

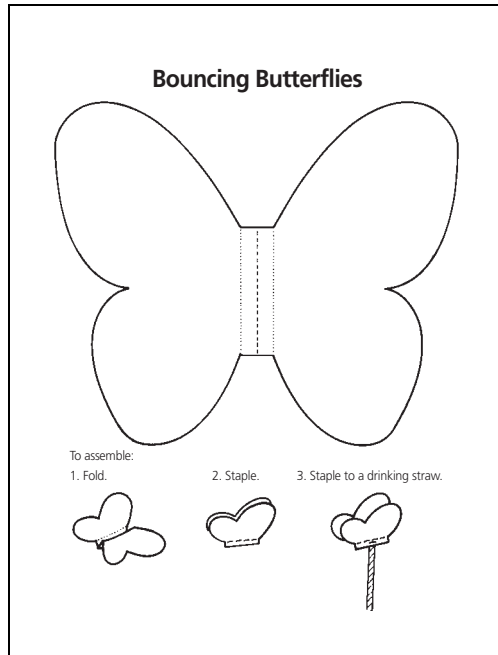
Acorn Pond



Bouncing Butterflies

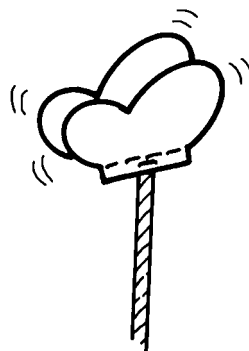
Art

Bring a variety of butterfly books into the classroom. Read some together and provide time for students to browse through any butterfly identification books you may have gathered. Provide crayons and give each student a copy of page 78.



The butterfly on the page can be colored realistically, using the information from the butterfly books, or it can be colored with imaginative designs. Suggest that students press hard with the crayons to produce the intense colors that butterflies have. The section between the dotted lines need not be colored. When the top sides are finished, have students cut out their butterflies and color the undersides completely. (Because some crayon may rub off onto the work surface, students should work on a sheet of scrap paper or on a protected table.)

Assemble the butterflies as illustrated on page 78. To make a butterfly flap its wings, hold the straw and move it up and down.



Nature's Colors

Art

Set up four work tables, one table for each season of the year. Set out paints of appropriate colors for the seasons, paper, and brushes. If you are unsure about the colors, look at the colors of the various seasons in the Acorn Pond activity of *Sammy's Science House* or follow these suggestions:

- Spring clear (not muted) light colors, yellow greens, aqua, yellow, tan, lavender
- Summer medium colors, true greens, sky blue, red, rose
- Autumn rich earth colors, olive, rust, gold, orange, brown
- Winter pale gray, pale blues, white, a few vivid colors, black, black-brown

Discuss the idea that each season has its own palette. Show the four tables to the students. Ask them to guess which table is for autumn. Next, try winter and then summer and spring. Allow time for each student to use the palette of one of the seasons to paint a nature scene. If there is time, students may enjoy making additional paintings of their scenes as they would look in different seasons.

Under a Log

Science

After students have had a chance to play with the Acorn Pond activity in *Sammy's Science House*, discuss the fact that certain animals depend upon a pond environment for their existence. Ask, for example, how crayfish or frogs depend upon their environment throughout their life cycles and in various seasons. Explain that there are communities of animals everywhere that are well suited for their particular environments.

You can probably discover one of these communities near your school. Look for a fallen log or branch on the playground or nearby. Help students to turn it over, to examine what they find, and then to replace the log carefully. If your students made bucket magnifiers (Buzzy Bee's Bucket Magnifier, pages 48 and 51), this is a good opportunity to use them. Magnifying glasses can also be used. Illustrated below are some of the animals your students might find:



Sow bugs or woodlice are related to lobsters.



Don't touch! A centipede bite stings.



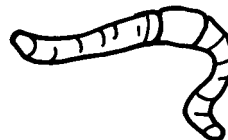
Ants tunnel and lay eggs in dead wood.



Slugs are like snails without shells.



The mother wolf spider carries her babies on her back.



Earthworms eat dead plant material in the soil.

Let students look for other small communities under rocks and fallen leaves or even in a ring of grass. Stress the idea that it is important to examine carefully, disturbing as little as possible and returning the area to its original state after looking for these communities.

Sammy's Field Notebook

Language Arts

The Field Notebook in the Acorn Pond activity of *Sammy's Science House* can be printed by clicking the printer icon. (See page 30.) Some suggestions for using printouts of the Field Notebook follow:

- **Field Notebook Posters:** Let students color the pages of the Field Notebook as posters. Mount them on colored construction paper (one animal per poster) and hang them at eye level for students to view at their leisure.
- **Animal of the Week:** Prepare Field Notebook posters as above, but display only one at a time, as the Animal of the Week. Each week, change the poster and read the new one together.
- **Field Notebooks for Everyone:** Use a copy machine to make a copy of the Field Notebook for each student. Assemble the notebooks by stapling the pages together at the top or on the left, adding a construction paper cover, if desired. Provide time for students to browse through them and to color or highlight items as they wish. Read the booklets together if students are unable to read them on their own.
- **Field Notebooks with Added Notes:** Assemble Field Notebooks as in the previous paragraph, but add some blank pages. Let students use the blank pages for observations about pets or other animals they see regularly. Suggest that they carefully study animal behavior the way scientists do. For example, what does it mean when your dog puts up its ears? How large is your cat's territory? How many claws are on your guinea pig's foot?
- **Field Notebooks from Other Environments:** Using a Field Notebook as a model, work as a class to make a similar notebook about animals in a different environment, such as the rain forest. Have each student or pair of students contribute one page of interesting "field notes" about a rain forest animal.

Jump Like a Frog

Physical Education

Next physical education class, warm up with the animals of Acorn Pond by asking students to do several of the following:

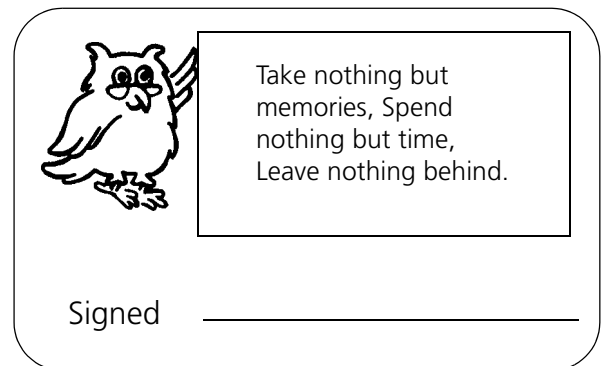
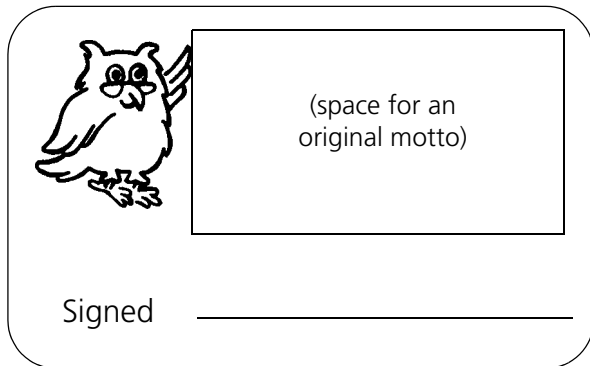
- Jump like a frog.
- "Fly" like a butterfly.
- Walk like a crayfish (backwards, sideways, forward).
- Slither like a snake.
- Flap your "wings" like a baby robin.
- Hop like a rabbit.
- Dig like a squirrel.
- Walk like a turtle.
- Run like a deer.

After the class has tried the activities for the similes listed, let students create their own.

Visit a Pond

Science

Explain that Acorn Pond in *Sammy's Science House* was modeled after an actual pond in the midwestern United States and includes plants and animals that really exist at that location. If possible, plan a field trip to a pond in your area. Before you go, talk about our responsibility to take good care of the wonders of nature. Make copies of page 79 so that each child can have a pocket-sized naturalist card. Your class can write its own motto (see bottom of page 79) or use Olivia Owl's motto (see top of page 79).



If your students have made field notebooks with extra pages, take them along. Have students use them to record observations and make sketches. If possible, arrange for a naturalist or the owner of the pond to talk to the class about the pond and its plants and animals. Back in the classroom, compare the pond you visited with Acorn Pond.

If it is not possible to take a field trip to a local pond, you can still “visit” a pond through books. There are many good books about ponds available for young students. Below are a few your students might enjoy:

Puddles and Ponds, by Phyllis S. Busch

At the Edge of the Pond, by Jennifer Owings Dewey

The Birth of a Pond, by John Hamberger

A Walk by the Pond, by Wallace Kirkland

Lily Pad Pond, by Bianca Lavies

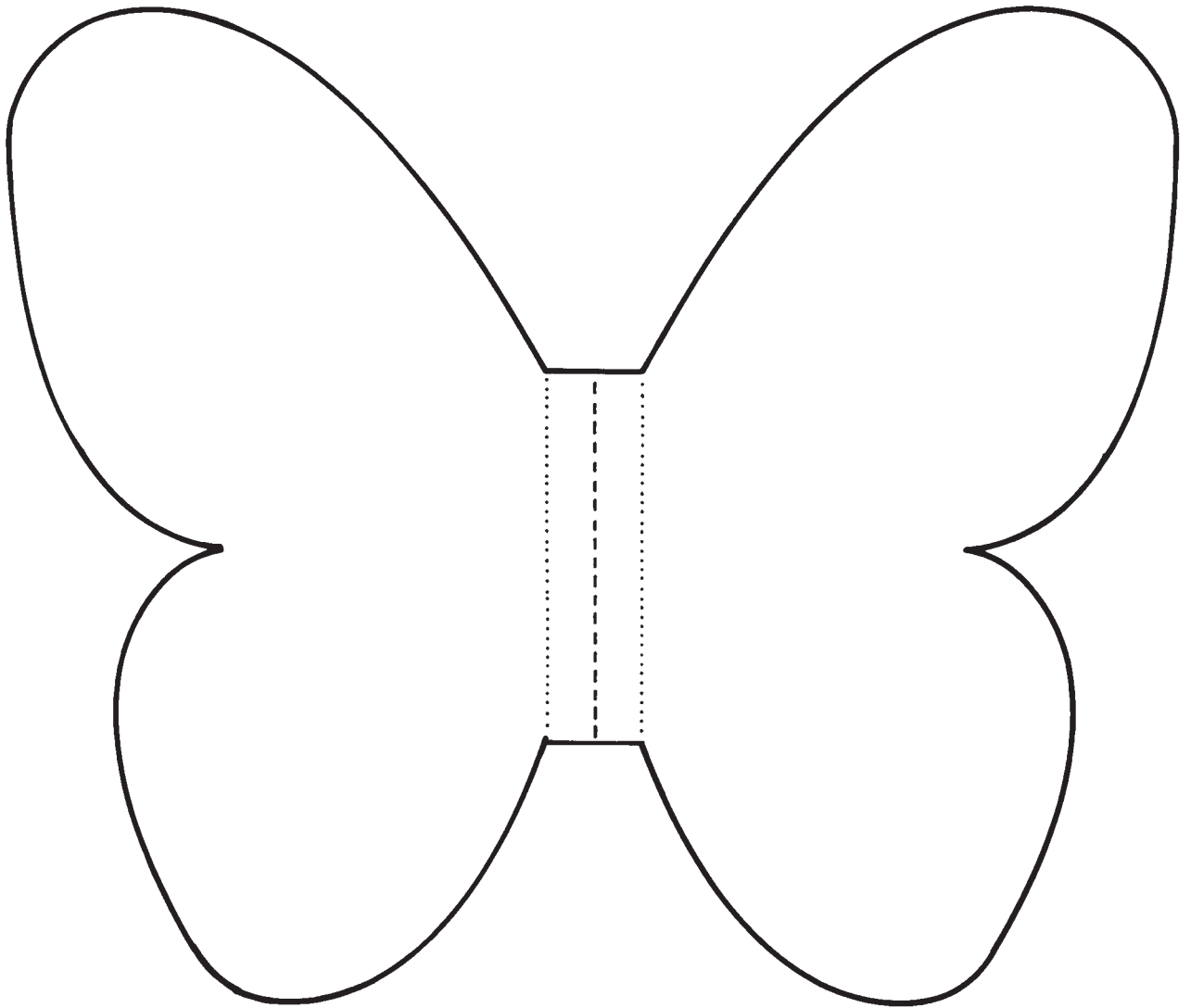
At the Frog Pond, by Tilde Michels

Discovering Pond Life, by Colin S. Milkins

Pond and River, by Steve Parker

The Hidden Life of the Pond, by David M. Schwartz

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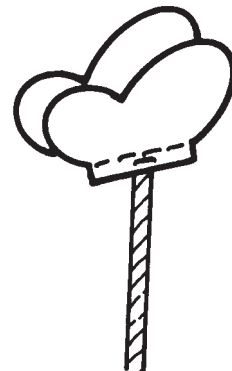
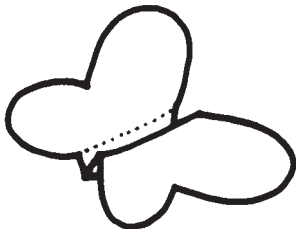


To assemble:

1. Fold.

2. Staple.


3. Staple to a drinking straw.



Use with "Bouncing Butterflies" (page 74).


Naturalist Cards

Using heavy paper, copy Olivia Owl's naturalist cards for your students. Read and discuss the motto together. Then let each student sign and cut out a card. If possible, laminate the cards or cover them with clear adhesive-backed paper.




Take nothing but memories, Spend nothing but time, Leave nothing behind.

Signed _____




Take nothing but memories, Spend nothing but time, Leave nothing behind.

Signed _____



Take nothing but memories, Spend nothing but time, Leave nothing behind.


Signed _____



Take nothing but memories, Spend nothing but time, Leave nothing behind.

Signed _____

If your class prefers to make up its own motto, use this card instead. Print the class' motto in the rectangle before copying the card for your students.



Signed _____

Use with "Visit a Pond" (page 77).