

Nature Hunt

Students will learn that animals communicate through their senses.

Objectives:

Students will be able to explain at least two reasons why animals communicate. Students will be able to demonstrate sounds and movements of at least three native Everglades animals.

Materials:

15 of the alphabet cards included in this guide - see list on the next page (Step #6.), along with a copy of the rabbit* card pictured on this page.

Methods:

Students use their knowledge and imagination to vocally and/or physically imitate Everglades wildlife.

Subjects:

Science, P. E.

Duration:

45 minutes

Location:

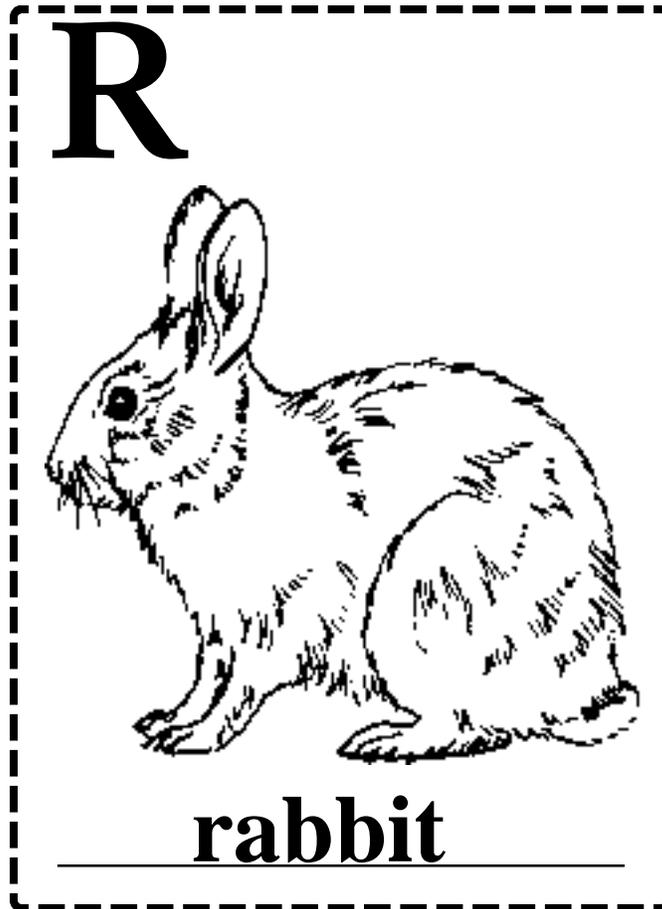
Outdoors, classroom, gym or cafeteria.

Related Activities:

Gar, Gar, Gator,
Circle Round and Round,
Everglades ABC's

Florida Sunshine State Standards:

SC.F.2.1.1 SC.H.1.1.5



Background

Humans and wild animals use a variety of senses to communicate, including sight, odor, sound, taste, and touch/movement. Wild animals use these communication strategies to defend themselves and to escape from predators, to protect their territory (space), to find a mate, and to raise their young.

Procedure

1. Ask your students what the five primary senses are. (Explain if necessary.) Have students talk about how our senses help us. Discuss domestic animals like cows, cats, and dogs, and the sounds and movements these animals make. Have students demonstrate these animal sounds and movements (students may use their whole bodies or just their arms, hands, and mouths).

2. Pass out alphabet cards to half of your class. Explain that it is a secret card and each individual may only look at the one they have been given. Let students study their card for a couple minutes, thinking about what sounds and movements the animal or object

pictured on their card makes. Tell students they must remember who they are, then collect the cards, shuffle them, and repeat the process with the other half of your students.

3. Have all students stand in a circle. Explain to them that there is another student who received the same alphabet card they did. They will be trying to find each other through their actions and sounds. Explain that some of the animals, such as fish and rabbits, may not make sounds that we can easily hear, so students will have to carefully observe, as well as use their listening skills, to find their match. On your signal, each student begins acting like the animal or object that was on their card. When they find their partner have them get back in the circle next to each other.

4. Go around the circle and have each pair of students demonstrate what actions and/or sounds they used to find their partner. If some students weren't able to figure out how to move or sound like their card, have their classmates give them suggestions.

5. Shuffle the cards and do the activity again.

6. The picture cards you need are listed in alphabetical order:

- | | | | |
|--------------|----------------|--------------|----------------|
| 1. alligator | 5. egret | 9. ibis | 13. quiet |
| 2. bobcat | 6. fishes | 10. lizard | 14. rabbit* |
| 3. crab | 7. grasshopper | 11. mosquito | 15. tree frog |
| 4. deer | 8. hawk | 12. owl | 16. woodpecker |

Note: If you have more than 32 students, you will need to select additional cards.

Extension

Ask students how and why animals communicate. Which animals are predators and which are prey? How can an animal hide from a predator, even if the animal is out in the open? Do dogs behave differently than cats? Do foxes and wolves behave differently than bobcats and panthers? Do trees make sounds? Can scientists learn by quietly observing and listening to animals?



Important Words

senses
sight
sound
smell/odor
taste
touch
defense
territory
prey
predator
quiet

Rabbit* - copy the alphabet (picture) card from the first page of this activity and add it to the other alphabet cards.

Adapted from: *Sharing Nature With Children* -
(Noah's Ark) by
Joseph Bharat Cornell