

Ohio Standards

K.LS.1: Living things have specific characteristics and traits. *Observe nature in a variety of ecosystems. Design and plant a pollinator garden.

K.LS.2: Living things have physical traits and behaviors, which influence their survival.

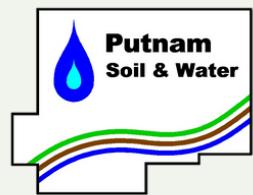
Worms and their Ecosystem

First we will find out what the students know so far about worms. Then children will be introduced to red worms and their environment. We will discuss how to properly care for the animals so none get hurt. Students will then use magnifiers and craft sticks to discover and meet the organisms that make up the worm bin ecosystem. Kids will find their creatures on a picture sheet as they search. Students will share what they have found with one another as we sort through the worm bin contents. We will try two experiments with the worms. After discovery time, we will have a short debriefing where we will talk about how many things we discovered and mull over why the organisms are shaped the way they are and behave the way they do. Teacher receives a coloring book on worms.

What Bird Goes Where (Project Wild Adaptation)

We will have a short intro on organism differences and why all animals are not the same. Why do giraffes have long necks and elephants have big feet? The class will be divided into small groups and given a set of photos of bird bodies, feet, and food. Each group will match the birds, feet and habitat that they think go together. Then we will guess which habitats the birds would live in. Then we will all talk together about what matches with what and debrief why differences are important. We will go out for a short walk to identify birds. We can try to call some in to us. If time allows we will end with a little guessing game.

Each program is designed to be about 40 minutes long and can be geared toward any education level. All programming is FREE. Contact Bonnie Brooks at bonnie.brooks@putnamcountyohio.gov or 419-523-5159 to schedule.



Plant Differences

We will open with showing some interesting plants and how they are different from one another. Students will then plant 3 different seeds in a recycled container and watch them grow. They will make hypothesis and observations of the differences of roots, stems and leaves over time. They will compare how the roots are different than the leaves and take note of the needs of the plant. They will measure the plants every 3 days and put those lengths on paper to compare growth from one week to the next. How long before their life is over? How to dispose of plants like nature? Take to a compost pile or put in the woods or feed to worms in a worm bin.

Habitat Walk

We will first practice how to do a habitat walk. Each child will choose a picture of a native Ohio organism they think we will see in the habitat we will be visiting. We will then take a walk outside to find out if they can see signs of what they chose. We will discuss what we found and why. Then we will look at another habitat and choose new cards. Walk is determined by how many habitats we can find. Discussion about how to make more habitat will be included.

Animal Tracks

Students observe animal paws and note the similarities and differences between them. Why do some paws have webs and others fur? Why do some have big claws and others have long feet? Students then use plaster-of-Paris and playdough to make their own animal track to take home.

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