



Forest Flora and Fauna

Age range: 5 to 9 (primary)

Time: 90 minutes

Subjects: Science, Visual Arts

Resources: coloured paper, scissors, glue, white paper strips, markers, crayons, pencils and *Mural Matrix* worksheet (see page 13).

Learning Outcomes

Students will identify non-living (abiotic) and living (biotic) features that commonly occur in forest zones and create a forest mural.

Note: Students need to be familiar with the zones of the forest, such as upland (canopy, understorey), riparian and aquatic (see *Glossary on page 37*); features found at ground level (e.g., leaf litter, rotting logs, mushrooms and salamanders) and below ground (roots, worms, microbes); the diversity of mammals, fish, insects, and birds as well as non-living features (rocks, sun, sky, soil, water).

Hook: The Forest and Wetland Alphabet



Ask the class to name a forest and/or wetland feature for each letter in the alphabet as you call them out/hold them up. Prompt them by reminding them of categories such as plants, animals, birds, non-living components, watery areas and soil. Make sounds to prompt them as well! Examples:

- A alder, ants, air, animals, aphid, algae
- B bulrush, bullfrog, butterfly, bog, beaver
- C cedar, chickadee, caterpillar, catfish, cattail
- D deer, duck, dam (beaver)
- E eggs, elk, earth, earwig, evergreen
- F fawn, fish, frogs, fox, flycatcher
- G groundhog, geese, grass
- H heron, honeybee, hornet
- I icicles, ice, insects
- J jackrabbit, juniper, jay
- K kingfisher, killdeer, knot
- L light, lily pad, leaf, logs, lake
- M muskrat, minnow, maple, mushroom, marsh
- N nuthatch, nest, nettle
- O oak, ovenbird, owl, otter
- P pine, poplar, pond, porcupine
- Q quacking ducks, quail
- R rock, rain, river, roots, robin
- S stream, sun, salamander, snake, sap, sedge
- T trees, thrush, toad, trout
- U ungulate, underwater
- V vole, valley, vine, vixen, vultures,
- W water, wind, worms, woodpeckers, web, wrens, waxwings
- X xylem, xeric, xerophyte
- Y yellow warbler
- Z zebra mussel, zoobenthos, zones

Procedure

- 1 Create a forest and water habitat by making a giant mural.** Each student will make individual features, glue them on, and label them.
Tape enough mural paper to the wall so that students can comfortably fit plants, animals and other features onto an aquatic, riparian and upland zone (see Forest Zones and the Water Cycle *diagram on page 4*). Recap what is found in the different zones and have students direct you in drawing their surface outlines on the mural (stream, banks, forest floor).
- 2 Make a chart identical to the *Mural Matrix* worksheet** (see page 13) on display paper/chalkboard. Brainstorm and record a list of the various names for each feature that could be found in each area. Older students could brainstorm in small groups and record their ideas on copies of the *Mural Matrix* worksheet.
- 3 Each student selects/is assigned a feature from the *Mural Matrix*** (such as rock, frog, sun, otter, cloud, hawk) and creates it. First, they should draw it in rough, have you check it for accuracy, cut out different parts from various colours of construction paper, then glue it together. Demonstrate by making an item; be certain to discuss the appropriate scale of the various features by outlining a few on the mural paper.
- 4 Students should label their features** by using a strip of white paper and gluing it on the feature. See Extensions for more to do with labels. Quick students can make more than one feature.
- 5 Once features and labels are ready,** have students tack them in different locations before everyone glues them into final position. Near completion, stop the activity and have students analyze the mural. Discuss if anything from the list is not represented or under-represented, and observe the great variety of life displayed.
- 6 Complete the mural.** Decide on a title together, and have students assist in labeling it appropriately.

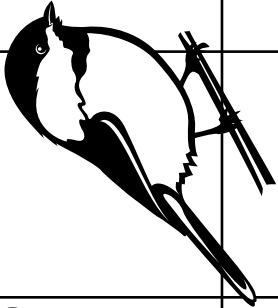
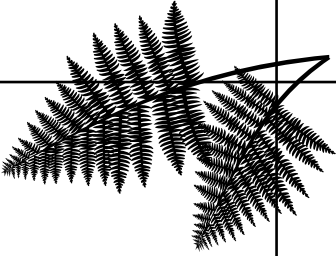
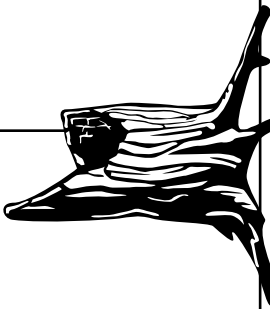


Extensions

- Divide class into three groups and have each group create a part of the mural: aquatic, riparian and upland zones.
- Once the mural is finished, choose brightly coloured markers and highlight the labels of creatures that use two of the three zones (e.g., deer use upland and riparian, beaver use aquatic and riparian) or all three zones (e.g., toad, many birds).
- Use brightly coloured markers or yarn to connect consumers, producers and decomposers in a food web.
- Buddy with a younger class; have older students explain forest connections and/or help with the creation and placement of features.



Forest Flora and Fauna Mural Matrix

Plants and Trees			
Sky			
Canopy			
Understorey			
Riparian			
Aquatic			
Forest Floor			
Underground			

