



EARLY PRIMARY PROGRAM - 1 HOUR
Senses: Introducing Nature

We will awaken our **senses**...listen to birds, smell the forest, see the wonders of Swan Lake and "let Nature touch us".

BEFORE YOU ARRIVE:

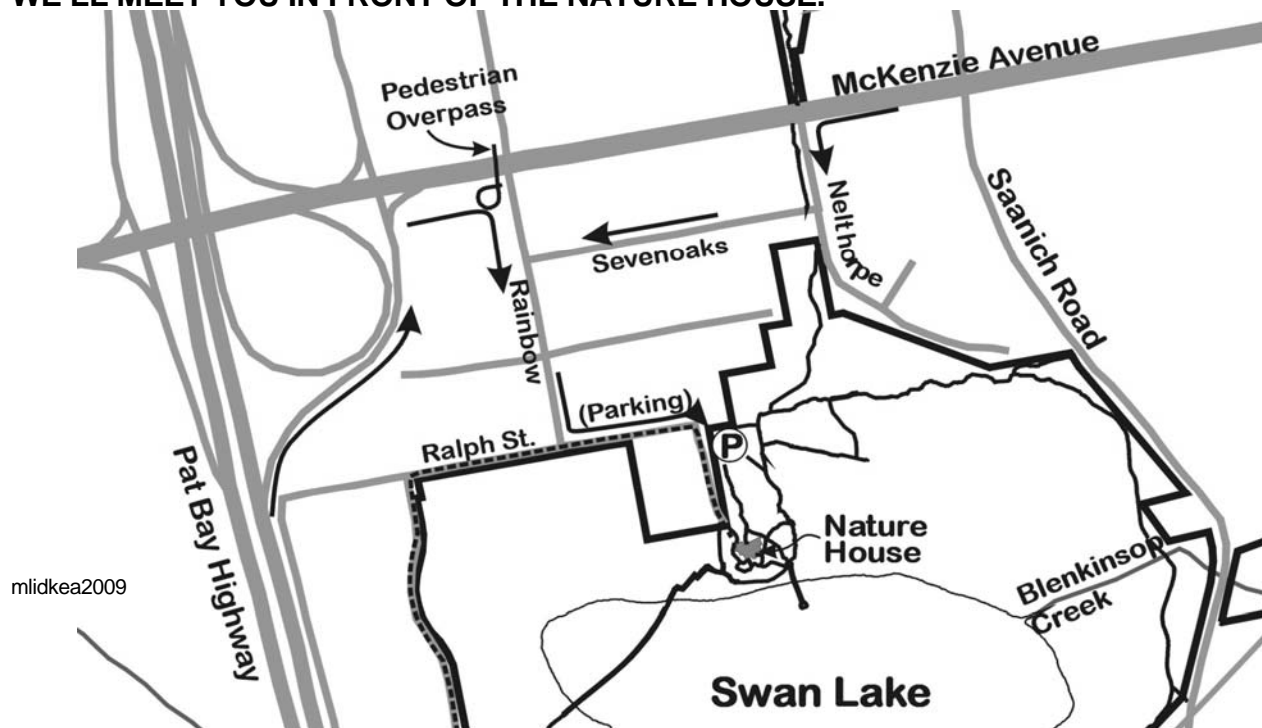
1. Provide students with easily read **nametags** for both indoors and outdoors.
2. Please encourage appropriate **clothing** for the weather.
(no umbrellas) Remember that half of your program is outside.
3. Divide your class into **TWO GROUPS** before your program.

We welcome parents. Please ask them to be responsible for their group and to help the children.

The Early Primary Program consists of three activities:

1. Group Introduction to Using Senses – 10 minutes
2. Nature Walk outside - 25 minutes
3. Tour of Nature House - 25 minutes

WE'LL MEET YOU IN FRONT OF THE NATURE HOUSE.



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Early Primary Program

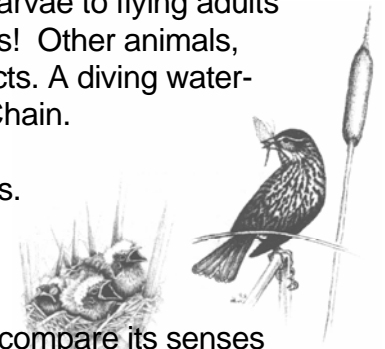
Outside the students may be introduced to the forest, the Garry Oak Meadow and the edge of the Lake. We may find animals, their homes or signs. We will explore with our **eyes, ears, noses and hands**.

Swan Lake's big attraction is "**feeding the ducks**". Remember that they are free to come and go, so some days there may not be many Mallard ducks to feed. We supply "**flatted**" **oats** to feed the ducks. We encourage the children to throw only a few seeds at one time and watch the ducks eat. Mallards "**dabble feed**", taking food from the lake, and straining out extra water between the "bumps" on the inside of the beak. If the weather is cold or wet, we should "dress like ducks". Sweaters trap warm air, like downy feathers and raincoats keep us dry like waterproof body feathers.

Other water-birds you may see and hear are the gulls, coots (black, white beaks, red eyes), great blue herons, cormorants, and maybe a kingfisher.

Around the edge of the lake, cattails, water lilies and duckweed grow. These provide a home for insects like the dragonflies and damselflies that change from aquatic larvae to flying adults in early summer. There is a **mystery at Swan Lake...no red-legged frogs!** Other animals, like the pumpkinseed sunfish and the western painted turtle, eat the insects. A diving water-bird may eat the fish, then a bald eagle may eat the water-bird...a Food Chain.

Listen for the **birds' special songs**...especially the red-winged blackbird's. Nature is always changing, so be prepared for surprises.



Inside the Nature House students will meet one of our live animals and compare its senses to theirs. They will also have "free time" to explore. Our displays have both "hands-on" and viewing components.

Honeybee Hive: Smell, touch and listen to it in the Library.
Find the Queen among all the female workers.

Garter Snakes: The ever popular native reptile sheds its skin.



Lake Edge Displays: The aquaria show the beginning of the Food Chain...algae, tiny plants, animals, insects and fish.

Turtles, in turn, eat the aquatic animals.

Homes Display: Insect and bird homes are featured. Materials in the trays are "hands-on".

Senses Display: Children of all ages like to smell, feel, see and hear at this centre.

Hands-On Table: Skulls, skins, owl pellets, and more to see and touch. Cards help adults to explain.

New Live Animal Displays: These animals have been in captivity at Malaspina College and

cannot be released into the wild.

Western Toad, Tree frogs, western garter snake, alligator lizards, long-toed salamanders (very shy), red-backed salamander (very shy) and rough-skinned newts (very shy).

Our Goals: The students will be able to:

1. use **4 senses** to learn about their environment (not taste)
2. meet an **animal** that lives at Swan Lake
3. use their senses to **explore** the Nature House.

Learning Outcomes for the Science IRP: The outside part of the program depends on the season, so outcomes can vary. Our program **may contribute to some of the following learning outcomes:**

Kindergarten

- *use the five senses to make observations
- *share with others information obtained by observing
- *describe features of local plants and animals (e.g., colour shape, size, texture)
- *compare local plants
- *compare common animals
- *demonstrate the ability to observe their surroundings
- *describe features of their immediate surroundings

Grade 1

- *communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally)
- *classify living and non-living things
- *describe the basic needs of local plants and animals
- *describe how the basic needs of plants and animals are met in their environment
- *describe changes that occur in daily and seasonal cycles and their effects on living things of plants within the home and school environment

We greatly appreciate students' artwork and writing. If you send us these about their trip to Swan Lake we will display as many as we can. Displays are put up in the long hallway to the left of the front door, in the classroom and in the Library.

