



## EDUCATOR RESOURCE GUIDE FOR ELEMENTARY GRADES K-4<sup>TH</sup>



*Enhancing the understanding and enjoyment of life by providing a premier destination for visitors to engage in environmental conservation and wildlife education.*

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## WELCOME

Dear Educators,

Thank you for making environmental conservation and wildlife education a priority in your students' education. We hope that this experience will be one that not only supplements your core curriculum, but also opens the world for your students.

This resource guide will provide you with activity ideas to prepare your students for their experience at the museum. Please feel free to adapt any of the activities in this study guide to make them appropriate and meaningful to your students.

Be prepared to arrive early. You should plan on arriving to the museum about 15 minutes prior to your tour. Allow for travel time, parking and trips to the restroom.

Know your needs. To best serve the needs of you and your students, please indicate in advance if you have individuals who require special services or seating needs upon making your tour reservation.

For questions, contact Executive Director Margaret Karius at 920-419-2721 or email [info@wiwildlifemuseum.org](mailto:info@wiwildlifemuseum.org).

Sincerely,

Margaret Karius  
Executive Director  
Wisconsin Museum of International Wildlife

## **ACTIVITY**

Flora and Fauna: Animal Habitats

## **OBJECTIVE**

Students will explore plant life of several continents and learn how different climates make a home for each animal in the museum.

## **PRIOR TO ARRIVING AT THE MUSEUM**

Have your students observe nature outdoors around your school. Look for bunnies, squirrels, bugs and other animals. Point out grass and other plants and ask how they might aid the animals. Observe the weather and ask the students whether they think certain local animals could survive in different climates.

## **ACTIVITY AT THE MUSEUM**

Students will be able to see and touch items, such as pelts, antlers, horns, skulls and bones from North America and Africa animals. There are also samples of desert, grasses and trees that these animals use in their habitats. Students will be able to compare and learn how differences, such as climate and geography, affect the structure of each animal so that they can adapt to their environments.

WI SCIENCE CONTENT STANDARD F.4.1

Additional standards are referred to on page 9.

## **ACTIVITY**

Animal Anatomy

## **OBJECTIVE**

The bodies of the animals – unique to the climate, habitat and style of feeding – are the focus of this lesson. Students will observe the special features of each animal in the museum and learn the reasons behind them.

## **PRIOR TO ARRIVING AT THE MUSEUM**

Discuss different parts of the human body and the purpose of each part. For example, we have several different teeth structures so that we can chew different types of food.

## **ACTIVITY AT THE MUSEUM**

The Wisconsin Museum of International Wildlife has pelts, skulls, antlers and horns from both North American and African animals. In this hands on environment, students can feel and see how animal anatomy helps the animal survive and thrive in its habitat.

WI SCIENCE CONTENT STANDARD F.4.3

WI MODEL ENVIRONMENTAL STANDARD B.4.6

Additional standards are referred to on page 9.

## **ACTIVITY**

Animal Bingo

## **OBJECTIVE**

Students will learn how to correctly identify different species of animals and the continents they inhabit.

## **PRIOR TO ARRIVING AT THE MUSEUM**

Ask your students what types of animals they often see. Talk about the difference between cats, dogs and birds. Discuss animals that are common to Wisconsin, such as deer, badgers and fox.

## **ACTIVITY AT THE MUSEUM**

There are approximately 30 animals and 20 birds from North America and Africa on display at the Wisconsin Museum of International Wildlife. Students will learn where these animals live and more about the different species on these continents.

WI SCIENCE CONTENT STANDARD F.4.3

Additional standards are referred to on page 9.

## **ACTIVITY**

Scavenger Hunt

## **OBJECTIVE**

Students will learn how to match animal parts to their animal name and species.

## **PRIOR TO ARRIVING AT THE MUSEUM**

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## **ACTIVITY**

Herbivores, Carnivores & Omnivores

## **OBJECTIVE**

Students will learn the differences between herbivores, carnivores and omnivores. They will then go on a hunt through the museum to correctly identify which category the different animals belong in.

## **PRIOR TO ARRIVING AT THE MUSEUM**

Defining Herbivores, Carnivores & Omnivores

Herbivores are animals which only eat plant material. This means leaves, flowers, fruits or event wood. Sheep, horses, rabbits and snails are well known examples of herbivores which eat grass and leaves. A parrot, however, which eats fruits and nuts can also be called a herbivore. Herbivores have wide flat teeth (molars) that are adapted to grinding grass, tree bark and other tough plant material. They tend to have eyes on the sides of their heads, giving them a very wide field of vision, excellent peripheral vision.

Carnivores eat meat. A Carnivore is a predator because it has to find and catch its prey. Some carnivores, such as wolves, hunt in a group called a pack. They move silently and slowly to form a circle around their prey before they attack. Carnivores have large mouths with sharp pointed teeth. They also have sharp claws.

Omnivores eat both plants and meat. Chickens are omnivores. They eat seeds, but they can also eat worms. Human beings are also omnivores, although some people choose not to eat meat. These people are called vegetarians or vegans. Omnivores have sharp and pointed teeth. They also have sharp claws.

## **ACTIVITY AT THE MUSEUM**

Review the descriptions listed by each animal in the museum. On the worksheet provided at your arrival to the museum, students will indicate whether the animal is a herbivore, carnivore or omnivore by placing a check next to each animal's name.

WI MODEL ENVIRONMENTAL STANDARD B.4.1

WI MODEL ENVIRONMENTAL STANDARD B.4.6

Additional standards are referred to on page 9.



## **STANDARDS**

### **NEXT GENERATION SCIENCE STANDARDS**

Next Generation Science Standards is a collaborative effort of 26 states and provides a framework for science educational standards. The Wisconsin Museum of International Wildlife belongs to the “Nature of Science” category, which helps students understand the world around them. The three areas of focus that this resource guide and museum experience will benefit your students:

- Scientific Knowledge Assumes an Order and Consistency in Natural Systems
- Science is a Human Endeavor
- Science Addresses Questions About the Natural and Material World

### **WISCONSIN DEPARTMENT OF INSTRUCTION STANDARDS**

Science, Life and Environmental, Performance Standards F Grade 4

By the end of **grade four**, students will:

#### **THE CHARACTERISTICS OF ORGANISMS**

F.4.1 Discover\* how each organism meets its basic needs for water, nutrients, protection, and energy\* in order to survive.

F.4.2 Investigate\* how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment).

#### **LIFE CYCLES OF ORGANISMS**

F.4.3 Illustrate\* the different ways that organisms grow through life stages and survive to produce new members of their type.

#### **ORGANISMS AND THEIR ENVIRONMENT**

F.4.4 Using the science themes\*, develop explanations\* for the connections among living and non-living things in various environments.

## **ADDITIONAL RESOURCES**

International Wildlife Museum: <http://www.thewildlifemuseum.org/>

Safari Club Foundation: <http://safariclubfoundation.org/>

Safari Times Magazine (Copies available at the Museum)

Ducks Unlimited: <http://www.ducks.org/>

Whitetails Unlimited: <http://www.whitetailsunlimited.com/>

Rocky Mountain Elk Foundation: <http://www.rmef.org/>

Ruffed Grouse Society: <http://www.ruffedgrousesociety.org/>

Wisconsin Department of Natural Resources: <http://dnr.wi.gov/>