

Everglades A, B, C's

Students will be introduced to the diversity of Everglades plants and animals by learning their Everglades alphabet.

Objectives:

Students will be able to identify and recite the first letter of the name of at least 10 Everglades plants and/or animals.

Materials:

The "List of Alphabet Picture Cards" included in this activity, the alphabet picture cards included in this guide, and music.

Methods:

Play as you would "Musical Chairs", initially lining up one chair per student.

Subjects:

Science, Art, P.E.

Duration:

30 to 45 minutes

Location:

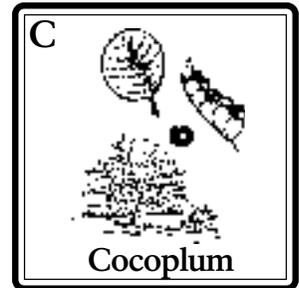
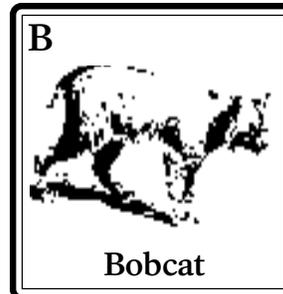
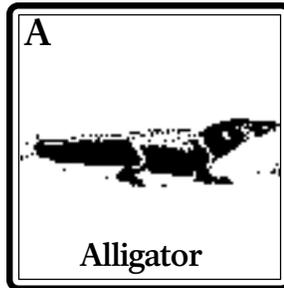
Outdoors, classroom, gym, or cafeteria.

Related Activities:

Shapes in Nature, Mangrove Island, Gar, Gar, Gator, Finding Home: Everglades Habitats,

Florida Sunshine State Standards:

SC.F.2.1.2 SC.H.1.1.1



Background

Everglades National Park has a great diversity of **flora** (plants) and **fauna** (animals) that live in a variety of **habitats** (homes) found within the Everglades ecosystem. The sun, water, and soil are the ingredients that allow the **producers** (plants), to grow. The producers make food, which in turn is eaten by the **consumers** (animals). Consumers are comprised of **herbivores**, **carnivores**, and **omnivores**. Herbivores are plant eaters, carnivores are meat eaters, and omnivores eat plants and meat. When an animal or plant dies, **decomposers** help break down the remains into soil. The plants, animals, sun, water, and soil are interconnected. They can be placed into **food chains** and **food webs**.

Procedure

1. Pass out the alphabet picture cards. Individually have students name the animal, plant, or object they have. Some pictures will be easy for the students to recognize, for others you will have to identify the item pictured and teach your students the names. Collect the cards when you have finished the introduction.
2. Set this activity up as you would musical chairs. With the 26 colored pictures and the 26 black and white pictures enclosed, you can line up in any configuration any number of chairs, having one chair per student initially. Lay the **pictures** of the alphabet cards face up, in any order, on the chairs.
3. Have students line up at a designated starting point, one behind the other. Explain to the students that they will walk around the chairs until the music stops and then they should quickly sit down in the chair closest to them.
4. Once students are seated, call out a picture name. (A list of

the alphabet picture cards is on the following page.) The student that has landed on that picture must call out the letter that the picture begins with. If the student holding the picture, calls out the correct letter, they keep the alphabet picture card. Remove their chair. If they are unable to name the letter, then they put the card back down on the chair.

5. Students who do not have a chair when the music stops, should be directed to a designated area where they can watch their classmates complete the "musical chairs" portion of this activity or all students can remain, circling the dwindling chair supply. Start the music again. Continue the activity until all the letters are picked up.

6. Then have all students sit in a circle. Each student with an alphabet card identifies the letter or names the plant, animal, or object pictured on their card and shares one fact about their organism/object. Encourage students to describe adaptations such as feathers, fur, scales, claws, and beak or leaf shapes. Students may also describe animal movements - fast or slow, and whether the animal's color provides camouflage.

7. A second way to do this activity is to turn the cards **letter** side up when they are placed on the chairs. Play the music. When you stop it, students sit in the chair closest to them. Once students are seated, call out a letter. The student(s) that have landed on that letter must try to name any Everglades plant, animal, or object whose name begins with that letter (i.e. "B" bobcat, butterfly, bottlenose dolphin etc.) (Utilize the "List of Alphabet Picture Cards" on the following page.) If the answer is correct, remove the chair(s), if not then they put the card(s) back down on the chair(s) and proceed as in Step 5.

Extension

Ask your students that have animal alphabet cards, to compare their animal to the other animal pictures. Have them look for similar characteristics. How does their animal move? Can they find another animal that moves the same way (i.e. swims, crawls, flies?) Have students with plant cards look at leaf shapes and sizes of plants/trees etc. Ask your students why their plant, animal, or object is important to them as well as the Everglades. Encourage students to discuss their animal's or plant's importance in a specific food chain and in the web of life.

Important Words

Plants
Animals
Home
Habitat
Producer
Consumer
Decomposer
Herbivore
Carnivore
Omnivore
Food Chain
Food Web



Strangler Fig

List of Alphabet Picture Cards

<u>Letters</u>	<u>Colored Pictures</u>	<u>Black and White Pictures</u>
A	anhinga	alligator
B	bottlenose dolphin	bobcat
C	crab	cocoplum
D	dragonfly	deer
E	eagle	egret
F	Florida tree snail	fishes
G	grasshopper	gumbo limbo
H	hawk	heron
I	ibis	ivy (poison)
J	jay	jellyfish
K	kite (snail)	kite (swallowtail)
L	lizard	lysiloma
M	mosquito	mullet
N	nurse shark	night heron
O	owl	osprey
P	pelican	palm tree
Q	Queen butterfly	quiet
R	Roseate spoonbill	raccoon
S	sawgrass	sun
T	turtle	tree frog
U	underwater	Utrichularia (bladderwort)
V	vulture	vulture
W	woodpecker	water
X	Xanthopastis moth	Ximenia (hog plum)
Y	yellow rat snake	You
Z	Zebra butterfly	Zamia (coontie)



Eastern Indigo Snake