



CAVOC First Grade Curriculum

(Cedric A. Vig Outdoor Classroom)

Suggested Schedule

9:00-9:20	Arrival, overview, expectations, rules, housekeeping, questions, break into three groups (PLEASE have your groups ready prior to your CAVOC day)!
9:25-10:10	Station 1
10:15-11:00	Station 2
11:05-11:50	Group 3
12:00-12:45	LUNCH
12:45-1:45	All class walks on the nature trail (weather permitting). If not, review/journal time/indoor games at main cabin.
1:45-2:00	Pack up, check grounds, and leave for school. (Last year there was a form that we needed to fill out before we left the building. PLEASE complete this, unless things have changed).

Camouflage “Let’s Go Hunting”

(~ 45 minutes)

Objective for Unit

- Students will explore the concept of camouflage and its relationship to animal adaptations.

DPI Standards for Environmental Education

A.4.1,A.4.3,B.4.6,S.1,C.1,S.1,F.1

Materials

Paper
Crayons (green, browns, yellow, gray, black)
Scissors
Clipboards
Pencils
Game area marked off with cones
Camouflage, predator, prey word cards
Camouflage book

Desired location

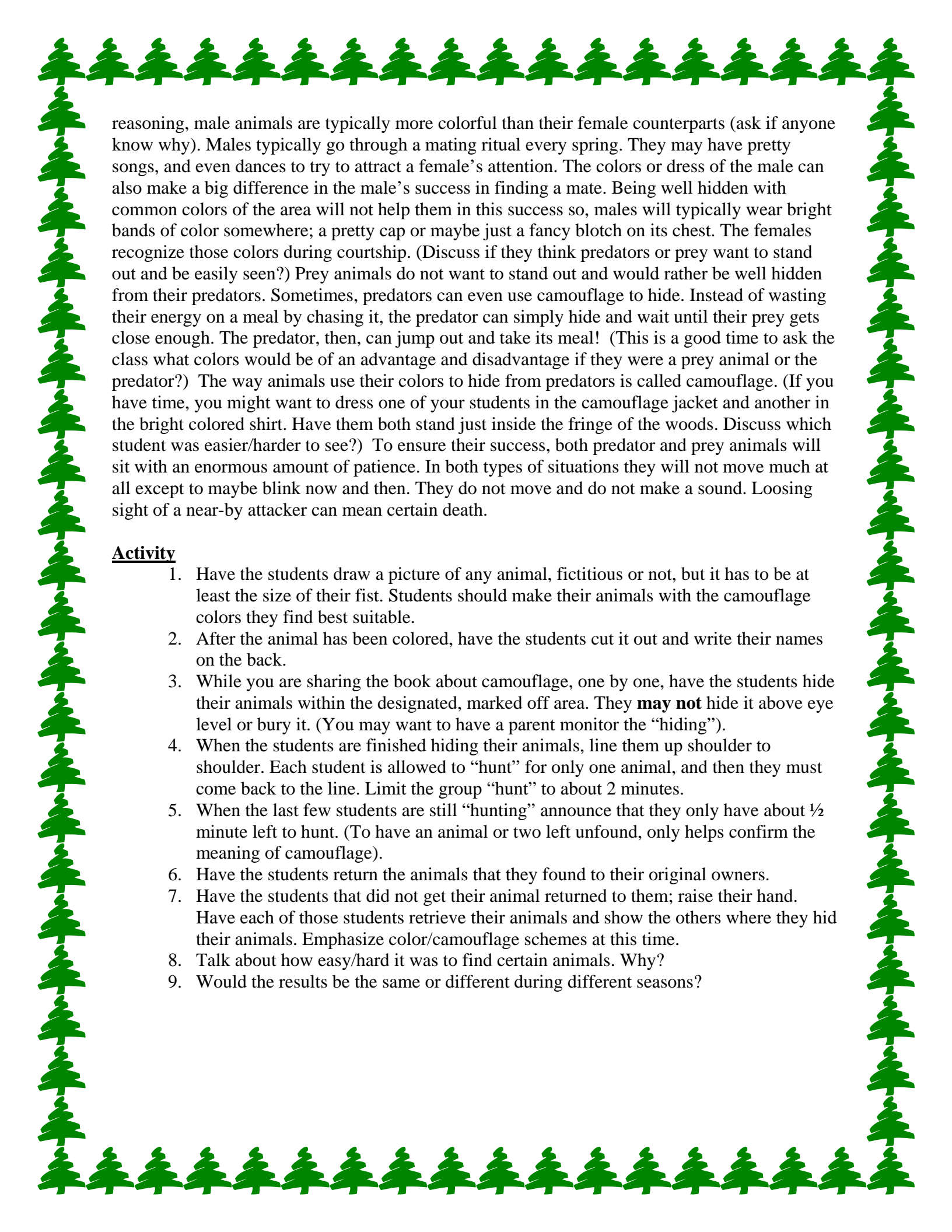
Picnic shelter and words

Resource

Boston School Forest, Stevens Point School District

Background Information

During the different seasons, what kinds of colors do we find outdoors? Leaves have certain colors, animals, insects all have certain colors that serve different purposes depending on what type of species is being talked about. Plants and animals differ the most in their use of color. A flowering plant for instance needs different colors for different reasons than a **prey** animal needs colors to hide from a **predator**. A flower needs to be bright and colorful so it stands out in its environment, to attract birds, bats and bugs to aid in the pollination process. Similar to that



reasoning, male animals are typically more colorful than their female counterparts (ask if anyone know why). Males typically go through a mating ritual every spring. They may have pretty songs, and even dances to try to attract a female's attention. The colors or dress of the male can also make a big difference in the male's success in finding a mate. Being well hidden with common colors of the area will not help them in this success so, males will typically wear bright bands of color somewhere; a pretty cap or maybe just a fancy blotch on its chest. The females recognize those colors during courtship. (Discuss if they think predators or prey want to stand out and be easily seen?) Prey animals do not want to stand out and would rather be well hidden from their predators. Sometimes, predators can even use camouflage to hide. Instead of wasting their energy on a meal by chasing it, the predator can simply hide and wait until their prey gets close enough. The predator, then, can jump out and take its meal! (This is a good time to ask the class what colors would be of an advantage and disadvantage if they were a prey animal or the predator?) The way animals use their colors to hide from predators is called camouflage. (If you have time, you might want to dress one of your students in the camouflage jacket and another in the bright colored shirt. Have them both stand just inside the fringe of the woods. Discuss which student was easier/harder to see?) To ensure their success, both predator and prey animals will sit with an enormous amount of patience. In both types of situations they will not move much at all except to maybe blink now and then. They do not move and do not make a sound. Loosing sight of a near-by attacker can mean certain death.

Activity

1. Have the students draw a picture of any animal, fictitious or not, but it has to be at least the size of their fist. Students should make their animals with the camouflage colors they find best suitable.
2. After the animal has been colored, have the students cut it out and write their names on the back.
3. While you are sharing the book about camouflage, one by one, have the students hide their animals within the designated, marked off area. They **may not** hide it above eye level or bury it. (You may want to have a parent monitor the "hiding").
4. When the students are finished hiding their animals, line them up shoulder to shoulder. Each student is allowed to "hunt" for only one animal, and then they must come back to the line. Limit the group "hunt" to about 2 minutes.
5. When the last few students are still "hunting" announce that they only have about ½ minute left to hunt. (To have an animal or two left unfound, only helps confirm the meaning of camouflage).
6. Have the students return the animals that they found to their original owners.
7. Have the students that did not get their animal returned to them; raise their hand. Have each of those students retrieve their animals and show the others where they hid their animals. Emphasize color/camouflage schemes at this time.
8. Talk about how easy/hard it was to find certain animals. Why?
9. Would the results be the same or different during different seasons?



The Incredible Journey

(~ 45 minutes)

Objectives for Unit

- Students will describe the movement of water within the water cycle.
- Students will identify the states of water as it moves through the water cycle.

DPI Environmental Standards

A.4.1, A.4.2, A.4.3, B.4.7

Materials

9 large display charts, indicating the nine different stations
poster of the water cycle
chart paper
marking pens
travel recording bracelets
9 Water Cycle dice. One die per water cycle station
a bell or whistle

Desired location

In the open yard next to Rominsky Lodge

Resources

Project Wet, Curriculum and Activity Guide, “The Incredible Journey”, pg. 161+1996.

Background Information

Where does water come from? Where does it go? What does it do? Water can be in one of three phases; vapor (gas), liquid, or solid. (refer to water cycle poster). Vapor rises from the **evaporation** of liquid water. For instance, water spilled on the black top on a hot and sunny day does not hang around long; it evaporates into vapor and travels skyward. Liquid water is what we all commonly call water. It is the rivers and lakes and oceans that we live amongst. During the winter, this area can be covered with frozen water. It is known as snow and ice. Water **condensation** can be seen as dew on plants or water droplets on the outside of a glass of cold water. When water evaporates over large bodies of water, the vapor will **condense** into a cloud form when it reaches high enough elevations. As the cloud flows over ground and the water droplets become too heavy, gravity will pull the water to Earth, which we know as **precipitation**. Precipitation, or rain, falls from the skies landing on anything in its path. It falls onto mountains, gardens prairies, forests and even other bodies of water. Water that lands on the land ground ends up in the roots of plants and trees, it can run into waterways such as rivers and lakes or soak deep into the ground. Some water will seep right into the ground water flow. Ground water not only acts as a big filter for when it eventually flows back into the ocean, it is also the source where we get our water we used everyday. The greatest movers of water among living organisms are plants. The roots of plants absorb water. Some of this water is used within the body of the plants, but most of it travels up through the plant to the leaf surface. When water reaches the leaves, it is exposed to the air. The water is easily evaporated by the sun’s energy. This process is called **transpiration**. All these processes work together to move water around, through, and over the Earth. Questions to consider sharing with the students during the activity are; what is water good for? Could we live without water? Can anything live without it? Is all water good for drinking? What is the difference between the water in the oceans and the water in lakes/rivers?



Activity

1. Ask students to identify the different places water can go as it moves through and around Earth. Write their responses on the chart paper. Share the water cycle poster.
2. Tell the students that they are going to act out the water cycle.
3. Categorize the places water can move through into nine stations: clouds, plants, animals, rivers, oceans, lakes, ground water, soil, and glaciers. These are the large posters that you will distribute to the nine stations.
4. Assign students to each station.
5. Discuss with the students the form in which water moves from one location to another. Most of the movement from one station to another will take place when it is in its liquid form. However, any time water moves to the clouds, it is in the form of water. Vapor.
6. In this game, a roll of the die determines where water will go. Student line up behind the dir at their stations. Students roll the die and go to the location indicated by the label facing up. If they roll stay, they remain in the same place, in the back of the line (if there is more than one student.) When they reach the front of the line, they roll the die and move to the next station (or proceed to the back of the line if they roll stay).
7. Students should keep track to their movements, including their stays, using their recording bracelets.
8. Tell the students the game will begin and end with the sound of the bell or whistle.
9. Wrap up: Discuss any cycling that took place (that is, if any students returned to the same station.)
10. Follow up: Back in the class, have the students write stories and illustrate the places water has been.