

School District of Rhineland

CAVOC

Kindergarten Curriculum

Revised August 2018



TABLE OF CONTENTS

Kindergarten Field Trip Checklist	3
Kindergarten Schedule.....	4
FALL-Habitats	
Pre Visit Activities.....	5
Activity #1 Why do Animals Act Like That?.....	6
Printable Resources.....	7
Activity #2 Habitat Hike.....	8
Activity #3 Craft “Tree Cookies”	10
Printable Resources.....	12, 13
Activity #4 (S.T.E.A.M.) Design a Habitat/Ecosystem.....	14
Activity #5 Classroom and Museum Exploration “Habitats”	16
Rainy Day and Follow up Activities.....	17
WINTER-Adaptations and Changes	
Pre Visit Activities.....	18
Activity #1 Snowshoeing.....	19
Activity #2 What Do Animals Do in the Winter?.....	20
Printable Resources	22, 23
Activity #3 Sledding.....	24

Activity #4 Classroom and Museum Exploration “Hibernation”.....	25
Activity #5 Hibernation Craft.....	27
Printable Resources	28
Follow Up Activities	29
 SPRING-Environmental Changes	
Pre Visit Activities.....	31
Activity #1 Water Sampling	32
Activity #2 Senses Nature Walk	33
Activity #3 Art: Looking at the Natural World	34
Activity #4 (S.T.E.A.M.) Build a Bridge.....	35
Activity #5 Active Games	36
Rainy Day Activities.....	38

KINDERGARTEN FIELD TRIP CHECKLIST

- Turn in lunch count to kitchen staff/Pat Karaba two weeks before trip
- Turn in bussing request two weeks before trip
- Medication Backpack from Office - Make sure you know which adult is med trained, where the backpack will be located and which of your students needs to potentially take meds and when.
- Student Emergency Contacts (Oneida County Dispatch 715-361-5201)
- Student home lunches
- Cooler with school lunches- Check protocol for receiving the school lunches
- Attendance/student list
- Cell phone
- First Aid- band aids, kleenex, wipes, hand sanitizer, etc.
- Extra clothes (boy/girl set)
- Camera
- Weather/season-appropriate student outdoor clothing
- Any needed lesson materials needed that are not already at CAVOC

KINDERGARTEN SCHEDULE

This schedule is based on having 5 kindergarten classes/teachers. The schedule can be altered to include less rotations and the fifth rotation could be turned into a teacher-choice or hike time. The day can be arranged two different ways: 1) All teachers choose an activity to teach five times. Each group of students will visit each teacher. Begin with your homeroom, then move your students to the next indicated group. **Decide which teacher leads group A, B, C, etc. prior to beginning and then rotate in alphabetical order.** 2) Each teacher stays with his/her class and rotates through the groups. *Teachers will need to decide together ahead of time which way the day will flow.*

****This schedule can be altered as needed.

Locations:

Group A- Upstairs in the kitchen classroom

Group B- Under deck by lower level door

Group C-Middle entry doors upstairs

Group D-Large upstairs room

Group E- Lower level classroom/museum

8:30 Load Busses at Crescent for departure

9:00-9:45 First Rotation (all teachers begin with their homerooms)

9:50-10:35 Second Rotation

(If not eating outside, at this time at least one chaperone from each group needs to begin setting up tables and chairs in the upstairs main room for lunch, also, chaperones can set up paper, crayons, markers, pencils, etc. at the tables for after eating)

10:40-11:00ish Lunch

If not eating outside, when students finish lunch, they can color, draw or write

11:00-11:30ish Recess (bring balls, frisbees, etc./see Joe) Some hula hoops are located in the downstairs classroom.

11:35-12:20 Third Rotation

12:25-1:10 Fourth Rotation

1:15-2:00 Fifth Rotation

Towards the end of the rotations, chaperones can begin sweeping all used rooms, fold tables and chairs up, check bathrooms and put away any materials. (Print and bring along to leave on table upon departure): [CAVOC Cleaning Departure Checklist](#)

2:00 Board Buses

FALL-Habitats

Standard K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Standard K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

Standard K-ESS2-2 : Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Standard K-ESS-3-3 Communicate solutions that will reduce the impact of humans on the land water, air and/or other living things in the local environment.

PRE VISIT ACTIVITIES

Books: “Goodnight Owl” by Pat Hutchins (2 min 45 sec)

<http://viewpure.com/TN7wQQ5GzE4?start=0&end=0>

“Cactus Hotel” by Brenda Guiberson

<http://viewpure.com/CoBKz38yZqY?start=0&end=0>

Animal Needs Song (1 minute)

<http://viewpure.com/dUBIQ1fTRzI?start=0&end=0>

ACTIVITY #1 Why Do Animals Act Like That?
Habitat Charades and Habitat Sort
45 minutes

Location: Under the shelter outside

Materials

(All are provided in the Kindergarten Fall bin) Photographs of a snail, squirrel, worm, turtle, fish, chipmunk, habitat sorting game, "My Habitat" worksheets

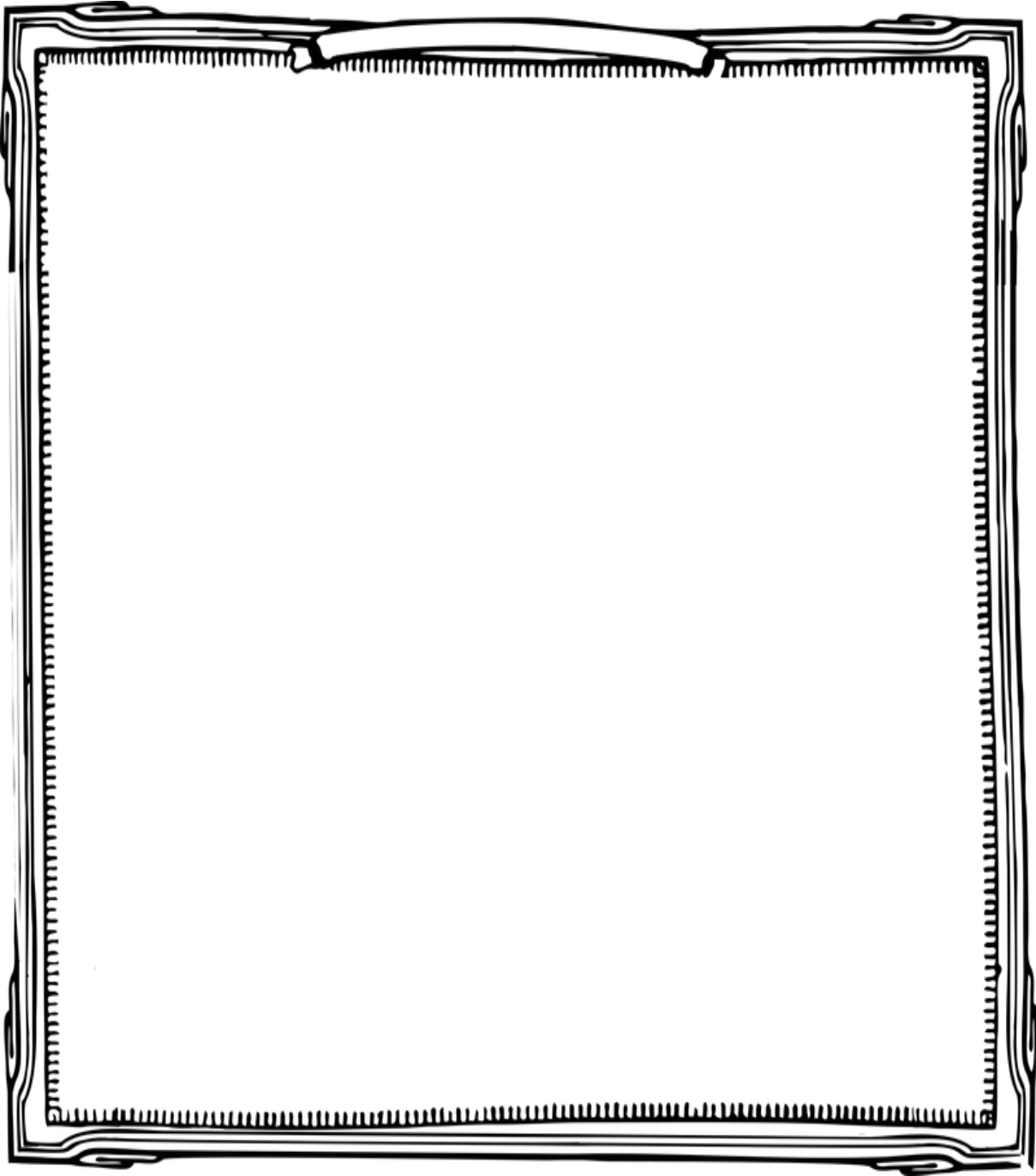
Process

- With the teacher's guidance the class will discuss what a habitat is (*A habitat is the place where a plant, animal or human can get all the things it needs to survive (food, water, space/shelter, air)....What does an animal need to survive?*). (5 minutes)
- Discuss and show (10 minutes):
 - Do you think safety is something the animal needs to consider when choosing their habitat?
 - Why is safety important to animals?
 - How do animals get safety through their homes?
 - What kind of behaviors do you see animals do when they see or hear a predator?
 - Show pictures of a snail, squirrel, worm, turtle, fish, chipmunk and talk about how the animals get safety to survive.
 - Have students demonstrate how animals would act/ behave when feeling threatened/impacted by humans.
 - If available, you could show beehives, nests, etc. to talk about what that habitat provides.
 - How can an animal make changes to the environment to get what it needs?
- Using picture cards, take turns playing animal charades (10 minutes).
- Discuss photos of each habitat and have kids take turns sorting the animals into the correct habitats. Talk about (or act it out) what it would be like if an animal was in the wrong habitat. (15 minutes)
- If enough time remains, using the template provided, students may draw their home or bedroom and include how it meets *their* habitat needs. (10 minutes)
- Clean up and rotate

Name _____

My Habitat

*Where I get my food, water, space/shelter and air.
Where I am safe.*



ACTIVITY 2# HABITAT HIKE

45 minutes

Location: Start outside near the underside of deck (so you can access the binoculars inside the downstairs door) and then on the hiking trails and bog walk.

Materials

Binoculars (located on wall inside Lu Berndt classroom near outside door)

Process

- With the teacher's guidance the class will discuss what a habitat is (*A habitat is the place where a plant, animal or human can get all the things it needs to survive....(food, water, space/shelter, air) What does an animal need to survive?*). (5 minutes)
- Teacher explains the difference between wet habitats and dry habitats and the needs of the animals to be wet or dry. (show pictures as you describe) (5 minutes)
- Teacher explains rules to using binoculars and how to adjust and focus. Pass out binoculars to students. Students will lose binocular privileges if used incorrectly. (5 minutes)
 - **Strap must be around neck at all times.**
 - **Two hands on binoculars.**
 - **If you have glasses, you can push lenses, if no glasses, pull lenses out.**
 - **Put binoculars up to eyes, grip with two hands, use pointer fingers to adjust clarity.**
- Take students on walk through the woods through the dry habitats and on the bog walk for the wet habitats. Look for:
 - Animals or insects using the tree as a source for food (woodpeckers)
 - Animals or insects using trees for homes/safety (bird nests and clumps of leaves in the tops of deciduous trees = squirrel nests)
 - Owls or hawks perched in the tree to help it find food on the forest floor.
 - Animals, snails, insects, etc. using fallen trees for safety/habitat/food (you will have to lift up or roll over some trees or rocks to look underneath).
 - Remember to talk to your kids about how a tree's trunk or root system can also provide shelter for animals.

- In addition to providing shelter and food, trees also serve other purposes for wildlife. Squirrels use trees as part of their transportation system. You can see them jumping from branch to branch as they travel.
- Trees also provide camouflage for many birds and animals.
- When a tree has all its leaves, it will provide shade and shelter to many animals.
- Keep track of how long you walk into the woods so that you can know how long it will take you to walk out of the woods. Please stay within the 45 minutes.
- Upon returning, please return binoculars back to the hooks in the lower level classroom.

ACTIVITY #3 Craft “Tree Cookies”

45 minutes

Location: Downstairs woodworking tables (other side of museum)



Materials:

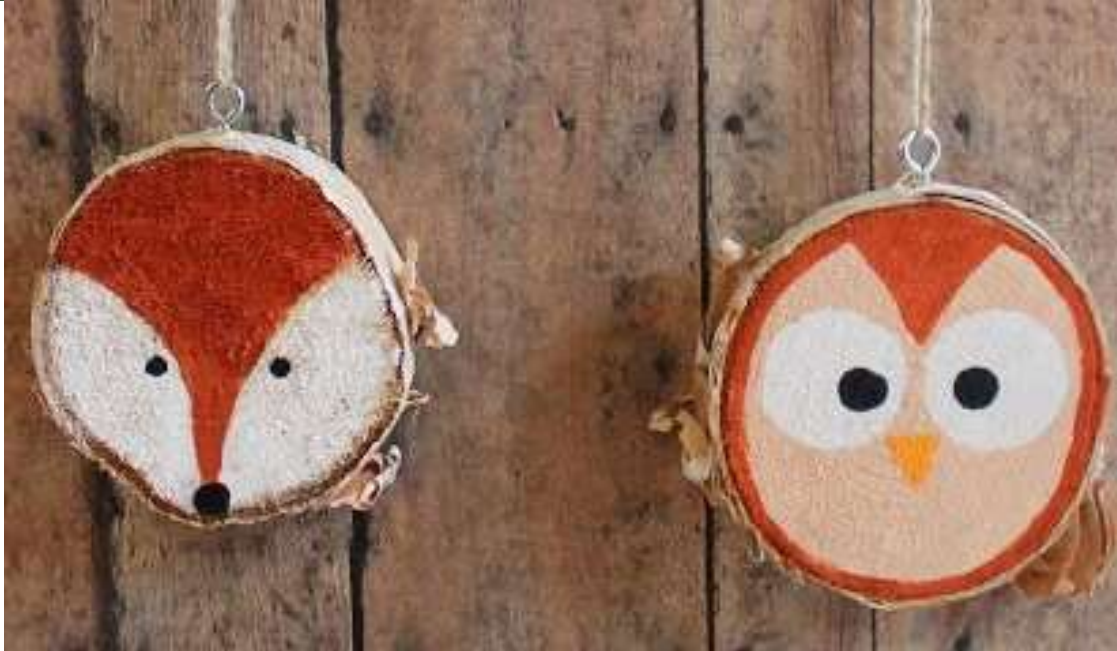
Sawed trunk of a tree (find in the woods or in museum) Pre-cut tree cookies, multiple-colored Sharpie permanent markers, twine, Mod Podge, worksheet reproducible for drawing

Process

Ask students if they have ever looked at a stump of a tree that has been cut down. Show the students an example. What do they notice about it? Can they count the tree rings? Every growth season, a tree adds a new layer of wood to its trunk and limbs. This means you can determine the age of a tree by counting its layers, or rings. Ask:

- How old was this part of the tree when the tree cookie was cut?
- Can you see different markings? Evidence of scars or narrow, misshapen rings?
- What might have happened to the tree to cause these different markings?

- Use a hand lens to get a closer look at the tree cookie's texture. Can you see any holes or channels that might allow water and nutrients to travel up the tree?
- With the teacher's guidance, the class will discuss ways to help our earth by recycling, reducing waste and reusing items in the world. Explain that the craft is going to be "reusing a tree that was no longer living to make something new and usable."
- Explain how a tree cookie is made.
- Show pictures (or real samples) of different types of decoration that can be done on the tree cookie.
- Students create and construct three ornaments each and write their name on the back.
- Attach twine through the hole for hanging.
- Teachers/volunteers can assist students in coating their ornaments with Mod Podge to protect them.
- Spread out ornaments to dry and collect before departing CAVOC for the day.
- If time remains and students have completed their three ornaments, they can use the template to draw a tree cookie the same age as themselves. What can they do to show when important events in their lives took place?





If I was a tree, this is what my tree cookie would look like!
Count the rings! There should be the same number as my age!

Name _____

ACTIVITY #4 DESIGN A HABITAT/ECOSYSTEM (S.T.E.A.M.)

45 Minutes

Location: Upstairs in the large room

Materials

Paper wasp nest, variety of bird nests, photographs of beaver dams and lodges, photographs of ant hills, bucket of soil with cups for scooping, blue-colored stones (to represent water), fake trees, 25+ plastic animals, small pebbles or stones, playdough (for sticking trees into for stability), shredded paper, small sticks, green felt (all materials included in Fall K bin)

Process

- Teacher will facilitate a discussion about the difference between a habitat and an ecosystem: (3 minutes)
 - Habitat-a place where one type of animal lives (bear cave, a beaver lodge, an ant hill) and where the animal can get everything that it needs to survive (food, water, shelter, living space).
 - Ecosystem-a place where several animals may live and where food chains are present (food chain= fruits/seeds/plants grow and a mouse eats them, the snake eats the mouse, the fox eats the snake and the fox may die from natural causes or injury and decomposes back into the earth and fruits/seeds/plants grow from it.)
- Students will view several habitats-paper wasps nest, nests (compare the differences between how the nests are made), photographs of ant hills, beaver lodge (explain the difference between a beaver lodge and beaver dam)
 - A beaver changes the environment to meet its needs by chewing down trees and blocking up rivers and streams. This creates a flooding of the environment and the water spreads out. The beaver then builds its lodge in the middle of the newly-created area to be safer from predators. (8 minutes)
- Teacher will show materials available to students to create their own habitat/ecosystem. Depending on teacher preference and/or class

size, students will be able to work alone or in small groups to collect desired materials and build a habitat or ecosystem that has everything the animal needs to survive: food, water, shelter, and living space. Teacher will give the students a choice of which plastic animal the student would like to create the habitat for. (5 minutes)

- Students will be given 15 minutes to create their habitat.
- Students will share/discuss their habitats with the group including how the animals will get their basic needs. (5 minutes)
- Students will put back the materials and clean-up. (9 minutes)

Activity #5
45 Minutes
Classroom and Museum Exploration

The lower level classroom is open to students. Please begin by taking the group to the fireplace and having them sit at the rug. Please discuss

- Appropriate way to explore a classroom
- Appropriate way to explore a museum (**please do not touch with your hands, just look with your eyes**) Things behind the ropes are just for viewing. There is a touch and feel table in the museum where students can feel animal furs, shells, etc. Please model correct handling of these items.
- You may also want to have students go as a whole group to the animal fur table and see if they can guess what fur came from what animal. There is a key on the table to tell you the answers.
- The classroom has several STEAM toys, an art table and paper, a library area, sand and water table, microscopes, blocks, etc.
- This is intended to be open ended, however, please have your group in the museum or the classroom together. Both areas need to be supervised at all times (unless you have adequate supervision to have both open at the same time)
- If you'd like to guide them in activity focus, you can have students construct various types of habitats using the materials/blocks/art supplies, etc. using the information they already know.
- Please clean up the area and leave it as you found it. Any art projects need to be taken with you at the end of the day.

RAINY DAY ACTIVITIES

- Activity #1 Animal Charades (see fall plan and move indoors in space by bathrooms)
- Activity #2 Feely “Sensory” Box and animal pelts (upstairs in the kitchen classroom)
- Activity #3 Craft (see fall plan)
- Activity #4 Design a Habitat (S.T.E.A.M) (See fall plan)
- Activity #5 Museum tour/scavenger hunt (See fall plan)

FOLLOW UP ACTIVITIES

- Students will be able to finish these sentences:
 1. Habitats are...
 2. Habitats can...
 3. Habitats have...
 4. One way I can reduce, reuse, or recycle is.....
- Students will cut and glue animals and match to the correct habitats.
- Students will be able to name the 4 things animals need to survive.
- Teach about one or more of the other earth biomes (ocean, desert, rain forest, tundra, grassland, woodland, etc.) and have students make one out of a shoe box at home with families.

WINTER-

Standard K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Standard K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Standard K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Standard K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Pre Visit Activities

Begin a KWL chart to see what the students know about how animals survive in the winter and how they have to make changes to their environment during the seasonal changes. Refer back to the chart after the winter visit to CAVOC.

- View [Hibernators Video](#)

ACTIVITY #1 SNOWSHOEING

Location: Begin in the backside of the CAVOC building under the deck. CAVOC trails

45 Minutes



Snowshoes need to be hauled out to CAVOC from Crescent because the ones currently out at CAVOC are too big for our students. Snow shoe trails should be blazed, but if not, the map may help.

[CAVOC Trail Map](#)

Process:

Students begin by sitting on the pre set up benches and snowshoes outside under the deck area. Each student will watch the teacher model how to put on the snow shoes and then each child will attempt to put on his/her own snowshoes. Adults will assist any child needing help. Students will wait for all students to have snow shoes on and then will follow the teacher through the designated trail.

Hike should take approximately 30 minutes so students have time to take off snow shoes. Please set up snowshoes for next group.

ACTIVITY #2

Location: Upstairs classroom area

WHAT DO ANIMALS DO IN WINTER?

45 Minutes

Materials needed:

- Large posters with the printed labels for “animals that hibernate”, “animals that migrate” and “animals that adapt”
- Paper for students to draw, write and cut
- Glue sticks
- Scissors
- Markers
- Suggested Books (books may be located in Lu Berndt classroom)
Animals in the Fall by Gail Saunders-Smith, *Why do Animals Migrate?* By Bobbie Kalmon, *Migrating Animals of the Air*, *Animals in the Winter* by: Henrietta Bancroft, *All About Animals in Winter* by Martha Rustad, *Migrating with the Humpback Whales* by Thessaly Catt, *How Animals Migrate* by Susan LaBella, *Migrating Animals of the Pond* by Thea Feldman, *Hibernation* by Pat Stephens, *Over and Under the Snow* by Kat Messner

Activity:

1. Students will listen to Over and Under and will talk about how animals do different things to survive when the weather changes.

2. Instructor will introduce the words “Hibernate, Migrate and Adapt” and will talk with the students about each one.
3. Group will be broken into three smaller groups and each group will take one of the posters and draw pictures/write words to add to the topic. Students can research in books for ideas.
4. Instructor will assist each group to organize their posters into a web graphic organizer. Some of the headings to guide students on the posters are:
 - a. Hibernate: Think about animals that hibernate under a log, in trees, in their shells, in caves, in a den, underground, or the bottom of the pond or lake.
 - b. Adapt: Think about animals that grow thicker fur, gather extra food, huddle to stay warm, eat grass, bark and twigs, store more fat, fur turns white.
 - c. Migrate: Think about animals that migrate- salmon, herring, sardines, butterflies, dolphins, whales, bats, dragonflies, birds, zebras, sea turtles.
5. Each group will present their learning to the rest of the group.

Animals that
Migrate

Animals that
Adapt

Animals that Hibernate

ACTIVITY #3

Location: Sledding hill near Playscape

SLEDDING

45 Minutes



Process:

Tubes will be outside near the sledding hill. It works well if students form a line at the left side of the hill (looking at the hill from the bottom) and one or two volunteers assist students getting in the tubes at the top of the hill.

Two tubes at a time can fit at the top. One volunteer should stand near the bottom of the hill to block anyone from bumping into the tree. Students carry their tube back to the top of the hill (volunteers can assist with this too to make it run quicker.)

ACTIVITY #4

Classroom and Museum Exploration

The lower level classroom is open to students. Please begin by taking the group to the fireplace and having them sit at the rug. Please discuss

- Appropriate way to explore a classroom
- Appropriate way to explore a museum (**please do not touch with your hands, just look with your eyes**) Things behind the ropes are just for viewing. There is a touch and feel table in the museum where students can feel animal furs, shells, etc. Please model correct handling of these items.
- ***For the winter session, you may want to have the students focus on ways to incorporate hibernation, adaptation and migrating into their play. They could use blocks or other building materials to create caves, using craft materials-students could create a bird or animal and show the adaptations it makes, etc.***
- You may also want to have students go as a whole group to the animal fur table and see if they can guess what fur came from what animal. There is a key on the table to tell you the answers.
- Students can use clipboards, paper and pencils in the museum and can sit and draw animals of interest.
- The classroom has several STEAM toys, an art table and paper, a library area, sand and water table, microscopes, blocks, etc.
- This is intended to be open ended, however, please have your group in the museum or the classroom together. Both areas need to be

supervised at all times (unless you have adequate supervision to
have both open at the same time)

- Please clean up the area and leave it as you found it. Any art projects need to be taken with you at the end of the day.

ACTIVITY #5

Hibernation Craft



Materials: (all materials included in bin) Light colored paper, reproducible printed animals to cut and paste, dark brown paper (for tree, log, cave, etc.), black paper (for burrows, cave, etc.), glue sticks, crayons/markers, cotton balls.



FOLLOW UP ACTIVITIES

Students should be able to answer these questions after their activities.

1. What is hibernation?

(Answer: The long sleep that some animals take during winter.)

2. What is migration?

(Answer: When an animal moves from one region to another during the seasonal change.)

3. What is adaptation?

(Answer: A change that helps an animal or plant survive in its environment)

4. Why do animals hibernate, migrate or adapt?

(Answer: Because the weather gets cold and food becomes hard to find and it helps the animal survive through the seasons.)

5. How do animals prepare for hibernation?

(Answer: As winter gets closer, they eat a lot of food to store fat that will keep them alive during winter.)

6. Why do some animals store food before winter?

(Answer: These animals wake up from their hibernation to eat a little.)

7. Name a few animals that hibernate.

(Answer: Bats, bees, snakes, bears, hedgehogs, ground squirrels, groundhogs, and marmots)

8. Where do animals hibernate?

(Answer: Wherever they feel safe from predators. Some hibernate in caves and some hibernate under the ground.)

9. What is the difference between sleep and hibernation?

(Answer: During hibernation, the animal's body temperature drops and its heart rate slows down. These things don't happen during regular sleep.)

10. What are some animals that migrate?

(ducks, birds, whales, butterflies)

11. What are some animals that adapt to the winter?

(Rabbits, deer, wolves, fox)

- Add more information to the KWL chart
- [Hibernating and Not Hibernating](#)
- Writing activity: "If I was an animal, I would (hibernate, migrate, adapt) because...."
- Make a diorama of animals that hibernate, adapt and/or migrate.

SPRING

Standard K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Standard K-ESS2-2 : Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Standard K-ESS-3-3 Communicate solutions that will reduce the impact of humans on the land water, air and/or other living things in the local environment.

PRE-VISIT ACTIVITIES

View:

[How Do Living Things Change Their Environments?](#) (5 minutes)

Activity #1
Location: Bog, any water accumulation areas, lake
WATER SAMPLING
45 minutes

Materials Needed:

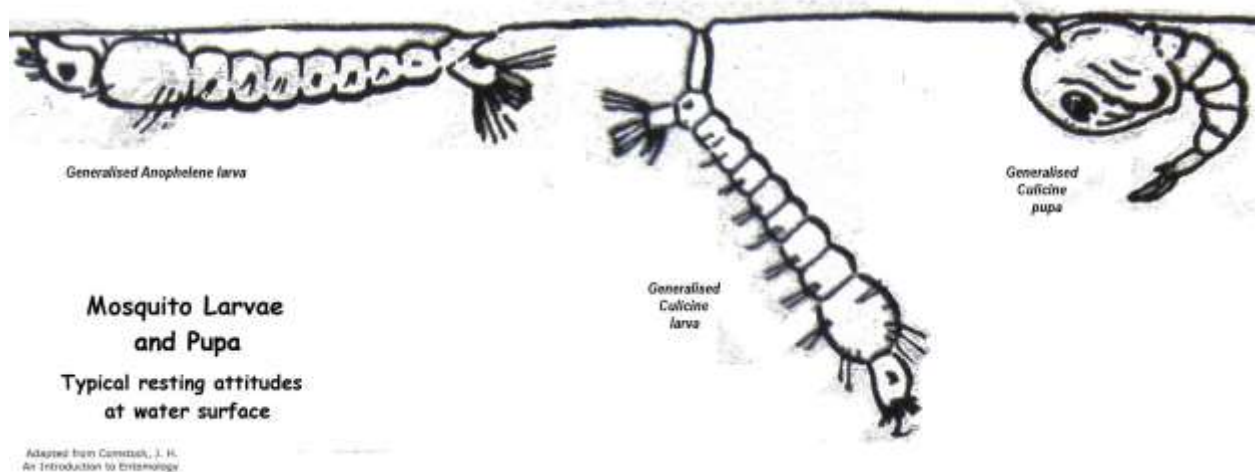
Magnifying glasses, magnifying cups, buckets, a net (for teacher use), “Wonderful Wacky Water Critters” publication

Activity:

Walk to the bog and the pond (and any other accumulated water), observe for frogs, eggs, larvae, and other wildlife and take a sample of water. Use the magnifying cups (containers with a magnifying glass in the top cover) to collect water and have students look for moving creatures. Use magnifying glasses to observe water life.

Discuss:

- What do the animals in this environment need to survive?
- How does the environment meet the needs of the animals?
- What do humans need to do to protect the plants and animals in this environment?



See “Wonderful Wacky Water Critters” for identifying other pond life.

Upon completion of the activity, talk about returning the critters back to their homes and do so carefully.

Activity #2

**Location: Begin under the deck by the downstairs door.
SENSES NATURE WALK**

Materials

Binoculars, CAVOC trail map

Process:

Begin under the deck outside by the downstairs door.

- Teacher explains rules to using binoculars and how to adjust and focus. Pass out binoculars to students. Students will lose binocular privileges if used incorrectly. (5 minutes)
 - **Strap must be around neck at all times.**
 - **Two hands on binoculars.**
 - **If you have glasses, you can push lenses, if no glasses, pull lenses out.**
 - **Put binoculars up to eyes, grip with two hands, use pointer fingers to adjust clarity.**
- Review the 5 senses (hearing, seeing, touching, tasting, smelling). Tell students they will be using their hearing, seeing, touching and smelling senses on the nature walk.
- If students see a bird, have them point to it so others can view it as well.
- [CAVOC Trail Map](#)
- For additional resources for Senses in Nature, there are multiple activities listed in the “Exploring with Senses” section of the CAVOC lesson plan link (materials for these are already at CAVOC):

[Exploring with Senses CAVOC Lesson ideas](#)

Activity #3 Art: Looking at the Natural World
Location: Anywhere outside

Materials: Clipboards and several pieces of paper per students (take from museum area), (small blank paper booklets could be prepared prior to coming to CAVOC and used instead of loose paper if desired) pencils, crayons.

Process: Students will go as a group to find a desired spot outside. Teacher will model how to do a crayon rubbing on bark of a tree and/or any other texture found in nature. Teacher will also talk about how to find something in nature and sit and observe and draw it. Examples are a tree, a stump, rocks, leaves, etc.

Students will try different methods of art (rubblings, drawings, etc.) If needed, you may take the students to multiple areas of the outdoors. At the conclusion of the activity, let students show what they created and discuss the several types of textures that were found.

Discuss how we can appreciate the animal habitats and the natural world that they are visiting. Discuss how it is our responsibility, as stewards of our environment, to sustain these habitats and living things.

An additional lesson can be found in the “Characteristics of Living Things” activity in the CAVOC website link:

[Characteristics of Living Things](#)

Activity #4 S.T.E.A.M
Location: Lu Berndt Classroom
BUILD A BRIDGE

Materials

Photos of how animals and people change the environment to meet their needs

Wooden Blocks

Cardstock

Stones (to put on top as people weight)

Hard flat surface

Crayons

Pencils

Paper

Process

Discussion (5 minutes)-

- How do animals change the environment where they live to meet their needs? (beavers dam up rivers to make a flood for building their lodge in safety, paper wasps chew up bark and wood to create the paper they make their habitat out of, trees push through pavement like sidewalks and roads to reach more oxygen, etc.) Show picture examples.
- How do humans change the environment they live in to meet their needs? (show pictures of various ways people change the environment) Show picture examples.
 - What positive ways do humans change the environment?
 - Are there negative ways humans change the environment?
- People build bridges to be able to get to places that are surrounded or separated by water. They do this to make travel quicker and easier. Different types of bridges are (arch, beam, cable-stay, suspension and truss bridges).

Directions (3 minutes)-

- Tell students that they are going to be engineers today and need to change the environment for people to be able to get to work on time. They have a challenge today to build a bridge that can stand for 10 seconds and can only use the materials provided.

Give students 25 minutes to construct their bridges. (25 minutes)

Students can walk around and view each others at the end and then clean up and return materials (12 minutes).

Students will construct a bridge using only the given materials.

1. Find a hard, flat surface.
2. Use as many materials as you need to build a bridge.
3. The bridge must stand for 10 seconds.
4. Draw a picture of your bridge (optional).
5. Stack as many stones on your bridge to see how much weight it can hold.
6. Use an object to act as a boat: Is the bridge tall enough for a boat to go under?
7. Make modifications and/or try again!

Activity #5 Active Games

Location: Grassy lower outdoor level

All materials needed in the below activities are provided at CAVOC

1. "Not in My Backyard"
- 2.

Equipment: Bean bags, dodgeballs, line marked in middle of yard to show sides

Game Description: Get your trash off my yard! Split the area into 2 halves (best idea is to use the volleyball court to divide the playing area). The 2 halves represent 2 yards. Players on both sides will keep throwing, rolling, or sliding pieces of trash (dodgeballs, beanbags, etc) back and forth. Basically, the idea is that teams are throwing the neighbors trash off their yard. This can go on and on and on. Or end the round and see which yard is a bigger mess!

***Use to teach a lesson of social and community responsibilities of picking up garbage and that garbage doesn't "go away".

1. Create two teams, one on each half.
2. Add in dodgeballs and bean bags.
3. On the signal, teams will keep throwing dodgeballs over to the other side, and sliding bean bags to the other side, trying to keep their own yard clean.
4. Only one piece of equipment can be in hand at a time.
5. At some point in time, end the game and count to see who has the messiest yard!

3. Hula Hoops- Start by holding hands in a circle. Put two or three hula hoops over people's hands. Try to get the hula hoops all the way around the circle without letting go of hands.

4.

5. Fishes and Whales

Divide your class evenly into fishes and whales. choose 3 or 4 kids to be fishermen and women. Make a large square...10 feet by 10 feet is good. Have all the kids except the fishermen and women line up on one side of the square. The fishermen may stand anywhere inside the square they like. The teacher yells "whales" and all whales must run through the square to the other side without being caught by the fishermen. If they are caught, they must stay in the spot they were caught in. They can tag kids in the next round, but they can never mover from their spot. Fishermen only can move anywhere within the square. On the next round the teacher may again yell "Whales" or "fish" or "all fish and whales".

this game has endless variations...many species of fish may be used, characters from books, math problems etc.

6. Red Light Green Light

In this game, one person plays the "stop light" and the rest try to touch him/her.

At the start, all the children form a line about 15 feet away from the stop light.

The stop light faces away from the line of kids and says "green light". At this point the kids are allowed to move towards the stoplight.

At any point, the stop light may say "red light!" and turn around. If any of the kids are caught moving after this has occurred, they are out.

Play resumes when the stop light turns back around and says "green light".

The stop light wins if all the kids are out before anyone is able to touch him/her.

Otherwise, the first player to touch the stop light wins the game and earns the right to be "stop light" for the next game.

7. Tag (blob tag, freeze tag, etc.)

8. Parachute

Spring Rainy Day Activities

Activity #1: Water Sampling (see spring plan, but use pre-collected samples and do activity in the upper lodge main area. Students can draw what they see through their magnifying glasses and use the “Wonderful Wacky Water Critters” manual to help identify.

Activity #2: Earth Day Everyday

Location: Area by the bathrooms

Materials: Earth Day book, chart paper, markers, crayons, pencils, Happy Earth Sad Earth pictures (see below)

Process:

- Discuss the importance of taking care of the Earth. Suggested Read: *The Earth Book* by Todd Parr
- Print off the link's pictures (before coming to CAVOC) and have students sort them on to a poster. [Happy Earth Sad Earth Sort](#)
- Chart ways to help the earth.
- Students can make posters communicating their ideas and post at their school.



Activity #3: Art: Looking at the Natural World (see Spring plan but move into the museum area)

Activity #4: Build a Bridge (see Spring plan)

Activity #5: [Bill Nye the Science Guy- Amphibians](#) Students can view this in the kitchen area on the Smartboard.