



Playcard Environmental Education Center Pre-visit Information Sheet
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Playcard Pre-visit Information Sheet Grade

2nd Animals and Adaptations

Science Standards Addressed:

Animal and plant diversity, classification of animals into basic groups Mammals, Fish, Birds, Reptiles, Amphibians. Plant and animal diversity. Animal adaptations for survival. Aquatic vs terrestrial animal and plant communities. Erosion, earth changes. Weather's effect on wildlife. Wildlife's affects upon habitats. Push vs pull. (2.L.5A.1, 2.E.2A, 2.P. 4A, 2.L.5A.2)

PROGRAM DESCRIPTION:

An exciting hands-on exploration and discovery of some of nature's most interesting subjects, the plant and animal life of Horry County. The program includes time in the natural history museum and outdoors exploring the hardwood forest, swamp, and fields catching creatures and exploring diversity in the unique habitats of Playcard. Animal characteristics and classifications, life cycles, adaptations, (animal senses, movement, grasping, defense), shelters, habitats, dependence on plants, and soil types will be emphasized. Explore the forest, field, and wetlands to experience local wildlife. Become a field naturalist by collecting forest, field, and swamp species. See how beaver control erosion by building dams and slowing water flow during storms. Experience the Swamp Ferry to understand the relationship between push and pull.

VOCABULARY

(The following words will be used in your program. If possible, please investigate their definitions.)

[Swamp](#)
[Nature](#)

[Forest](#)
[Mammal](#)

[Reptile](#)
[Dispersal](#)

[Fish](#)
[Insect](#)

[Bird](#)
[Plant](#)

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 habitat 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, learning logs, journals, projects (i.e. a bug collection, leaf collection, copy of presentation, etc.)

Digital Extension: Students working in teams will use the [inaturalist](#) app to explore, take pics of, and identify species around the schoolyard. Identify the classification of each species, reptile, amphibian, bird, mammal, invertebrate, etc.