

**Post Visit 1
on the Wildside**
6-8



School hike

Purpose/Objective

Students will plot a nature trail at their school
Students will produce a trail guide to go with the nature trail

Materials

Paper
Printer
Permission to use school property
Trail markers
Field guides and research materials

Procedure

1. As a class make a list of the things everyone really liked on their hike at Crystal Springs Preserve. This list can include things they saw, heard, or were told.
2. Go back over the list and check off the things that you know you can see at your school, and mark the things that you might be able to see at your school.
3. Go outside and find those things that you check off your list and mark them with flagging tape.
4. Back in the classroom, have students (individually or in pairs) pick one of the items you flagged and have them write a small paragraph about that item. They should include:
 - a. Name of the thing
 - b. Why it's important to Florida habitat
 - c. One or two 'cool' facts about it
5. Put all of the paragraphs together, in the order that you would like your hike to happen. From here you can create a script to distribute to the other teachers at your school, or have the paragraphs laminated and placed at the appropriate places on the hiking trail, or have your class lead other classes on the hike.

Post Visit 2
Walk on the Wildside
6-8



Reptile Pets

Purpose/Objective

Students will make handouts to promote awareness of exotic pets and their dangers

Materials

Poster board
Printer paper
Markers
Crayons
Computer with publishing software

Procedure

1. As a class, make a list of the animals that you saw in the lab at Crystal Springs Preserve and ones that were in pens outside.
2. Mark each animals as 'Native' or 'Exotic' to Florida
3. Put a star next to any that the students think are dangerous and why they think so
4. Add to the list of animals any animal that someone the students know has or a pet that they have that is considered exotic
 - a. Bearded dragons
 - b. Boa Constrictors
 - c. Red Eared Slider Turtles
 - d. Parrots
5. Assure students that it is not bad to have these animals as pets. It is the pet owners responsibility to take proper care of the animal and NEVER release it to the wild or allow it to escape.
6. As a class (or in groups) make a small brochure that will inform people about having exotic pets. Put groups in charge of different sections:
 - a. Definition of 'Exotic'
 - b. How exotic animals hurt Florida Habitats
 - c. Common released 'exotics' in Florida
 - d. Other options that releasing them
 - e. Good 'native' pets
7. Put the brochure together and ask local pet stores to distribute it.

Post Visit 3
Walk on the Wildside
6-8



Spread the truth

Purpose/Objective

Students will tell the difference between truth and myth about alligators

Materials

Computer with internet access
Research and reference books
Poster board
Markers
Crayons

Procedure

1. Have students recall and list all the things they know about alligators. Your list should include the things learned at Crystal Springs Preserve and things students have heard from parents, neighbors and TV
2. Put a check mark next to the statements that the students are 100% sure are truthful
3. In pairs, have students choose one of the statements on the list (checked or unchecked) that they would like to prove or disprove.
4. Allow students to use the internet and reference books. Information from the internet should only come from websites ending in org, edu, or gov and all information should be sighted as to where it came from.
5. Have students make a poster displaying the 'myth' and the information proving or disproving that myth. They should have at least 2 sources for their truthful information.
6. Display the poster in the room or in the school

**Post Visit 4
on the Wildside**
6-8



School Yard Animals

Purpose/Objective

Students will be able to name the habitats found on and around their campus
Students will create a guide to the native animals that may be found in those habitats

Materials

Reference and research materials
Computer with internet access
Computer with publishing software
Paper
Markers

Procedure

1. Review the 'School Hike', 'Wetland Habitat', and 'Observation' lessons with your students.
2. From the information they learned in those lessons, try and name the habitats that exist on and around your school campus.
3. Once you have named the habitats, have the students research what animals are native to Florida and live in those habitats.
4. Have to the students compile their research in to a handy field guide that can be used on the 'School Hike'

Post Visit 5
Walk on the Wildside
6-8



Adapted Creature

Purpose/Objective

Students will be able to define adaptation

Students will be able to rationalize adaptations of an imaginary creature

Materials

White paper

Crayons, markers, or colored pencils

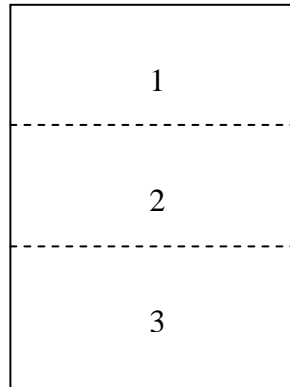
Pencils

Procedure

1. Write 'Adaptation' on the board
2. In a think, pair, share have students brainstorm a definition for 'adaptation'
3. Once the final definition is on the board, make a list of adaptations that the plants and animals at Crystal Springs Preserve displayed.
 - a. Wading birds – long legs and beak
 - b. Poison Ivy – Growing up to escape the water
 - c. Alligator – Yellow stripes to camouflage
4. Pass out a folded sheet of paper to each student (see folding instructions below) you can have students fold them if you like and crayons, color pencils, or markers
5. Tell students they are going to create a creature one body section at a time.
6. Have students orient the paper so that edge A is facing the top desk and panel 1 is face up.
7. Tell students to draw a head on this section of the paper. The neck should be flush with the fold at the bottom of the panel and close to center. They can be as creative as they want, but this should only be the head of the creature.
8. When they are finished, have students fold the paper for that panel 1 is behind panel 3 and panel 2 is face up.
9. Once they are refolded that paper, they should switch papers with someone else **THEY ARE NOT ALLOWED TO LOOK AT WHAT IS ALREADY DRAWN**
10. On panel 2, tell students to draw the body of a creature, it should start at the top fold and finish at the bottom fold, somewhere near center.

11. When they have finished the body, they should flip the paper over so that panel 3 is face up, and switch papers again, with someone new
12. Make sure that the edge is facing the bottom of the desk. Students should draw the feet of a creature. It should start at the top fold somewhere near the center.
13. When everyone is done, when should switch papers one more time with someone new.
14. Everyone should open their creatures and examine them for a moment.
15. On the back of the papers, students should describe their creature and how they are adapted to their habitat. They can be as creative as they want, but must include:
 - a. Habitat it is usually found in
 - b. Unique way it is adapted to that habitat
 - c. How it is adapted to find food, water, and shelter in its habitat
 - d. How it is adapted for protection
 - e. Its most common predator and prey and why
16. Allow students to share their creatures and their adaptations. Display them around the room.

A



B

Pre Visit 1
Walk on the Wildside
6-8



Wetland Habitat

Purpose/Objective

Students will be able to define different types of wetland habitats common to Florida

Materials

Research resources (computer with internet access, reference books, etc.)

Poster board

Construction paper

Markers

Pencils

Glue

Procedure

1. As a think-pair-share have students define 'Wetland' and 'Habitat'
 - a. Wetland: land that holds water all or part of the year
 - b. Habitat: the place where a plant or animal lives or is commonly found

2. Brainstorm a list of wetland habitats:
 - a. Swamp
 - b. Lake
 - c. Marsh
 - d. Bog
 - e. River
 - f. Ocean
 - g. Floodplain forest (found at Crystal Springs Preserve)

3. Assign small groups one of these habitats to research
4. Their research should include:
 - a. Common animals and plants found in the habitat
 - b. When is that habitat's 'wet' season
 - c. Where is that habitat found in Florida
 - d. Are there any threats to that habitat

5. Each group will present their finding in a poster

Pre Visit 2
Walk on the Wildside
6-8



Observing like a biologist

Purpose/Objective

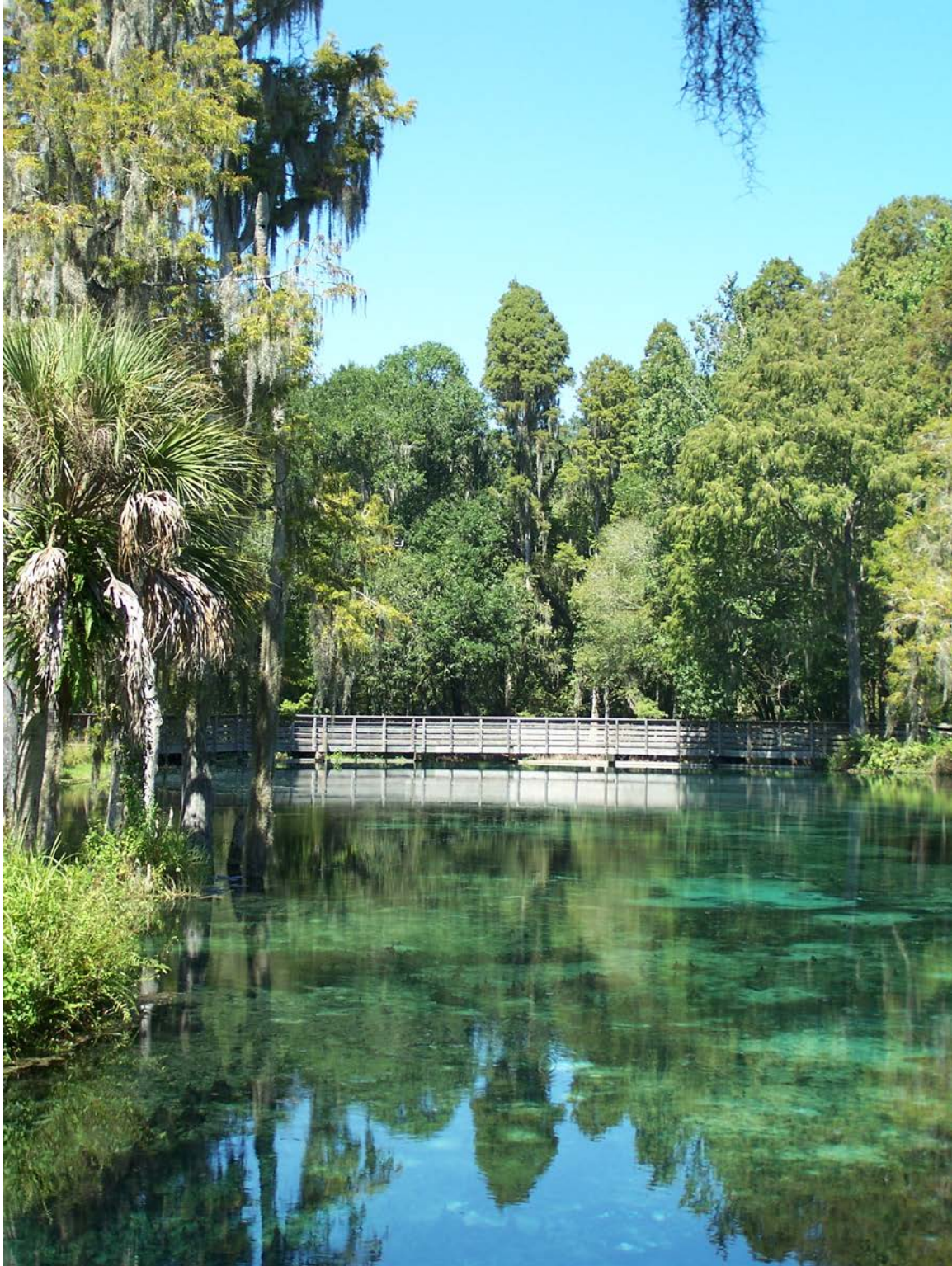
Students will be able to demonstrate good observation skills that will help them observe nature around them

Materials

Pictures
Paper
Pencil

Procedure

1. Ask students to look at a picture on a overhead for 30 seconds. They should make some mental observations, but not write anything down.
2. Take the picture away
3. Ask students a series of questions about the picture. Have students write their answers down. They should make a guess for every question.
4. Place the picture back up and have students check their answers.
5. Have a discussion about the importance of good observations. Why do biologists and scientists have to have good observation skills.
6. Brainstorm ways that students could be better observers
 - a. Look at the picture longer
 - b. Look for something specific (tree types, animals, different colors)
 - c. In a real situation, use all their senses
 - d. Know what it is they are looking for
7. Place a new picture on the overhead and repeat the process, see if their observations improve.



Questions:

Is the Palm Tree on the left or right side of the picture?

Is there Spanish Moss hanging on any of the trees?

How many birds are flying in the sky?

Are there clouds in the sky?

What is the most dominate color in the picture?



Questions:

How many turtles are in the picture?

How many logs are in the picture?

How many feet can you see on the turtle highest on the log?

Is the log with the turtles on it brown or green?

Are there any green plants in the picture?

How many turtles have red/orange bellies?

Pre Visit 3
Walk on the Wildside
6-8



Reptile Folklore

Purpose/Objective

Students will be able to retell a folk story about a reptile
Students will be able to explain the truth and make believe in the story
Students will write their own folk story about a reptile

Materials

Books and websites containing reptile folklore
Pencil
Paper
Art Materials

Procedure

1. As a class list the 4 major types of reptiles (turtles/tortoises, snakes, alligators/crocodiles, lizards)
2. Each student should choose one of these types
3. Plan a trip to the library, have your librarian pull books that contain mythology and folklore, also have some website up on the computers that contain mythology and folklore
 - a. [://www.pitt.edu/~dash/folktexts.](http://www.pitt.edu/~dash/folktexts)
 - b. [://www.javaturtle.com/turtlestories.](http://www.javaturtle.com/turtlestories)
 - c. [://www.pibburns.com/mythtopi.](http://www.pibburns.com/mythtopi)
 - d. [://www.bio.davidson.edu/projects/herpcons/Myths/Modern_Myths.](http://www.bio.davidson.edu/projects/herpcons/Myths/Modern_Myths)
4. Instruct students that they are to find a myth or folktale about the animal they picked
5. Students should retell the story in their own words. They can use pictures or drawings, they can hand write it or type it, whatever they like.
6. When completed students should tell their stories to the class, being sure to identify the origins of the original story

Pre Visit 4
Walk on the Wildside
6-8



Outdoor Observations

Purpose/Objective

Students will be able to quietly observe nature using all of their senses

Materials

An outdoor space where students can spend some time quietly observing nature

Paper

Pencil

Clipboards

Digital Camera

Procedure

1. Review the observation strategies that the class came up with during the picture observations.
2. Give each student a clipboard, paper and pencil
3. Find an outdoor spot where they will not be disturbed
4. Give them 5 or 10 minutes to write down every natural thing they observe. Stress that they need to use all of their senses.
5. While they are writing observations, take photos of the area for later reference
6. Back in the class room, make a class list of observations, mark how many people observed the each item
7. As a class view the photographs and make new observations that they may have missed.

Pre Visit 5
Walk on the Wildside
6-8



Vocabulary

Purpose/Objective

Students will practice using wetland vocabulary

Materials

Copies of vocabulary puzzle

Pencils

Dictionaries (optional)

Procedure

1. After completing the puzzle, have students brainstorm definitions for each of the words.
2. As a class come up with a working definition of each word.

Walk on the Wildside at Crystal Springs Preserve

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Unscramble each of the clue words.
 Copy the letters in the numbered cells to other cells with the same number.
Created by at DiscoveryEducation.com

Walk on the Wildside Vocabulary

Reptile - any cold-blooded vertebrate comprising the turtles/ tortoises, snakes, lizards, crocodilians, tuatara, and various extinct members including the dinosaurs that lay eggs and has scales.

Amphibian - An animal capable of living both on land and in water.

Exotic – Something not found in the area naturally; may have originated from another country.

Native - originating naturally in a particular country or region

Scute – Bony external plate or scale found on the shell of turtles and tortoises.

Omnivore – An animal that eats both plants and animals.

Carnivore – An animal that eats only other animals or meat.

Herbivore – An animal that eats only plants.

Invasive – Any native and non-native species that heavily take over an area.

Incubate – To hatch eggs by sitting on them or by artificial heat.

Shed – To remove skin.

Endangered – A species at risk of extinction due to human activity, climate changes, etc.

Threatened – A species, likely, in the near future to become endangered within all or much of its range.

Extinct – No longer in existence, has ended or died out.

Venomous - having a gland or glands for secreting venom; able to inflict a bite, sting, or wound containing venom.

Poisonous - Capable of harming or killing by a poison or toxin.

Arboreal – Animals adapted for living or moving about in trees.

Terrestrial – An animal living on or in the ground.

Nocturnal – Active at night.

Crepuscular – Active at dawn and dusk.

Diurnal – Active during the day.

Mimicry - the close external resemblance of an organism, the mimic, to some different organism, the model, such that the mimic benefits from the mistaken identity, as seeming to be unpalatable or harmful.

Camouflage - concealment by some means that alters or obscures the appearance

Constrictor - a snake that kills its prey by coiling tightly around it, causing suffocation

Burrow - a hole or tunnel in the ground for habitation and refuge.

Aquatic – Living or growing in the water.

Ambush - an animal that conceals itself to attack by surprise.

Predator – Any animal that preys upon other animals.

Prey – An animal that is hunted by another animal.

Carapace – The top shell of a turtle or tortoise.

Plastron – The bottom shell of a turtle or tortoise.

Karst topography - an area of limestone terrain characterized by sinks, ravines, and underground streams.

Topography – The surface features of a place or region. Ex: mountains, rivers, valleys.

Habitat – Any native and non-native species that heavily take over an area.

Ecosystem – The interaction between organisms and their environment.

Niche - the position or function of an organism in a community of plants and animals.

Food chain – A series of organisms that are related by their feeding habits.

Food web – Multiple food chains linked together.

Environment – the air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time.