



Talk With the Animals

Summary:

In this puppet show, students will meet many puppet characters of the spring, summer and autumn and winter woods.

As the puppets talk, they reveal their secret haunts and habits. Students see how the animals and plants of the outdoors work together as neighbors to help one another. On a short walk after the show (weather permitting), students will search for the activities of plants and animals.



Objectives: Students will be able to:

- 1) Name two ways to protect the park.
- 2) Name four activities that plants and animals do.
- 3) Describe in their own words two plants and animals.
- 4) Name two ways that plants and animals help each other.

What to expect during your field trip: This one hour program begins with a puppet show, and usually ends with a short outside nature hike.

Setting: Paul H. Douglas Center for Environmental Education or the Calumet Dune Interpretive Center

Age/grade: pre-kindergarten through second grade

Ratio of students to ranger: No less than 30 students, please. This program requires two rangers.

Safety issues: trips/falls while hiking.

Background Information:

The following organisms are commonly found throughout Indiana Dunes National Lakeshore: oak trees, skunks, owls, poison ivy, raccoons, frogs, cattails, snakes, spiders, opossum, deer, rabbits, squirrels, chipmunks, moles, voles, groundhogs, shrews, toads, salamanders, coyotes and fox.

Prerequisite Classroom Activities:

Before your visit to Indiana Dunes National Lakeshore, please take a moment to read over these activities. We suggest that you do one or more of the described activities for additional classroom involvement and learning.

- 1) Check your local library for story books on any of the plants or animals listed above in the Teacher Background. Read these stories to your students, or have them read them.
 - 2) Brainstorm with your students what they might and might not find at Indiana Dunes National Lakeshore.
 - 3) Go for a walk around the school yard looking for plants and animals that may also be found at the National lakeshore.
 - 4) Have students make collages of animals that might be found at the lakeshore.
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Vocabulary:

<u>Sensory</u>	relating to the senses (a specialized function or mechanism (as sight, hearing, smell, taste, or touch) by which an animal receives and responds to external or internal stimuli)
<u>Trust</u>	a specialized function or mechanism (as sight, hearing, smell, taste, or touch) by which an animal receives and responds to external or internal stimuli / responsibility for safety and well-being
<u>Observe</u>	to watch carefully / to make a scientific observation of/ to come to understand or know especially by thinking about facts that have been noted
<u>Explore</u>	to search through / to go into or travel over for purposes of discovery or adventure / to examine carefully and in detail especially in order to make a diagnosis
<u>Focus</u>	to adjust one's eye or a camera to a certain range
<u>Adaptation</u>	adjustment to environmental conditions: as an adjustment of a sense organ to the degree or quality of stimulation / change in an organism or its parts that fits it better for the conditions of its environment / a structure resulting from this change
<u>Habitat</u>	the place or type of place where a plant or animal naturally or normally lives or grows
<u>Patterns</u>	an artistic form, figure, or design / a set of characteristics that are displayed repeatedly

Illinois Content Standards:

Early Elementary:

- 11.A.1a Describe an observed event.
 - 11.A.1e Arrange data into logical patterns and describe the patterns.
 - 11.A.1f Compare observations of individual and group results.
 - 12.A.1a Identify and describe the component parts of living things (e.g. birds have feathers, people have bones, blood, hair, skin) and their major functions.
 - 12.A.1b Categorize living organisms using a variety of observable features (e.g. size, color, shape, backbone).
 - 12.B.1a Describe and compare characteristics of living things in relationship to their environments.
 - 12.B.1b Describe how living things depend on one another for survival.
 - 13.A.1c Explain how knowledge can be gained by careful observation.
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Extension or Follow-up Activity:

Class reflection paper or writing sample:

Ask each student to write a short essay, letter or story about what they learned on their field trip to Indiana Dunes National Lakeshore. Rangers love receiving mail from their students. Send the ranger the packet of essays from your class (or a copy of them), and your ranger will send your class a certificate from the dunes. Send your essays to:

Indiana Dunes National Lakeshore

1100 N. Mineral Springs Road

Porter, IN 46304

Attn: Your ranger's name or just Education Department

If you are using this essay as a class assignment for a grade, we would like to suggest that each essay contain the following elements. Use the rubric below to score them.

- * The name of the park and the location of their field trip—for example: Douglas Center, Indiana Dunes National Lakeshore
- * Three facts they learned on the field trip about the animals and the seasons.
- * A brief explanation of why Indiana Dunes is unique and therefore a national park.
- * At least two things the student can do to help take care of his or her national park.
- * Fill in the blank of this statement and provide an explanation: I would like to learn more about _____ at Indiana Dunes.

*** For advanced groups, add the following element:

Tell the park rangers if you would like to bring your families and friends to the dunes and if so what would you do here and where would you go.

Assessment:

Rubric for Class reflection writing assignment:

Elements	4 points	3 points	2 points	1 point
Writing and organization	The writing sample is very well written and organized by the elements provided. It has a strong introduction, middle and conclusion.	The writing sample is well written and organized by the elements provided. It includes an introduction, middle and conclusion.	The writing sample is choppy and is not well organized. It lacks an introduction or conclusion.	The writing sample is very short and unorganized.
Grammar & Spelling	Mistakes in spelling and grammar are minor or non-existent.	Mistakes in spelling and grammar are minimal—about 4-5.	Mistakes in spelling and grammar are numerous—5-10.	Mistakes in spelling and grammar are more than 10.
Facts and content	The writing sample demonstrates the student's learning on the dunes program and includes three or more facts provided by the park staff.	The writing sample demonstrates the student's learning and includes only two facts provided by the park staff.	The writing sample does not demonstrate much learning and only includes one fact provided by the park staff.	The writing sample does not demonstrate any learning and does not include any facts provided by the park staff.
National Park Service theme	The writing sample clearly demonstrates the student's understanding of the role of the NPS in preserving the dunes by explaining why Indiana Dunes is such a unique treasure.	The writing sample mentions the NPS and its role in preserving the Indiana Dunes.	The writing sample mentions the NPS and Indiana Dunes.	The writing sample does not mention anything about the NPS or its role at Indiana Dunes.
Stewardship	The writing	The writing	The writing	The writing

	sample lists three things the student can do to assist in taking care of the Indiana Dunes.	sample lists two things the student can do to assist in taking care of the Indiana Dunes.	sample lists one thing the student can do to assist in taking care of the Indiana Dunes.	sample does not list anything about what the student can do to take care of the Indiana Dunes.