| **Indiana Dunes****Education** | National Park ServiceU.S. Department of the Interior**Indiana Dunes National Lakeshore****Education Department** | National Park Service Logo |
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**Talk With the Animals**

**Summary:**

In this puppet show, students will meet many puppet characters of the spring, summer and autumn or winter woods.

As the puppets talk, they reveal their secret haunts and habits. Students see how the animals and plants of the outdoors work together as neighbors to help one another.

On a short walk after the show (weather permitting), students will search for the activities of plants and animals.

**Objectives:** students will be able to

1. Name two ways to protect the park.
2. Name four activities that plants and animals do.
3. Describe in their own words two plants and animals.
4. Name two ways that plants and animals help each other.

 

**What to expect on during your trip:**

This one hour program begins with an indoor puppet show and usually ends with a short outside nature hike.

 **Setting:**

The Paul H. Douglas Center for Environmental Education.

**Grade:**

 Pre-kindergarten through second grade

**Ratio of students to ranger:**

No less than 30 students, please. This program requires two rangers.

**Safety Issues:**

 Trips/falls while hiking.

**Background Information:**

The following organisms are commonly found throughout Indiana Dunes

 National Lakeshore: oak trees, skunks, owls, poison ivy, raccoons, frogs, cattails, snakes, spiders, opossum, deer, rabbits, squirrels, chipmunks,

moles, voles, groundhogs, shrews, toads, salamanders, coyotes and fox

**Prerequisite Classroom Activities:**

Before your visit to Indiana Dunes National Lakeshore, please take a moment to read over these activities. We suggest that you do one or more of the described activities for additional classroom involvement and learning.

1. Check your local library for story books on any of the plants or animals listed above in the Teacher Background. Read these stories to your students, or have them read them.
2. Go For a walk around the school yard looking for plants and animals that may also be found at the National Lakeshore
3. Brainstorm with your students what they might and might not find at Indiana Dunes National Lakeshore.
4. Have students make collages of animals that might be found at the lakeshore.

**Vocabulary:**

 Sensory - relating to the senses (a specialized function or mechanism (as sight, hearing, smell, taste, or touch) by which an animal receives and responds to external or internal stimuli)

Trust- a specialized function or mechanism (as sight, hearing, smell, taste, or touch) by which an animal receives and responds to external or internal stimuli / responsibility for safety and well-being

Observe- to watch carefully / to make a scientific observation of/ to come to understand or know especially by thinking about facts that have been noted

Explore- to search through / to go into or travel over for purposes of discovery or adventure / to examine carefully and in detail especially in order to make a diagnosis

Focus- to adjust one's eye or a camera to a certain range

Adaptation- adjustment to environmental conditions: as an adjustment of a sense organ to the degree or quality of stimulation / change in an organism or its parts that fits it better for the conditions of its environment / a structure resulting from this change

Habitat- the place or type of place where a plant or animal naturally or normally lives or grows

Patterns- an artistic form, figure, or design / a set of characteristics that are displayed repeatedly

**Indiana Content Standards:**

The Talk with the Animals program can assist teachers in meeting the following Indiana standards

 **Kindergarten**

Science

Physical Science

**SCI.K.1.1 2010**

Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

Life Science

**SCI.K.3.1 2010**

Observe and draw physical features of common plants and animals.

**SCI.K.3.2 2010**

Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

**SCI.K.3.3 2010**

Describe and compare living plants in terms of growth, parts, shape, size, color and texture.

**First Grade**

Science

Physical Science

**SCI.1.1.2 2010**

Characterize materials as solid or liquid, investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties).

**SCI.1.3.1 2010**

Classify living organisms according to variations in specific physical features (e.g., body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

Life Science

**SCI.1.3.2 2010**

Observe organisms closely over a period of time in different habitats such as terrariums, aquariums, lawns and trees. Draw and werite about observations.

**SCI.1.3.4 2010**

Describe how animals’ habitats, including plants, meet their needs for food, water, shelter and an environment in which they can live.

**SCI.1.3.5 2010**

Observe and describe ways in which animals and plants depend on one another for survival.

**Extension or Follow-up Activity**

Class reflection paper or writing sample:

Ask each student to write a short essay, letter or story about what they learned on their field trip to Indiana Dunes National Lakeshore. Rangers love receiving mail from their students. Send the ranger the packet of essays from your class (or a copy of them), and your ranger will send your class a certificate from the dunes. Send your essays to:

Indiana Dunes National Lakeshore

1100 N. Mineral Springs Road

Porter, IN 46304

Attn: Your ranger’s name or just Education Department

If you are using this essay as a class assignment for a grade, we would like to suggest that each essay contain the following elements. Use the rubric below to score them.

\* The name of the park and the location of their field trip—for example: Douglas Center, Indiana Dunes National Lakeshore

\* Three facts they learned on the field trip about the habitats of the dunes.

\* A brief explanation of why Indiana Dunes is unique and therefore a national park.

\* At least two things the student can do to help take care of his or her national park.

\* Fill in the blank of this statement and provide an explanation:

I would like to learn more about \_\_\_\_\_\_\_\_\_\_ at Indiana Dunes.

\*\*\* For advanced groups, add the following element:

Tell the park rangers if you would like to bring your families and friends to the dunes and if so what would you do here and where would you go.

**Assessment:**

**Rubric for Class reflection writing assignment:**

**Grading Scale for Class reflection writing assignment:**

1. **Writing and organization**- ***4 points*** the writing sample is very well written and organized by the elements provided. It has a strong introduction, middle and conclusion. ***3 points*** the writing sample is well written and organized by the elements provided. It includes an introduction, middle and conclusion. ***2 points*** the writing sample is choppy and is not well organized. It lacks an introduction or conclusion. ***1 point***the writing sample is very short and unorganized.
2. **Grammar & Spelling-** ***4 points*** Mistakes in spelling and grammar are minor or non-existent. ***3 points*** Mistakes in spelling and grammar are minimal—about 4-5. ***2 points*** mistakes in spelling and grammar are numerous—5-10. ***1 point*** mistakes in spelling and grammar are more than 10**.**
3. **Facts and content**- ***4 points*** the writing sample demonstrates the student’s learning on the dunes program and includes three or more facts provided by the park staff. ***3 points*** the writing sample demonstrates the student’s learning and includes only two facts provided by the park staff. ***2 points*** the writing sample does not demonstrate much learning and only includes one fact provided by the park staff.***1 point*** the writing sample does not demonstrate any learning and does not include any facts provided by the park staff.
4. **National Park Service theme** - ***4 points*** the writing sample clearly demonstrates the student’s understanding of the role of the NPS in preserving the dunes by explaining why Indiana Dunes is such a unique treasure.***3 points*** the writing sample mentions the NPS and its role in preserving the Indiana Dunes. ***2 points*** the writing sample mentions the NPS and Indiana Dunes. ***1 point*** the writing sample does not mention anything about the NPS or its role at Indiana Dunes**.**
5. **Stewardship-** ***4 points*** the writing sample lists three things the student can do to assist in taking care of the Indiana Dunes. ***3 points*** the writing sample lists two things the student can do to assist in taking care of the Indiana Dunes. ***2 points*** the writing sample lists one thing the student can do to assist in taking care of the Indiana Dunes. ***1 point*** the writing sample does not list anything about what the student can do to take care of the Indiana Dunes.