

DICKINSON COUNTY NATURE CENTER PRESCHOOL – “ANIMAL QUESTIONS”

Activity Time

Two 30-minute
sessions

Program Alignment with Iowa Early Learning Standards

Area 3: Approaches to Learning

Curiosity and Initiative

Standard 3.1.PS The child asks questions about a variety of topics.

3.1.PS.3 The child asks questions about a variety of topics.

Area 8: Science

Scientific Investigations

Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.

8.1.PS.1 The child asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.

8.1.PS.5 The child observes, investigates, and describes the characteristics, behavior, and habitats of living things.

8.1.PS.7 The child develops an awareness of nature through the exploration of natural environments and materials or through caring for animals and plants.

Scientific Communication

Standard 8.3 PS Children will share information and understanding about experiences in their environment.

8.3.PS.3 The child begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on the topic of interest.

Contact

Environmental
education coordinator
Bryanna Kuhlman
bkuhlman@co.dickinson.ia.us,
712-336-6352 Ext. 3



CONSERVATION BOARD

Supplies

- Animal Ambassador of students' choosing
- Any visual aids needed for talk
- Large notepad and marker

Program Overview

Background

By creating this two-part program, our staff hopes to create excitement for the natural world in our youngest citizens. Students and teachers will be able to tailor this program to their classrooms' interests. Students will first be able to work with the teacher to decide what animal they would like to learn about, then students will be able to see and learn about the animal when that naturalist comes to the classroom.

A large part of the program is to help students learn what questions are and how to create them. We hope to show students that their questions were phenomenal but we sometimes need to re-research more about them as professionals. During our second visit, we will start by reminding students about their questions, asking students if they found any of the answers, and than reintroducing the animal and answering their list of questions.

Procedure

This program will be two 30-minute sessions scheduled on two different days. By doing this we hope to be able to have students create thoughtful questions, research their questions and be excited to learn the answers when we return.

Step 1: Students and teachers choose an animal ambassador they would like to learn more about.

Options: Corn snake, great plains toad, ornate box turtle or tiger salamander

Visit 1:

During the first visit, the naturalist will introduce the animal ambassador of the class' choosing to the classroom. The naturalist will tell the students some facts about the animal, allow students to observe the animal both in containers and possibly on the ground (depending on animal), and then each student will be allowed to touch the animal, if he or she chooses to.

After the students have been introduced to the animal and learned a little bit about the animal, the students will be asked to help make a list of questions about what they would like to learn about the animal. The naturalist will write the questions on a giant notepad for everyone to see.

Visit 2:

During the second visit, students will be reintroduced to the animal they chose. However this time, the naturalist will first ask if they were able to answer any of their own questions as a class. Students will be able to tell the naturalist what they have learned. After this, the naturalist will take the time to answer the questions the students had about the animal.