



Exploring our Wild Senses

Kindergarten: Overview

Learner Outcomes

- Be able to define migration in visual and verbal terms
- Be able to list sensory adjectives related to the four seasons.
- Be able to differentiate between **Wild** and **Domestic** animals
- Understand a wildlife refuge as a place set aside by humans just for wildlife.
- Be introduced to National Wildlife Refuges as a place to have fun and enjoy wildlife.

Connections to Colorado State Standards

Science 1a,1b, 2.1a, 3.4a, 3.4b,

The Program

This program is divided into three parts that make a complete integrated unit for your class.

Discovery Centers- As a pre-trip lesson, five student discovery centers are provided for your classroom to introduce students to the National Wildlife Refuge and the concepts they will be learning.

Field Study- is a 3-4 hour field trip to Alamosa or Monte Vista National Wildlife Refuge students explore the wildlife and weather through their five senses.

Post-Field Study Problem Solving- Back in the classroom through a simple teacher led activity students will explore National Wildlife Refuges as a place for animals in the winter.

Sharpening Our WILD Senses *Kindergarten Discovery Centers*

Teach Instructions:

Set up each discovery centers around your classroom (see set-up instructions for each center). Each center will take 10-15 minutes to complete. You can have students work cooperatively or individually. You may need to help each group read and interpret the instructions.

For lower level readers you will need to go through each station as a class. You can choose one each day and work through it together.

1– *Eagle Eyes*- (1b)- use hands to focus light into eyes and identify various shaped objects in the classroom.

2- *Wolf Nose* (1b)- Differentiate between scents and enhance of the sense of smell using wolf nose.

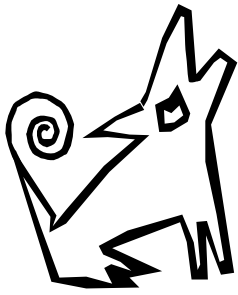
3- *Deer Ears* (1b)- Listen carefully for different sounds in the classroom and enhance the sense of hearing by using Deer Ears.

4– *The Human Touch* (1b)- Touch various objects and match to their correct sense word.

5- *Wild or Domestic*- categorize pictures into wild or domestic animals

Materials Check List

- 3 film canisters with three varying scents
- 7 of the shapes listed under eagle eyes
- 10 pictures/ figurines of wild and domestic animals
- Touch Board



Wolf Nose

Discovery Center 1

Overview: Students will differentiate between scents and enhance of the sense of smell using wolf nose.

Time: 10 minutes

Location: Indoors

Learner Outcomes:

1. Students will use their sense of smell to explore unknown scents, and think about ways to improve their sense of smell.

Materials

1. 3 film cans with three different scents: vanilla, soy sauce, chocolate

Start Here

Do. . .

1. In front of you are 3 black cans.
2. Open each one.
3. Smell what is inside.

Read. . .



Members of the dog family have a good sense of smell. Dogs are often used by police to track scents. If you have a dog, you may have noticed his or her *wet* nose.

Do. . .

1. Lick your upper lip and smell the 3 cans again.
2. Do you notice a difference?

Try wolf nose, next time you are trying to track down a batch of freshly baked chocolate chip cookies.



Eagle Eyes

Discovery Center

Overview: Students use hand binoculars to play / *Spy!* with various shaped items in the classroom.

Time: 10 minutes

Location: Indoors

Learner Outcomes:

1. Students will understand that eagles have good vision.
2. Students be able to *spy* all 10 shaped objects in the room.

Materials

1. The seven shapes shown at bottom the page.

Preparation

1. Hang the various shapes around your classroom in plain view from the Eagle Eye Discovery Center.

Start Here

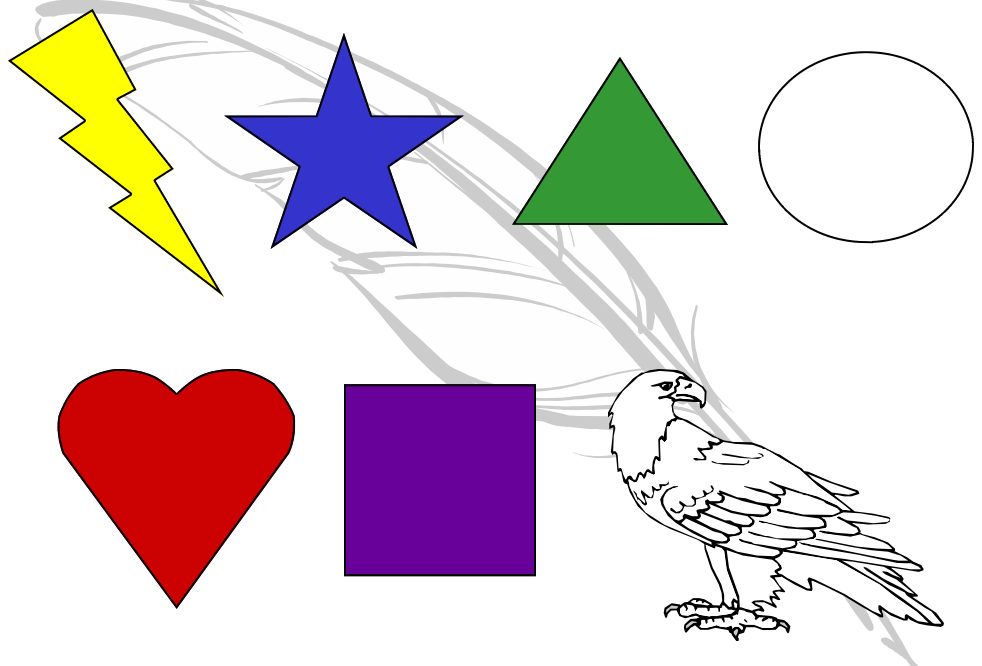
Read. . .

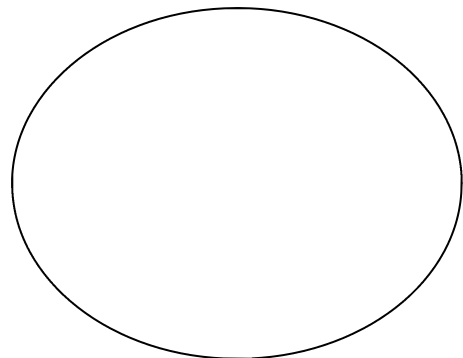
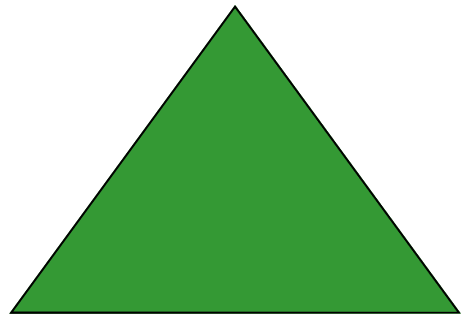
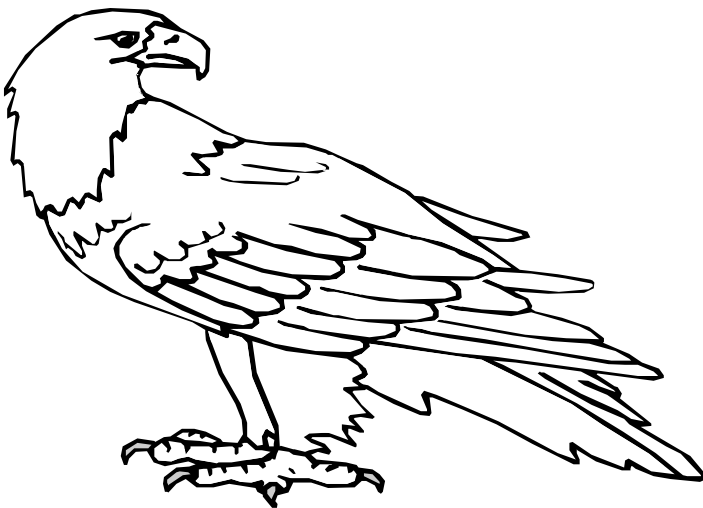
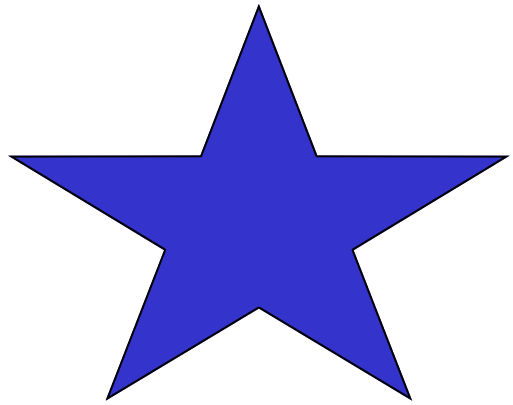
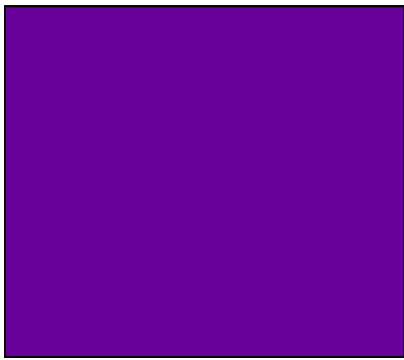
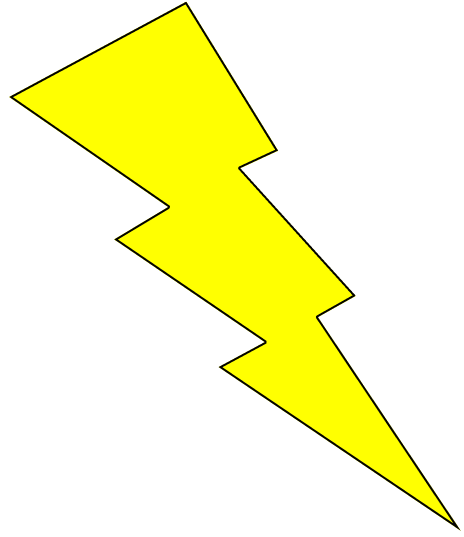
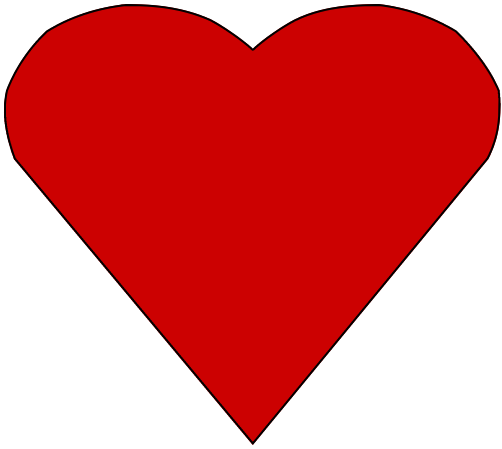
Eagles and other birds can see VERY well. To help them see they use **bi-noc-u-lar** vision. We can learn from eagles to see better.



Do. . .

1. Cup your hands around your eyes like you were using binoculars
2. Use your eagle eyes to find these shapes hidden around the room.







Deer Ears

Discovery Center

Overview: Student will count the sounds they hear around the classroom

Time: 10 minutes

Location: Indoors

Learner Outcomes:

1. Students will listen carefully for different sounds in the classroom and enhance their sense of hearing by using Deer Ears.

Start Here

Do. . .

1. Close your eyes and turn in a slow circle.
2. Count on your hands how many sounds you hear.

Read. . .



Deer have large cup-shaped ears to help them hear better. Deer can also move their ears to hear in many directions.

Do. . .

1. Cup your hands behind your ears.
2. Close your eyes and turn in a slow circle.
3. Count how many sounds you hear.
4. Did this help you hear more sounds?



WILD or Tame

Discovery Center

Overview: Students will categorize a series of figurines into a wild and domestic categories.

Time: 10 minutes

Location: Indoors

Learner Outcomes:

1. Students will categorize animal pictures into tame and wild.

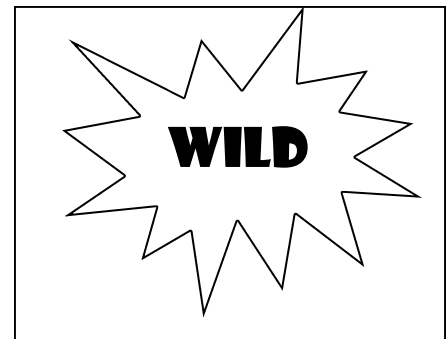
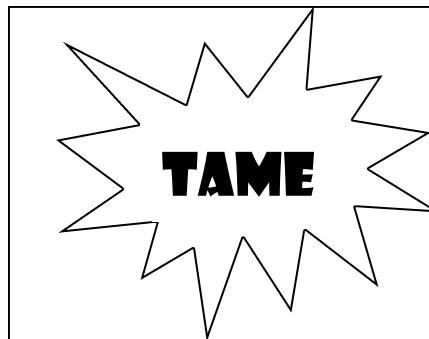
Materials

1. Various pictures of animals including both wild and domestic.
2. Wild and Tame Cards

Start Here

Do. . .

1. Look at each picture and put it into the WILD and/or TAME category.





Discovery Center

The Human Touch

Overview: Students feel various items and match them to the correct sense of touch word.

Time: 10 minutes

Location: Indoors

Learner Outcomes:

1. Student feel various items and match them to the correct sense of touch word.

Materials

1. Touch Board
2. Six items one for each category.

Diagram of Touch Board

Touch Board		
Feel each box on the touch board and then match the word that best fits each box.		
<input type="checkbox"/>	Rough	<input type="checkbox"/>
<input type="checkbox"/>	Slimy	<input type="checkbox"/>
<input type="checkbox"/>	Smooth	<input type="checkbox"/>
<input type="checkbox"/>	Soft	<input type="checkbox"/>
<input type="checkbox"/>	Furry	<input type="checkbox"/>
<input type="checkbox"/>	Dry	<input type="checkbox"/>
<input type="checkbox"/>	Pokey	<input type="checkbox"/>
<input type="checkbox"/>	Sharp	<input type="checkbox"/>



Teacher Information Sheet

Signs of the Seasons

Kindergarten Field Studies

Field Site: Monte Vista National Wildlife Refuge (6500 South Highway 15, Monte Vista)

Program Length: 3 Hours

Date: _____

Teacher: _____

Number of Students: _____

Teacher Preparation

1. Assign teachers/chaperones one of the three field lessons enclosed. A refuge staff person or volunteer will teach the INTRODUCTION.
2. Insure students bring the following: field clothes (long pants, hats, jackets, old sneakers) water bottle, pencils, nutritious lunch.
3. Fill out name-tags for each student and divide class into three groups.
4. Recruit at least three chaperones/teachers who will be responsible for managing smaller groups

Schedule

Introduction– Students review concepts covered in Discovery Centers including: Our WILD Senses, and wild versus domestic (**taught to the entire group**).

Students divided into three groups and rotate through three 30 minute stations

Wild and Crazy Life– Students use *eagle eyes* to collect natural objects that represent the colors of the four seasons.

Animal Needs– Students go fox walking with their wolf noses to hunt for the needs of animals and decide the best time of year to live at the Refuge.

Migration Maze– Students play a mother may I game to find their migratory grounds and hidden treasure.



Wild and Crazy Life!

Field Introduction

Overview: Students explore the concept of wild and domestic, and review how they can enhance their senses by learning from other animals.

Time: 30 minutes

Location: Outdoors

Learner Outcomes:

1. Students will be able to correctly categorize various pictures into WILD and DOMESTIC categories.
2. Students will be able to correctly remember their animal senses: See the wild senses fox walking, eagle eyes, wolf nose and deer ears.

Vocabulary:

Wild, tame, domestic, wildlife, wildlife refuge.

Materials

1. Domestic and wild labels
2. Pictures of various wild and domestic animals.
3. Two ropes of equal size

Preparation

1. In an open space, set up the ropes in the following configuration. (physical

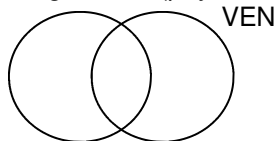


diagram)

Welcome to Monte Vista NWR

Explain. . .

- Welcome to the Monte Vista National Wildlife Refuge. You have been learning all about your senses and wildlife in your classroom, and today we are outside to learn more about wildlife and our senses during this time of year.
- In order for us to learn as much as we can and have fun at the same time, it is important for all of us to be on our best field trip behavior. Outline your own ground-rules for the day.

Wild or Tame Life?

Do. . .

- I am going to say a phrase. In your seats I want you to act out the word I say with your hands, bodies and voices.
 - Quiet like a good student
 - Big like a large house
 - Loud like a television
 - Small like a mouse
 - TAME, like your pet dog
 - WILD, like a prowling mountain lion.
 - Quiet like a hiding rabbit.

Ask. . .

- How did we act when I said the word TAME? *Listen to our owners, quiet, protective, fed by our owners*
- How did we act when I said WILD? *Like animals, out of control, roaming where we wanted.*

Explain. . .

- Today we are going to use our WILD senses to learn more about WILD life, so we need to make sure all of us know the difference between wild and domestic life.
- Two circles are set up in front of us. I am going to assign one for the WILDLIFE (*put picture of bear in middle of one of the rope circles*). The other circle is going to be DOMESTIC LIFE. I will then show you a picture, and I want each of you to answer WILD LIFE, DOMESTIC LIFE, or BOTH by moving to the right place in the circles. Where the two circles overlap is the BOTH area. Remember to be wild, an animal must find its own food, be unpredictable and not tamed by humans.

Do. . .

- Show the various domestic and wildlife pictures and have students move to the corresponding place in the circles. Correct any misunderstandings and discuss some of their answers.

Our Wild Senses



Eagle Eyes

Cup hands around your eyes to focus more clearly on far away objects.



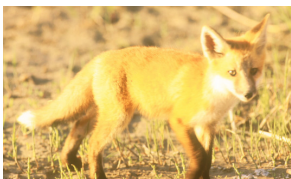
Wolf Nose

Lick your upper lip to better smell your surroundings.



Deer Ears

Cup your hands behind your ears and pivot to hear in different directions.



Fox Walking

Cup your hands behind your ears and turn your head to hear in different directions.

Our WILD Life Senses

Explain. . .

In your classes you have learned about our five senses, our five senses will be our tools to help us learn today.

ASK. . .

- What are our five senses? (*sight, hearing, touch, taste, smell*)
- Who remembers what animal has a good sense of SIGHT? *Eagles*
- Who remembers what animal has a good sense of SMELL? *Wolves and dogs*
- Who remembers what animal has a good sense of HEARING? *Deer*
- Who remembers what animal has a good sense of Touch? *Humans and another mystery animal I will tell you about?*

Do. . .

- For each WILD sense, review what it means (see left), and have students demonstrate each sense.
 - For Deer Ears have them close their eyes and count how many sound they hear.
 - For Eagle Eyes play I Spy by describing a far away object and having the students find the object.
 - For Wolf Nose have the student lick their upper lips and describe out-loud what the day smells like.

Explain. . .

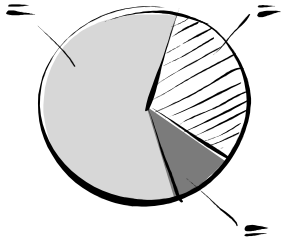
- Foxes are another animal that have a very good sense of touch, and they use this sense to move around very quietly by feeling with their feet before they move. We are going to try this.

Do. . .

- Have student stand in line perpendicular facing you.
- Demonstrate fox walking by hunching low to the ground. Reach forward with your right foot and lightly feel around before you put your weight down. If there is something that might make a noise when you put your weight on it that you will move your foot somewhere else. Repeat with left foot,
- Have student try this.
- Put a blind fold on one student. Have students surround the blindfolded student and try to sneak up on them
- The student with the blindfold can point to noisy fox walkers and they must return to the starting point to try again.

Explain. . .

- Today we are going to use our WILD senses to learn about the WILD Life that living at the Monte Vista National Wildlife Refuge. Before we get out and try to find some wildlife we need to remember these three things:
 - *Be respectful by not being really noisy or sneaking up on animals.*
 - *Leave things clean and neat by not dropping trash.*
 - *Do not take the WILD life or their homes (nests, feathers, etc.) with you.*



The Color of Seasons

Field Study 1

Overview: Using color students will relate seasonal changes to changes in habitat conditions of wildlife.

Time: 30-45 minutes

Location: Outdoors

Learner Outcomes:

1. Students will be able to correctly categorize colors typically associated with a particular season.

Vocabulary

Camouflage
Migration
Seasons

Materials

1. Laminated circles divided into quarters and with the seasons labeled.
2. Picture of ptarmigan in summer and in winter
3. Pictures of various colored birds.
4. Animals in Camouflage by Phyliss Limbacher Tildes

Preparation

1. Designate four areas of similar coloring for student groups to hide play-dough birds.

Season Pies

Ask . . .

- What are the four seasons we have in the San Luis Valley?
- What season are you visiting the Refuge?
- What does fall/winter/spring/summer sound/taste/smell/look/feel like?

Explain. . .

- We are going to use our Eagle Eyes to explore the colors of all the seasons in the San Luis Valley.

Do . . .

- Students collect as many colored natural objects as they can in 5 minutes.
- Starting with the season in which they visit the Refuge, categorize their natural objects based on colors on the quartered circles.

Discuss. . .

- Why do we find certain colors in certain seasons.
Fall (orange, yellows, browns)- *leaves changing, seeds*
Winter (white, brown, blues) *snow, plant dormant, frozen water*
Spring (browns, yellow greens)- *sprouting plants*
Summer (all colors, shades of green)- *Flowers, green plants*

WILD Life Colors

Ask . . .

- What are some colors of WILD Life we might see today?
- Do you think animals will try to blend in with the season they live the most in?

Read. . .

Animals in Camouflage by Phyliss Limbacher Tildes

Discuss. . .

- For each animal in the book ask the students to find the hidden animal.
- Then ask them what season might the animals survive best in.



Animal Needs

Field Study 2

Overview: Students learn about the needs of animals and humans and fox walk to hunt for foods found at the Refuge.

Time: 30-45 minutes

Location: Outdoors

Learner Outcomes:

1. Students will be able to list the needs of animals (food, water, shelter and space)
2. Students will be able to list three foods available for animals at the Refuge.

Materials

1. One insect box for each student
2. One baggie for each student.
3. 4 flags per student
4. "Turtles Fly South for the Winter"

Parts Adapted from:

The Fox Walk Food Hunt

Ask . . .

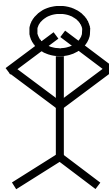
- WILD Life and humans are very different, we all need the same things.
- What are some of our needs? *Food, water, shelter and space*
- Where do we get our food, water, shelter and space? *Grocery store, farm*

Do . . .

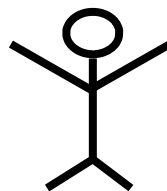
- For each need, introduce the symbol (see below) and have students say each need as they do the action.
- Call out various symbols and have the students do the corresponding symbol.



Food



Water



Space



Shelter

Explain . . .

- We are going to become WILD Life, and see if we can find all the needs of animals food, water, shelter, space (show symbols for each one).

Do . . .

- Give each student four flags one baggie, and one insect box. Give students 10 minutes to hunt for all the needs and mark what they find with flags, they can collect insects in the boxes and plants in the baggies.
- To find all our needs we will be very quiet and stealthy, so we will need to fox walk. Call students back and share by taking a tour of a few students findings that represent each need. Have students do the symbol for each need as they share what they have found.

Explain . . .

- Are these things available at the Refuge in every season? *No*
- What season do you think we might find less food, water, shelter, space?
Winter

Read . . .

Keepers of the Animals– Turtle Fly South for the winter

Ask . . .

- From this myth what do you think some animals do to find what they need in the winter. . . *Migrate*



Migration Maze

Field Study 3

Overview: Students play a game simulating food availability through each season. Each round students role play different insects

Time: 30-45 minutes

Location: Outdoors

Learner Outcomes:

1. Students will be able to describe what season has the most food available for animals.

Materials

1. Season Symbols
2. Migrate, Hibernate or Stay Card

*Adapted from:
How Many Bears Can Live
in the Forest. Project WILD*

Ask.. Is every season the same? What changes during the seasons? What happens to an animals food and home when a season changes?

Explain.. That animals have to adapt (change how they live) to the survive in different seasons These changes might cause them to change where they live (to migrate) in the fall and how they live in the winter (to hibernate) in order to survive.

Do... Have students group up and then choose 4 students and have each one pick a season card. Don't let them show any one their card and have them stand in front of the group. Pick one at random to shout out their season then have the students choose to Migrate, Hibernate or Stay.

Once they have chosen what to do. Then have them play "Mother May I". If it was Migrate those saying Mother May I move forward 1 step, Hibernate they move back 1 step and if they chose stay then they stay in the same place (Spring and Summer). Those who do not say "Mother May I" do not Survive. In the end see how far you move from your home territory.