



Protecting Southwest Florida's unique natural environment and quality of life ... now and forever.

Puppet Shows

Pre and Post-Program Activities

Grade Level: Pre K - Kindergarten

Next Generation Sunshine State Standards

- SC.K.L.14.1; SC.K.L.14.3; SC.K.N.1.2

Program Overview

Join the adventures of Alligator, Tortoise, Raccoon and Owl as they explore new habitats, meet new animal friends, and learn how to work together to protect our environment.

Learning Objectives Students will be able to:

1. Recognize that all living things have basic needs for survival.
2. Understand that humans can impact animals in harmful ways.

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Conservancy of Southwest Florida has been awarded Charity Navigator's prestigious 4-Star top rating for good governance, sound fiscal management and commitment to accountability and transparency. Charity Navigator is America's largest and most respected independent evaluator of charities.

Pre-Program Activity 1: What to Eat

Duration of Activity: ~1 hour

Background:

1. Ask students what their favorite food is (you will have all kinds of answers).
2. Ask students to raise their hand if they like to eat meat, and explain what *carnivore* means (use Picture 1 to better explain). Animals such as snakes, panthers, sharks and dolphins are carnivores.
3. Ask students to raise their hand if they like to eat plants (fruits and vegetables) and explain what *herbivore* means (use Picture 2 to better explain). Animals such as tortoises and manatees are herbivores.
4. Ask students to raise their hand if they like to eat BOTH plants and meat, and explain what an *omnivore* is (use Picture 3 to better explain). Bears, turtles, and most people are omnivores.
5. Explain that in the wild, animals eat lots of different things, so it is important to have LOTS of different plants and animals in the environment!

Directions:

1. Assign 3 areas of the classroom for *carnivores*, *herbivores*, and *omnivores*.
2. Assign an animal to each student (see cut-outs below): alligator, raccoon, tortoise, or owl. The food that each animal eats is listed beneath the animal name.
3. Have each student think about if his or her animal is a carnivore, herbivore, or omnivore.
4. Have students go stand in the designated area of the room that they think their animal belongs. Discuss each animal and what it eats. Did everybody get it right? If not, why not?
5. **OPTIONAL:** If time allows, collect all animal cards, redistribute and play again.



Picture 1: Carnivore



Picture 2: Herbivore



Picture 3: Omnivore

Alligator

Bugs
Birds
Snakes
Turtles
Fish
Mammals

Raccoon

Bugs
Berries
Fruit
Nuts
Fish
Frogs
Snakes

Tortoise

Grass
Leaves
Flowers
Cactus

Owl

Mice
Rats
Rabbits
Squirrels
Birds
Frogs
Lizards

Pre-Program Activity 2: Exploring Habitats

Duration of Activity: ~20 minutes

Directions:

Explain to students the definition of a ‘Habitat’ – a habitat is where an animal or plant lives! Watch this episode of Sid the Science Kid (6 min) with the students, and discuss what animals and habitats the characters discover.

<http://www.pbs.org/parents/sid/episodes/current-season/>

(Episode #209, “Save the Stump”)

Post-Program Activity 1: Outdoor Exploration

Duration of Activity: ~1 hour

Materials: sheets of paper, stapler, pencils

Directions:

In this activity, students will go on an outdoor exploration and will create an entry in a Nature Journal.

Before the excursion, have students create their Nature Journals (or you may do it for them and have them ready). Give each student one piece of white paper. Have them fold it in half, and then in half again. Cut the top or bottom, so four small pages are created. Next, assist students with stapling one edge, so that a small booklet is created. Have students decorate the cover and put their name on it.

Outdoor Exploration:

Lead students on a walk through a field, woods, or other nearby natural area. Have them look and listen for signs of wildlife. Have them write or draw what they hear and see in their Journals. One-word recordings will suffice. Have them look up, look down, and all around, for life is EVERYWHERE! This will help with students’ observation, listening, and writing skills, all while learning about Florida ecosystems and wildlife.

Post-Program Activity 2: Living vs. Nonliving

Duration of Activity: ~1 hour

Materials: child-appropriate magazines, glue, scissors, construction paper

In this activity, students will be engaged in a project and discussion about what makes something living or nonliving. Students will learn the basic needs of all living things to survive, grow, and reproduce. Nonliving things do not have these basic needs, nor can they grow or reproduce. Finally, as a means of assessment, students will find pictures of living things and nonliving things, and identify what they need to survive.

Directions:

Before the activity:

Using magazine pictures, cut out and glue 5 pictures of living things on one piece of paper, and 5 pictures of nonliving things on another piece to use as examples to the class.

The activity:

Introduce the lesson by explaining that all living things have basic needs they must meet in order to survive. Use your pre-made pictures as examples. Ask the following questions:

1. What makes something 'living'? (It can grow and reproduce)
2. What makes something 'nonliving'? (It CANNOT grow or reproduce)
3. What do living things need to survive (have them think about their dog, cat, goldfish, baby brother, trees, etc.)? (Air, water, food, shelter, and space. All living things can grow and make more living things like themselves).
4. Do nonliving things have these same needs? (No, they do not eat, breathe, grow, reproduce, etc.)

Next, have students create their own poster of living/nonliving things. Give each student a piece of construction paper and have them fold it in half. On one half they will put pictures of living things, and the other half, nonliving things.

Distribute the magazines, glue, scissors, etc. (or you may cut out pictures for students ahead of time). Have students come up with three examples of each. Next, beneath the "living" pictures, have students write or draw ONE thing that their living thing needs to survive (try to pick something different for each one; not allowed to put 'water' for all three).

Afterward, have each student find a partner and share their posters with each other.