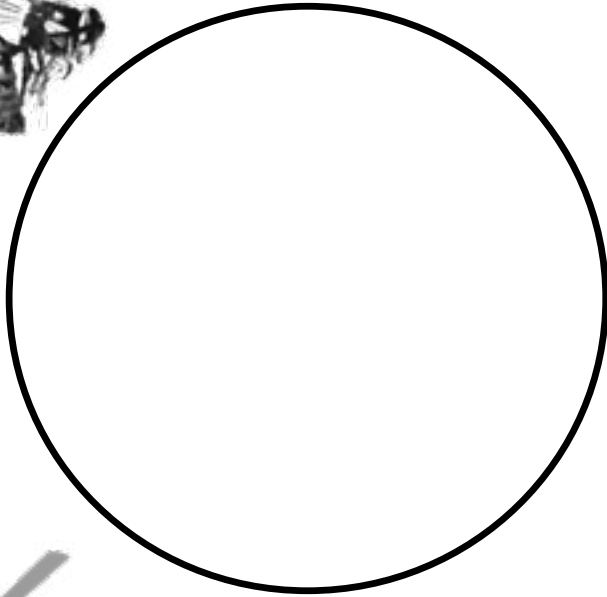
- What shape is are the cells?

## Wasp Life Cycles

### Lifecycle:

- Fertilized queens are female wasps that can lay eggs
- Queens will find a safe and warm place to overwinter
- As the temperature gets warmer, the queens start to become active, and start to make a nest
- The queens feed the newly hatched larvae for 10-12 days
- The larvae then pupate or turn into pupae, and stay as a pupae for 12 days
- The pupae turn into worker adults that will build a bigger nest, tend the other larvae, collecting food and protecting the queen
- All of the wasps we see are female wasps. They cannot lay eggs. They work together to help their sisters and their mother the queen.

# Wasp Worksheet



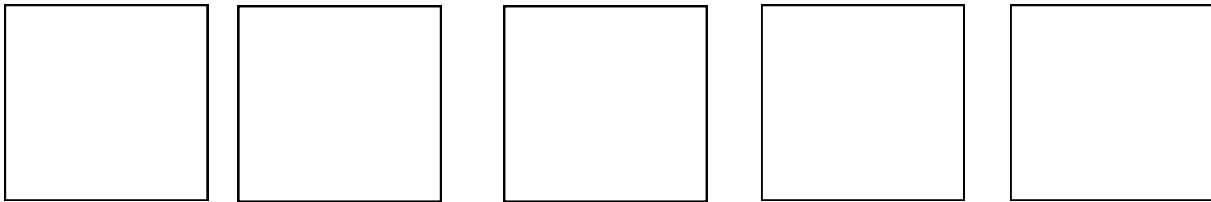
Help the wasp make a nest to lay her eggs!

- 1.) **CUT** out the shapes below
- 2.) **PLACE** the shapes in the **CIRCLE** near the wasp
- 3.) Which shape fits the best? Why?
- 4.) **GLUE** the best fitting shape to the circle and draw baby larva inside.



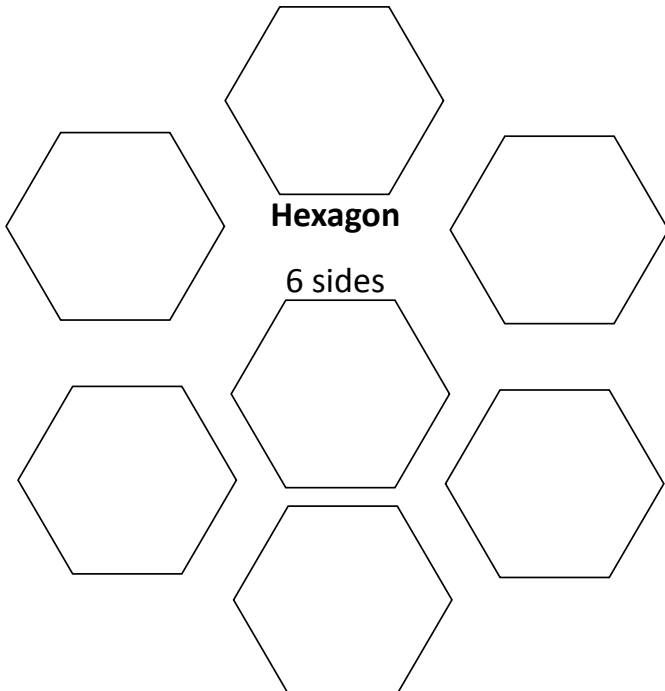
**Square**

4 equal sides



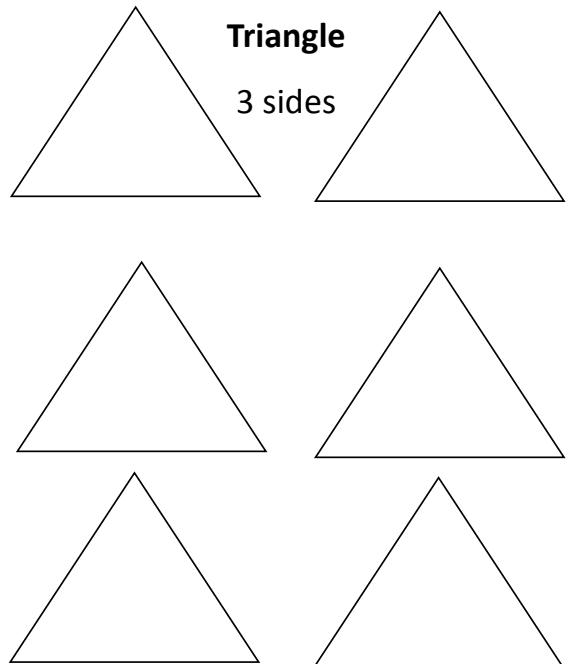
**Hexagon**

6 sides



**Triangle**

3 sides





## Wild Life Cycles Quiz

\_\_\_\_\_

Name	Date	Score
------	------	-------

1. On the line beside each word print the letter of the description that best explains the word.

- |                 |  |
|-----------------|--|
| ___ mammal      | a. place where a plant or animal naturally grows and lives   |
| ___ rodent      | b. physical characteristic or behaviour which helps a plant or animal live successfully in its environment |
| ___ habitat     | c. animal with teeth especially adapted for gnawing  |
| ___ interaction | d. animal with a backbone that gives birth to live young and feeds those young milk                        |
| ___ adaptation  | e. relationship of one organism to another and the effects that one organism has on another                |

2. List the four basic needs of all living things.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Look at the animals pictured below. Use a red crayon to circle 3 animals that share a common characteristic.

Print their common characteristic, in red in the space below.

Pick 3 other animals with a different common characteristic, circle their pictures with another colour crayon and print their common characteristic beside one of them.

Find 3 more animals and do the same things, using a different colour crayon.



Pick one of the animals you learned about during your visit to Fish Creek Provincial Park and answer the following:

Animal (woodpecker, red squirrel, ground squirrel ) \_\_\_\_\_

Where does it live: grasslands, forest? \_\_\_\_\_

Name 2 things people might do to that habitat to spoil it so the animals could not live there anymore.

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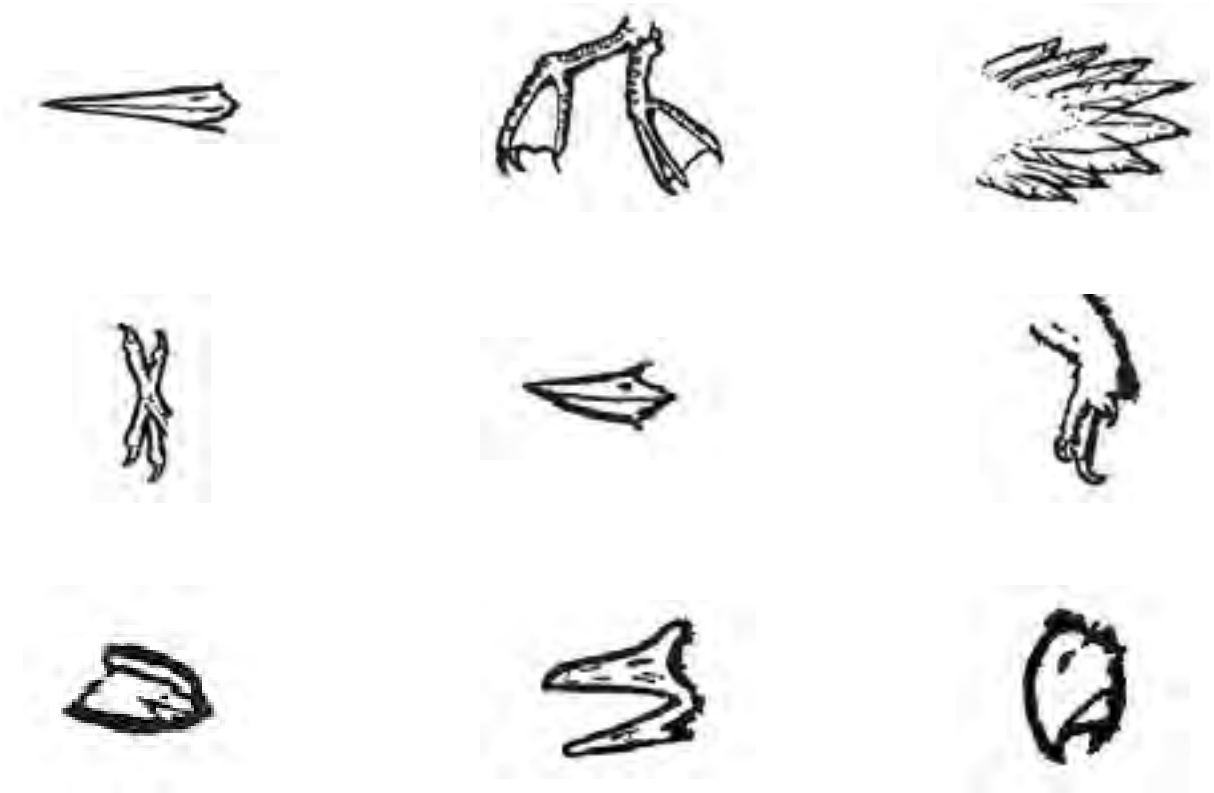
What can you do to help take care of that environment?

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# WOODPECKERS

1. Circle each picture that shows an adaptation that helps woodpeckers live in the forest, find food and build their nests.



2. The following sentences describe how a woodpecker's food needs change from birth to adult. Put the sentences in order, starting with birth, by numbering them.

- \_\_\_\_\_ waits for parents to bring food
- \_\_\_\_\_ finds its own food
- \_\_\_\_\_ calls from the hole entrance for parents to bring food
- \_\_\_\_\_ uses yolk inside the egg
- \_\_\_\_\_ follows parents, learning from them how to find food

3. What do woodpeckers eat?

\_\_\_\_\_

4. Who takes care of the eggs and baby woodpeckers? \_\_\_\_\_

5. Where do woodpeckers find shelter? \_\_\_\_\_

## RICHARDSON'S GROUND SQUIRREL

1. Read each sentence carefully. If it is true, put a T on the line in front of it. If it is false, put an F on the line.

- \_\_\_\_\_ Ground squirrels live in short grass places.  
 \_\_\_\_\_ Ground squirrels find shelter underground.  
 \_\_\_\_\_ Each ground squirrel digs one hole.  
 \_\_\_\_\_ There are many long tunnels underground where ground squirrels live  
 \_\_\_\_\_ The mound of dirt is used as a lookout to watch for predators.  
 \_\_\_\_\_ Baby ground squirrels leave their underground nest to eat grass as soon as they are born.  
 \_\_\_\_\_ Mother, father, older brothers and sisters take care of the babies.  
 \_\_\_\_\_ Ground squirrels have sharp claws for catching birds to eat.  
 \_\_\_\_\_ Ground squirrels have very good eyesight to watch for predators.  
 \_\_\_\_\_ The colour of ground squirrels' fur helps them hide from predators.

2. Circle the pictures of things the ground squirrel eats.



3. Each ground squirrel has its own space (territory). Each ground squirrel finds its own food and digs its own shelter so how does living close to each other help ground squirrels survive?

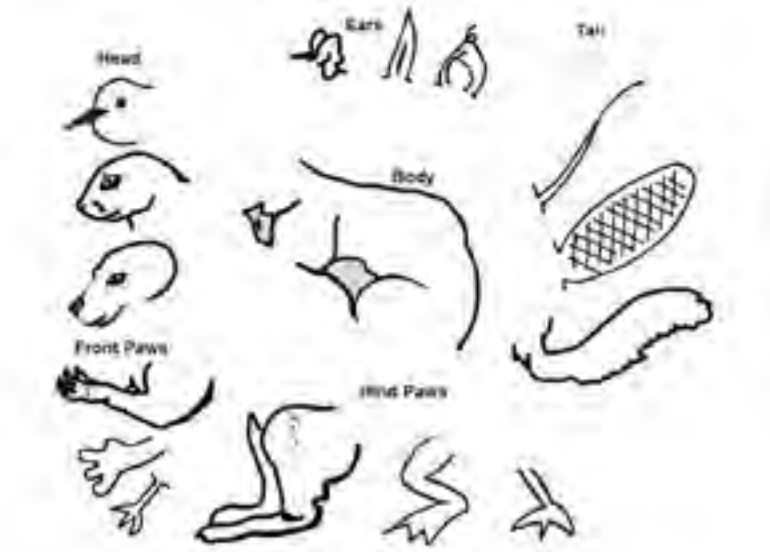
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# RED SQUIRREL

1. Add the following parts to the red squirrel's body. Beside each one explain how it helps the red squirrel live in the forest.



2. Within each row there is one word that does not fit with the others. Circle that word. At the end of each row, on the line, print a word or phrase that explains what the list is about.

Example:	sharp teeth	curved claws	good eyesight	<b><u>adaptation</u></b>
	lodges	dreys	tree holes	_____
	owls	coyotes	unleashed dogs	_____
	cones	buds	mushrooms	_____

3. Draw a line from the red squirrel named on the left to EVERY sentence on the right that applies to that red squirrel.

new- born red squirrels	live alone, each has its own shelter and space
	build nests
mother red squirrels	meet food needs by drinking mothers' milk
	blind, deaf and naked
father red squirrels	take care of babies
all adult red squirrels	

## WILD LIFE CYCLES ANSWER KEY

1. Circle each picture that shows an adaptation that helps woodpeckers live in the forest, find food and build their nests. (3 marks)

2. The following sentences describe how a woodpecker's food needs change from birth to adult. Put the sentences in order, starting with birth, by numbering them. (5 marks)

- 2   waits for parents to bring food
- 5   finds its own food
- 3   calls from the hole entrance for parents to bring food
- 1   uses yolk inside the egg
- 4   follows parents, learning from them how to find food

3. What do woodpeckers eat? (3 marks)

  insects                          tree sap                          berries  

3. Look at the animals pictured below.... **Answers will vary**

Name 2 things people might do to that habitat to spoil it so the animals could not live there anymore. (2 marks)

\_\_\_\_\_ **Answers will vary** \_\_\_\_\_

Explain 1 thing children could do to help take care of that environment. (1 mark)

\_\_\_\_\_ **Answers will vary** \_\_\_\_\_

Circle each picture that shows an adaptation that helps woodpeckers live in the forest, find food and build their nests. (3 marks)

2. The following sentences describe how a woodpecker's food needs change from birth to adult. Put the sentences in order, starting with birth, by numbering them. (5 marks)

- 2   waits for parents to bring food
- 5   finds its own food
- 3   calls from the hole entrance for parents to bring food
- 1   uses yolk inside the egg
- 4   follows parents, learning from them how to find food

1. Read each sentence carefully. If it is true, put a T on the line in front of it. If it is false, put an F on the line. (10 marks)

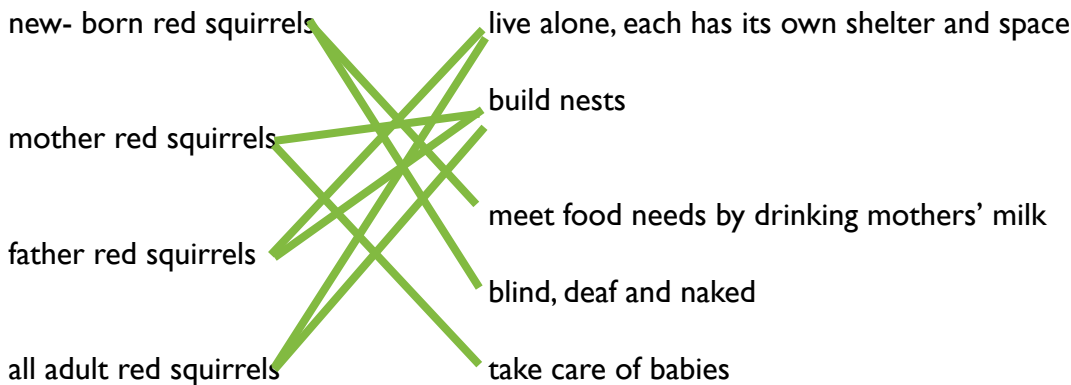
- T  Ground squirrels live in short grass places.
- T  Ground squirrels find shelter underground
- F  Each ground squirrel digs one hole.
- T  There are many long tunnels underground.
- T  The mound of dirt is used as a lookout to watch for predators.
- F  Baby ground squirrels leave their underground nest to eat grass as soon as they are born.
- F  Mother, father, older brothers and sisters take care of the babies.
- F  Ground squirrels have sharp claws for catching birds to eat.
- T  Ground squirrels have very good eyesight to watch for predators.
- T  The colour of ground squirrels' fur helps them hide from predators.

Each ground squirrel has its own space (territory). Each ground squirrel finds its own food and digs its own shelter. How does living close to each other help ground squirrels survive? (1 mark)

All benefit from each other's alarm calls when a predator is near.

Example: sharp teeth	curved claws	webbed feet	good eyesight	<u>adaptation</u>
lodges	dreys	burrows	tree cavities	<u>shelter</u>
owls	coyotes	deer	unleashed dogs	<u>predators</u>
cones	buds	seeds	mushrooms	<u>food</u>

3. Draw a line from the red squirrel named on the left to EVERY sentence on the right that applies to that red squirrel.



### **BARK BEETLETUNNELS**

Firmly holding the paper in place over the bark beetle tunnels on the log, rub the **SIDE** of your pencil lead back and forth across the paper.

# **Wild Life Cycles**



Name: \_\_\_\_\_



### CREATURE CHARACTERISTICS

Animal	Body Covering	Number of Legs	Where it was seen

### WOODPECKER

Circle the FOOT, FOOD and the BEAK of a woodpecker.



# GROUND SQUIRREL

## SHELTER

The soil feels:

The mound was \_\_\_\_\_ cm high.

There were \_\_\_\_\_ other holes.

## FOOD

I observed a ground squirrel eating:

People should not feed or touch ground squirrels because:

# RED SQUIRREL

Drey (nest)

Draw the squirrel's drey.



It was made of:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. About 500 spruce seeds weigh 1 gram. A red squirrel eats 3 grams of seeds each day. How many seeds will the squirrel eat in 1 day?
2. The red squirrel will eat \_\_\_\_\_ seeds.
3. Red squirrels eat seeds, insects, buds and mushrooms. Sketch the objects you found that a squirrel might eat.

# RED SQUIRREL

## FOOD

- 1. How many holes did you find? \_\_\_\_\_
- 2. Did you see any cones in the holes? \_\_\_\_\_
- 3. How deep are the holes?  
\_\_\_\_\_ cm \_\_\_\_\_ cm \_\_\_\_\_ cm

## I. ANIMAL OBSERVATION

Draw a squirrel and write three words to describe what it looks like.

# WOODPECKER

## SHELTER

Hairy		Downy/Sapsucker		Pileated	
_____ cm across		_____ cm across		_____ cm across	
Fresh or Old?		Fresh or Old?		Fresh or Old?	

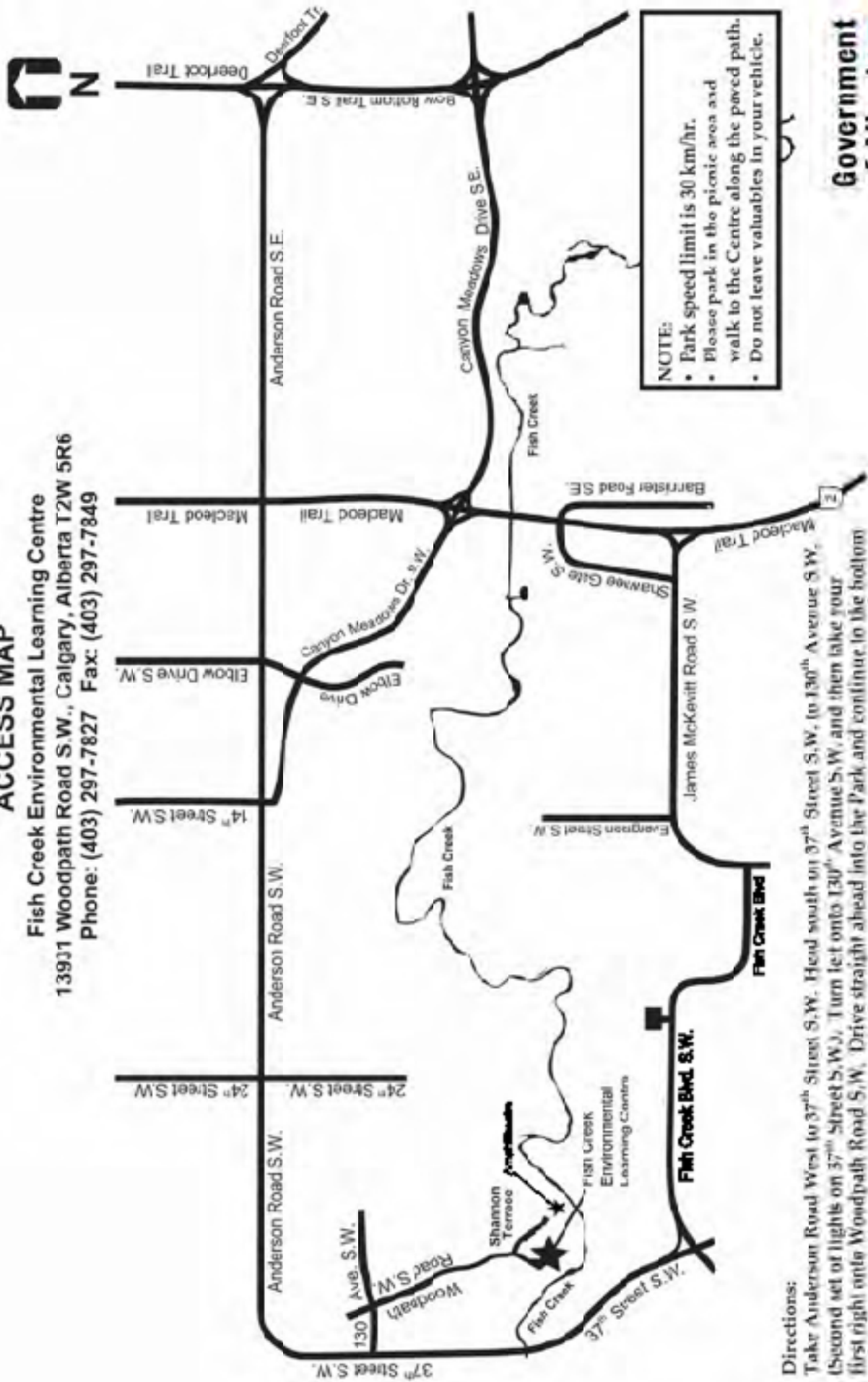
## FOOD

Hairy/Downy		Sapsucker		Pileated	
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# 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 37<sup>th</sup> Street S.W. Head south on 37<sup>th</sup> Street S.W. to 130<sup>th</sup> Avenue S.W. (second set of lights on 37<sup>th</sup> Street S.W.). Turn left onto 130<sup>th</sup> 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).

# 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
- Public Parking
- School Group Parking Only
- Bench
- Fence
- Asphalt Trail
- Shale Trail
- Dirt Path

