



Quarrybrook
EXPERIENTIAL EDUCATION CENTER

Program Title: Where Do You Spend Your Winter?

Audience: K1 students

Program Theme: Different animals spend winter in diverse ways. Not everything sleeps!

Program Goals: Students will compare the actions they take to get ready for winter, with those of New England animals. Through short stories we'll learn more about four winter-active animals, and act out the motions/actions of their winter strategies. Then we'll head outside to observe evidence of these actions happening all around us. We'll also begin to notice the different adaptations that plants have to survive the winter. Then we'll return inside to learn about the ways that other animals spend their winters, through a narrated puppet show! We'll meet animal characters who each tell their story of how they must migrate, hibernate, become dormant, sleep lightly, or stay active, to survive their winters.

Next Generation/Common Core Connections:

Topic: K-LS1 From Molecules to Organisms: Structures and Processes

Dimension: Patterns

Program Outline:

Activity 1: WINTER STORIES (30 min.) – After introducing the similarities of what living things need to survive in winter, we'll enjoy short stories about four New England winter-active animals. Students will be encouraged to act out the motion/action of each animal.



Teachers and other adults will be helpful in prompting students to participate in the motions/actions! Teachers are always welcome to make any classroom-connecting comments that contribute to student understanding.

Objectives: Students will know what actions people and animals need to take to get ready for winter. Students will recognize that all living things have the same needs in common. Students will learn the survival strategies of four winter-active animals.

Intended Outcomes: From the story info, students will identify what strategy each animal uses to survive winter, and they will act out its motion/action.

Activity 2: TRAIL SEARCH (40 min.) – Let's head outside, to look for evidence of the animal actions we learned about in Activity 1! We'll also observe a variety of plants closely, and discuss their adaptations for surviving winter.



Teachers and other adults will be helpful in encouraging students to notice the animal evidence all around them, and start to interpret it as clues to what happened there.

Objectives: Students will learn what kinds of evidence may be left behind by an animal, doing its winter actions. Students will know different adaptations that plants have to survive the winter.

Intended Outcomes: Students will notice animal sign and begin to connect it with the story of what happened there. Students will recognize basic winter plant adaptations.

Activity 3: WHERE DO YOU SPEND YOUR WINTER? PUPPET SHOW (20 min.) – After returning inside, we'll learn about the other ways that animals spend their winter, through a narrated puppet show! We'll meet a ruby-throated hummingbird, a groundhog, a ladybug, and a chipmunk, with the help of a narrating porcupine, and they'll each tell their story of how they must migrate, hibernate, become dormant, sleep lightly, or stay active, respectively.



Teachers and other adults will be helpful in each reading an animal's lines from the script!

Objective: Students will know that different animals spend winter in diverse ways. Not everything sleeps!

Intended Outcome: Students will be able to explain a few different ways that animals spend their winters, in follow-up discussion after the puppet show.

Conclusion/Wrap-up: If an additional activity is needed, we'll draw two of our animals' winter shelters.

Successful completion of this program will help support your students' proficiency in NGSS

Performance Expectations:

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