



Playcard Environmental Education Center Pre-visit Information Sheet

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Playcard Pre-visit Information Sheet Sixth Grade: Animal Structures

6th Animal Structures
6-3.1, 6-3.2, 6-3.3 6-3.4

Science Standards Addressed
Structural similarities and differences between vertebrate and invertebrate animals and how they use them. Warm vs. Cold blooded responses to temperature fluctuations. Basic classification of animals in natural habitats.

Source: 2005 SC Science Standards

PROGRAM DESCRIPTION:

Students will receive first-hand experiences exploring the plant and animal communities within a primary successional field, an old-growth forest, and a black-water beaver-pond swamp environment. Students will study basic functions of the structures of animals that allow them to defend themselves, to move, and to obtain resources. Endothermic (warm blooded) reactions vs. ectothermic (cold-blooded) reactions to stimuli will be presented. The students, working in teams, will explore the environments of Playcard through the use of sampling equipment. Specimens of wetland and upland reptiles, mammals, birds, and amphibians will be included. Time will be shared between field and lab activities.

TOPICS and VOCABULARY (The following topics and words will be used in your program. If possible, please research the topics and investigate the word's definitions.)
TOPICS: [South Carolina Reptiles](#), [Mammals](#), [Amphibians](#), and [Birds](#), [Bird Guide](#)

VOCABULARY:

Endothermic Ectothermic Vertebrate Invertebrate Diurnal Nocturnal
Raptor Flight Feather Counter-shading Crepuscular Venomous

Preparing for your Visit

1. Please encourage students to wear clothing appropriate for the weather conditions and be ready to explore nature with all their senses.
2. CHAPERONES: Students should have a 1 adult for every 5 students. This is not a requirement, but does add to the program significantly.
3. Please bring ONE 1 GALLON SIZED ZIPLOCK BAG PER STUDENT for collections.

Post Visit Activity

As an assessment, each grade level is encouraged to create a learning, "feedback" project. These projects may be any appropriate feedback method as prescribed by the teacher. Some examples are, letters of what the students learned with drawings and/or photographs of the experience, power point presentations, videos, learning logs, journals, projects (i.e. a leaf collection, copy of presentation, video sharing, testimonials, etc.)