



A Schoolyard Safari

The *Handbook to Schoolyard Plants and Animals of North Central Florida* and the *Schoolyard Wildlife Activity Guide* are your guides to investigating common, local plants and animals right outside the classroom. Take a moment now to carefully review these materials and answer the following questions.

Exploring the *Handbook to Schoolyard Plants and Animals of North Central Florida*

1. Find the introduction on page 2 and read about the **Target Audience** and **Geographic Area** covered in this Handbook.
2. Using the **Table of Contents** find and read **Getting Started**. What three characteristics are common to all of the organisms in the Handbook?
 - 1.
 - 2.
 - 3.
3. Go to the section titled "**Background to Modern Natural History of North Central Florida**" and list the six major habitats described in the Handbook.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
4. List the four major **Groups of Animals and Plants** covered by the handbook. (Hint: start on page 9)
 - 1.
 - 2.
 - 3.
 - 4.
5. By using the **Index**, find the section on the **Cloudless Sulphur Butterfly** and list the five sub-sections under this animal entry.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Note: These are consistent for all entries.
6. Go to the **Introduction** section for **Butterflies and Moths**. Look under **Interactions** and name one way that plants defend against caterpillar munching.
7. Use the **Glossary**, beginning on page 108, define the term Thallus:
8. List the three field guide series covered in the **Bibliography** on pages 113-115.
 - 1.
 - 2.
 - 3.
9. On page 3 read about the **Role of the Handbook**. What is the name of the complementary book, which contains activities correlated to the Handbook and the Sunshine State Standards?
10. Be sure to read the **Precautions** section on page 5 before taking your students on an outside investigation. Have fun!

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Exploring the Schoolyard Wildlife Activity Guide

1. Each lesson/activity in the *Schoolyard Wildlife Activity Guide* is cross-referenced to six items. List them here.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
2. Find and review the **Curriculum Framework**. List the three major categories of concepts covered in the Activity Guide.
 - 1.
 - 2.
 - 3.
3. Turn to the lesson *Web Weavers*. First, read the entire activity then do the following:
 - A. Find the section on Spiders in the Handbook and list three different kinds of spiders you might discover by doing this activity.
 - 1.
 - 2.
 - 3.
 - B. *Web Weavers* is well suited for _____ learners. (Visual, Auditory, Kinesthetic)
 - C. The basic **Science Process Skills** used in *Web Weavers* are:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - D. The **Behavioral Objectives** students will achieve in *Web Weavers* are:
 - 1.
 - 2.
 - 3.
 - E. List the essential materials needed to conduct *Web Weavers*.
 - F. State the **Key Question** investigated in the activity *Web Weavers*.

