Follow-Up Activities

In an article in *The Educational Life Supplement of The New York Times* (January 7, 1990) *Science Under Scrutiny*, it was noted that 95% of all teachers use a textbook 90% of the time, and 82% of students complained they never get to “do” science in their classrooms.

One of the things kids need the most and get the least of are science related field trips; and the best way to secure what they have experienced in their memories is to use follow-up classroom activities. The objective of all the activities in this section is to reinforce the learning that took place previously, in the classroom visit and on the field trip to the Preserve. In addition to the teaching ideas in this chapter, the handouts in the habitat section are especially effective after the field trip.

Our docents love to receive mail from students they have hiked with. Please feel free to send any creative efforts to the Preserve, attn.: your docent's name.

**Teaching Ideas:**

**Accordion-Fold Books** – *Activity*

**Newspaper** – *Activity*

**Postcards** – *Activity*

**Small Group Oral Reports** – *Activity*

**Mural** – *Activity*

**Poetry** – *Discussion, Activity and Handout (Cinquain)*

**Cinquain** – *Handout*
Accordion-Fold Books

Materials
- Butcher paper
- Crayons, colored markers or other drawing materials
- Scissors

Activity
Cut butcher paper into strips long enough for 5-7 frames. Provide one strip for each student.

Have each child choose five or six things that they liked/learned on your trip to Martin Griffin Preserve and incorporate them into a book. On the cover of each book, should go the title, author and name of the publishing company. Each student should carefully draw and color pictures of their visit and write a sentence or two about each illustration.

Share the books in class or pin them up for an instant bulletin board.

Newspaper

Materials
- Paper and drawing implements
- Copier and/or computer (optional)

Activity
Use a newspaper format and have the students make copies to take home if possible. Have students write stories based on their experiences at Martin Griffin Preserve – feature articles about science, pictures of animals, habitats, trees, etc. Don’t forget editorials, letters to the editor, or cartoons.

Postcards

Materials
- Blank postcards or heavy paper cut to size
- Crayons, colored markers or other drawing materials

Activity
Have the students draw a picture of something they saw at Martin Griffin Preserve. On the other side, have them write a note to a friend telling them about the trip. The friend may be in another classroom, your principal, or a child in a younger grade. (This is a great sharing activity if you have a cross-age tutoring program.) Deliver the postcards.
Small Group Oral Reports

**Materials**
- Paper and pencils

**Activity**
Have your students form the same small groups that they were in at the preserve. (Optional: Pick a theme for the students to use, such as food webs, adaptation, or conservation.) Tell the students that they are going to report to the rest of the class about their observations from the field trip.

Things to include in the report: (write this on the board)
1. What you saw
2. What you learned
3. What you liked
4. What you would like to know more about

Have each small group choose a secretary (one who will write down all the observations) and a group reporter (one who orally reports the group’s observations to the class).

Let each small group give a five-minute (or set an appropriate time limit) report. Allow a couple of extra minutes for questions from the audience.

After all the small groups give their reports, discuss how the groups' discoveries were both similar and different.

Use your class's discoveries as teaching tools, and as "cues" for future topics and student re-search.

Mural

**Materials**
- Butcher paper or other similar paper (as large as practical)
- Crayons, colored markers, paint and brushes or other drawing materials

**Activity**
Have the entire class participate in a large mural representing their experience at Martin Griffin Preserve. Have each child draw something they found interesting or liked, such as the pond and a dragonfly, the overlook and herons' nests, and so forth.

Another option is to have each student make an individual drawing and mount them altogether to form a mural.
Poetry

Materials
• "Cinquain" handout
• Paper and pencils

Background
Cinquain (SING-CANE) and Haiku (HI-KOO) are two forms of poetry easily learned by children.

A cinquain consists of five lines, each of which has a special purpose. Here’s the basic form:

• first line states the title in two syllables
• second line describes the title in four syllables
• third line describes the action in six syllables
• fourth line expresses a feeling in eight syllables
• fifth line restates the title in two syllables

Wind really lends itself to the cinquain. Here are two examples:

<table>
<thead>
<tr>
<th>Breezes</th>
<th>Cyclone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm and flowing</td>
<td>Ripping, raging</td>
</tr>
<tr>
<td>Make flowers and winds sway</td>
<td>Swirling funnel of death</td>
</tr>
<tr>
<td>Always touching and surrounding</td>
<td>Struggling against the violence</td>
</tr>
<tr>
<td>Gentle</td>
<td>Terror</td>
</tr>
</tbody>
</table>

A haiku is a Japanese form of verse in three lines. It is another type of poetry that your kids can try. The first and third lines have five syllables and the second line has seven. One idea behind haiku is that it captures the writer’s first reaction to something in nature, such as a sunset, a waterfall, or a flying bird. Here’s an example of a wind haiku:

Gentle, caressing
Soft breeze plays among birch leaves
Friendly wind blowing

Activity
Discuss poetry and cinquains. Explain that they are a good way to express feelings about nature and our world. Read the examples of wind cinquains above.

Brainstorm with the class to come up with a list of topics for their own cinquains based on their experiences at Martin Griffin Preserve. List the topics on the board. Fog, clouds, newts, egrets and redwoods are just some possibilities.

Distribute the "Cinquain" handouts and have your students try their hands at writing poetry. You may assign one of the topics or let the students pick from the list. When everyone’s finished writing, have the students read their poems to the rest of the group.

At this time you may want to discuss haiku and have the class compose haikus on the same subjects. Another good activity is to have the students illustrate their poems and display the poems and illustrations together.
Cinquains are a wonderful way to combine feelings and facts about our world into a poetic image. Easy to learn, easy to do!

1. _____________________________
   one word — noun, title

2. _____________________________ ________________
   two words — to describe #1

3. _____________________________ ________________ ________________
   three words — to tell what #1 is doing

4. _____________________________ ________________ ________________ ________________
   four words — to express a feeling about #1

5. _____________________________
   one word that means the same thing as #1