WILD LINKS

METHOD

Play a domino-like game that encourages kids to think of how plants and animals are connected to each other through food chains, similar habitats, or taxonomy.

GRADES

3 – 5

ACTIVITY TIME

20 – 30 minutes

SETTING

Anywhere

MATERIALS

- **Wisconsin Wildcards: Natives** (see list on page 19). You will need 28 different cards for each group of 3 - 4 kids. Try to give each group a good mix of plants and animals.

STANDARDS

Environmental Education: B.8.8
Science: F.4.1

SCOUT CONNECTIONS

Junior Girl Scouts: Earth Connections, Plants and Animals

INTRODUCTION

Everything is connected to everything else. What does that mean? (Encourage some discussion on how plants, animals, the environment, and people all depend on each other for survival.) How hard would it be to make a connection between two apparently unrelated things? For example, could you make a connection between fish and ash trees?

DOING THE ACTIVITY

1. **Play Wild Links**. Divide into groups of 3 - 4 and follow the directions on page 3 to play this domino-based game.

2. **Discuss connections.** Ask kids to list the kinds of connections they made between the plants and animals in the game. Here are some possible links:
   - Taxonomy – links based on the classification of living things
   - Energy transfer – links based on "who eats who"
   - Habitat – links based on living in the same area
   - Trophic level – links based on similar lifestyles (omnivores, herbivores)
3. **Sort cards by different categories.** Still in groups, ask the kids to sort their cards by any of the categories listed above.

ASSESSING STUDENT LEARNING

Given a stack of wildcards, students can devise a classification system that includes all the cards.

EXTENDING THE LEARNING

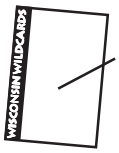
Learn about dichotomous keys. Older students can begin to learn how scientists use keys to organize and identify groups of plants, animals, and other objects. They'll enjoy "keying" out candy! You can find the lesson plan online at The University of Nebraska-Lincoln's NESEN Web site. <http://nesen.unl.edu/lessons/geology/candykey.asp>

Develop a dichotomous key for the cards. Give each group a stack of cards and ask them to develop a key to the cards. There is a key using the fish cards on pages 61 - 62 of the full version of the guide.

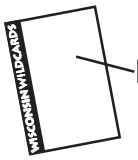
Think about links. Discuss how chemicals, invasive species, weather, and other environmental changes can have negative impacts on food chains.

WILD LINKS!

DOMINO-BASED GAME
EASY
2 - 4 PLAYERS



BLANCHARD'S CRICKET FROG



RACCOON

WOOD TURTLE

ORNATE BOX TURTLE

OBJECT

Be the first player to link all of your cards.

WILDCARDS

28 different Wisconsin plants and animals

DEAL

Shuffle and cut the cards. Deal five cards to each person, one at a time and facedown. If two or three play, deal seven cards to each. Place the remaining cards facedown in the center of the table. This is the boneyard.

PLAY

Everyone: Take a good look at your cards. Note the plants, herbivores, and carnivores. Observe what kinds of animals you have (e.g., fish, insects, mammals).

Player to Dealer's Left: You go first. Look at your hand and choose one card to begin the game. Lay it down in the middle of the table or floor.

Next Player in Clockwise Rotation: Look at the card the first player placed on the table. You must find a card in your hand that you can link to this card. If the first card played was a raccoon, here are some of the possible cards you could play and the related links:

- Blanchard's cricket frog - because raccoons eat frogs
- Timber wolf - because wolves eat raccoons
- Bobcat - because raccoons and bobcats are both mammals
- White ash – because raccoons live in forested areas
- Wood turtle – because raccoons and wood turtles are both omnivores

When you find a link and play a card, you must announce the link. Other players can judge if your link is acceptable! If you can't find a card in your hand that links to the card on the table, you must draw a card from the top of the boneyard.

Everyone: Play continues clockwise around the table with each person trying to place a card. Like dominoes, cards can be played in both directions. When a card is played, the player must announce the link. Other players can challenge a link if they think it is too far-fetched! The first person to get rid of all his or her cards is the winner!

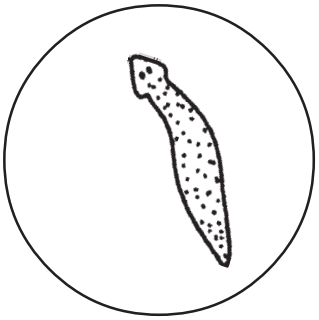
HABITAT TOSS

METHOD

Toss **Wildcards** into their "habitats." Then, design new cards for plants and animals that live in Wisconsin's forests, wetlands, and prairies.

GRADES

3 – 4



ACTIVITY TIME

One or two 50-minute periods

SETTING

Inside

MATERIALS

- **Wisconsin Wildcards: Natives** (see list on page 19). You will need 8 - 10 cards per kid. Try to give each kid a good mix of terrestrial and aquatic plants and animals.
- Cardboard boxes labeled "forest," "wetland," and "prairie" (3)
- Habitat posters <www.dnr.wi.gov/eek/nature/habitat/index.htm>

STANDARDS

English Language Arts: E.4.3
Environmental Education: B.4.5

INTRODUCTION

There are many different habitats in Wisconsin. They vary from bogs to boreal forests to beaches to barrens. Each habitat is unique, but each one provides the plants and animals that live there with everything they need to survive.

DOING THE ACTIVITY

1. **Play Habitat Toss**. Follow the directions on page 8 to teach your kids how to toss cards accurately. Then, encourage kids to take turns playing the game. You might choose to divide the kids into 2 - 3 teams that are competing against each other.
2. **Look through the habitat containers.** After the game, sort through the cards in each "habitat." Make a list on the board or large piece of paper showing the plants and animals found in each habitat. Correct any cards that ended up in the wrong place due to lack of aim or information!
3. **Check out the habitat posters.** If you have the actual posters, tack them to a bulletin board. (If you don't have the posters, let the kids view them on the EEK!

Web site.) Around each poster, display the **Wildcards** representing plants and animals in that habitat. Add the names of plants and animals shown on the posters that are not featured on **Wildcards**. (See list on page 7.)

4. **Create Wildcards for additional plants and animals.** Invite students to design cards for the plants and animals found in the different habitats that haven't been featured on **Wildcards**.

ASSESSING STUDENT LEARNING

Give students a rubric to grade their cards. Their new cards should follow the design of **Wisconsin Wildcards** and include the following:

- A colorful drawing or photo of the plant or animal
- Both scientific and common name
- Basic description
- Habitat information
- An interesting, fun, or WILD! fact
- A website to go to for more information
- Credits for the photo or information (if needed)
- Logos of sponsoring organizations (they can make this up!)

EXTENDING THE LEARNING

Pinpoint nearby natural communities. Forest, wetland, and prairie are three general habitat classifications. The Natural Heritage Inventory has identified 71 distinct natural communities in Wisconsin. As a class, identify a natural area or state park in your area. Try to figure out which description/s best fit this area. You can find the descriptions on the WDNR Web site. <www.dnr.wi.gov/landscapes/community/>

Identify your ecological landscape. Resource specialists in the WDNR have defined 16 ecological landscapes in Wisconsin. Ecological landscapes are areas that have unique combinations of physical and biological characteristics that make up the ecosystem, such as climate, geology, soils, water, or vegetation. They differ in levels of biological productivity, habitat suitability for wildlife, presence of rare species and natural communities, and in many other ways that affect land use and management. To find out which ecological landscape your community is located in, visit the WDNR Web site. <www.dnr.wi.gov/landscapes/>

Toss the invasives! Play this game with the invasive species cards to help kids learn which habitats are being invaded by which non-native species.

FINDING OUT MORE!

Wisconsin Naturally: A Guide to 150 Great State Natural Areas. Wisconsin Department of Natural Resources. 2003. To order, visit the Endangered Resources Web site. <www.dnr.wi.gov/org/land/er/forms/snaguide.htm>

Backyard, **Pond**, and **Woods**. Donald Silver. *One Small Square* series. Each book features the diversity of life that can be found in one cubic foot of space in each habitat.

WISCONSIN HABITATS

FOREST

Black Bear
Bobcat *
Flying Squirrel
Porcupine
Snowshoe Hare
White-tailed Deer
Barred Owl
Goshawk
Ovenbird
Red-headed Woodpecker
Ruffed Grouse
Fox Snake *
Redbacked Salamander
Luna Moth
Balsam Fir
Paper Birch
Sugar Maple
Yellow Birch
Black Currant
Bunchberry
White Trillium

PRAIRIE

Badger
Meadow Vole
13-lined Ground Squirrel
American Kestrel
Bobolink
Eastern Meadowlark
Prairie Chicken
Sandhill Crane
Upland Plover
Prairie Ringneck Snake
Karner Blue Butterfly *
Yellow-faced Bee
Big Bluestem
Indian Grass
Little Bluestem
Sideoats
Blazing Star
Compass Plant
Lupine *
Prairie Coneflower
Prairie Dock
Purple Coneflower
Wild Indigo

WETLAND

Beaver *
Mink
River Otter
Common Yellowthroat
Great Blue Heron
Osprey
Red-winged Blackbird
Wood Duck
Blanding's Turtle *
Salamander
Western Chorus Frog
Muskie *
Dragonfly
Willow
Arrowhead
Cattail *
Yellow Lotus

* Indicates **Wisconsin Wildcard** is available

HABITAT TOSS

CARD GAME
EASY & FAST
2 PLAYERS

OBJECT

Toss the largest number of cards into the right habitat.

WILDCARDS AND OTHER THINGS

16 native plants and animals
3 boxes, buckets, or other containers labeled "Forest," "Wetland," and "Prairie"

DEAL

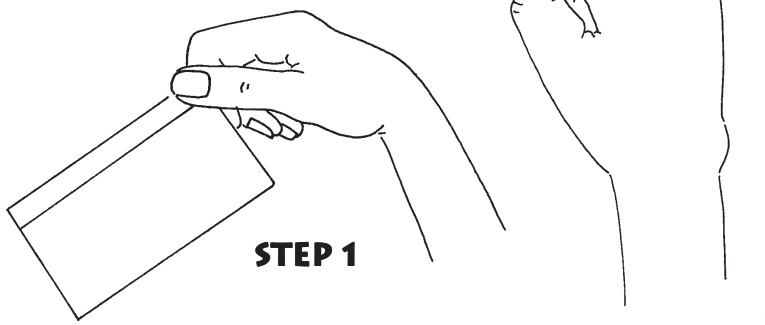
Divide the cards equally among the players. Place the boxes along a wall. Designate a throwing line that players must stand behind. Adjust the line if it is too hard or too easy.

PLAY

Everyone: Take turns. When it is your turn, stand behind the line and look at the top card in your hand. Decide which habitat it belongs in. Call out the name of the plant or animal and which habitat it belongs in. Try to toss the card into that habitat box. You get one point for saying the right habitat and one point for getting the card into the right box. Keep track of points on a scrap of paper. The player with the most points wins.

STRATEGY

Hold the card between your thumb and index finger with your wrist bent toward your body (Step 1). Flick your wrist out and release the card at the same time so the card spins away perpendicular to the floor (Step 2). After practice, your card will sail across the room into the right box!



DELICATE BALANCE

METHOD

Master a card stunt that demonstrates the challenge of balancing the preservation of our natural heritage with the recreational demands placed on state parks, forests, and trails.

GRADES

5 – 8

ACTIVITY TIME

One or two 50-minute periods

SETTING

Classroom

MATERIALS

- **Wisconsin Wildcards: Special Places, State Forests,** and **Natives** (see lists on page 21 and 19). You will need 1 "place" card and at least 5 native plants and animals for each pair of kids.
- Internet access

STANDARDS

Environmental Education: B.8.6, B.8.15
Science: F.8.10
Social Studies: A.8.1

INTRODUCTION

Wisconsin has a strong tradition of outdoor recreation **and** a strong commitment to conservation of natural resources. As our population continues to grow, these two are often in conflict. It is the goal of state land managers to find the delicate balance that allows Wisconsinites to recreate without damaging the natural resources that we love.

DOING THE ACTIVITY

1. **Pass out one "place" card and five random native plant and animal cards to each pair of kids.**

2. **Show the card stunt**. Follow the directions for Delicate Balance on page 11 to show kids how state properties support natural populations.
3. **Find the properties on a state map.** Make a list of the recreational opportunities that are available at the property by visiting the WDNR's **Find a State Park or Forest** Web site. <www.dnr.wi.gov/org/land/parks/specific/findapark.html>
4. **Determine if the plants and animals could live on the property**. Using the **Wildcards**, Internet, and other resource materials, ask students to find out if the plants and animals they were given could live on their state property. If not, ask them to find **Wildcards** for plants and animals that could live there.
5. **Uncover conflicts.** List some of the potential conflicts between wildlife management, vegetation management, and recreation at their property. For example:
   - horses vs. restoration of natural habitats
   - dogs vs. nesting birds
   - motorized vehicles vs. wildlife
   - campground development vs. natural habitat for plants and animals
   - garbage cans vs. wildlife
   - pollution vs. water quality
6. **Discuss the delicate balance.** State properties have two missions. One is to preserve and protect natural resources. The other is to provide recreation. Ask students to find evidence of balance at work. For example:
   - Are certain recreational opportunities confined to limited areas on the property?
   - Are any recreational opportunities not permitted?
   - Who decides what is permitted and what is prohibited on a specific property?

ASSESSING STUDENT LEARNING

Resource specialists in the WDNR have defined 16 ecological landscapes for Wisconsin. Ecological landscapes are areas that have unique combinations of physical and biological characteristics that make up the ecosystem, such as climate, geology, soils, water, or vegetation. They differ in levels of biological productivity, habitat suitability for wildlife, presence of rare species and natural communities, and in many other ways that affect land use and management.

Ask students to find out which ecological landscape their "places" are in by visiting the WDNR Web site. <www.dnr.wi.gov/landscapes/> Ask students to summarize what they have discovered about their state properties. Ask them to report on the challenges state properties face in different parts of the state.

EXTENDING THE LEARNING

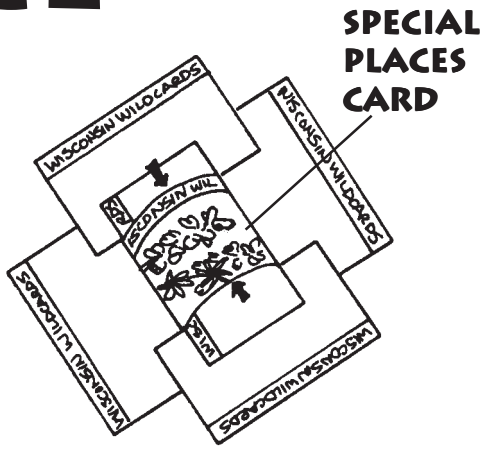
Discover State Natural Areas. The management of State Natural Areas is very different from other state properties. Ask students to find out how State Natural Areas are established, managed, and protected. Name some recreational activities that would be permitted. Name some activities that would be prohibited. Why are State Natural Areas so different?

DELICATE BALANCE

CARD STUNT
MODERATE TO DIFFICULT

OBJECT

One **Special Places** card magically lifts five native plant and animal cards into the air. When you take away the **Special Places** card, the plants and animals fall to the ground.



WILDCARDS

5 native plant and animal cards
1 **Special Places** or **Wisconsin State Forests** card

DO THE TRICK

Show five native plant and animal cards and explain that state properties are special places in Wisconsin that have been set aside to protect habitat for plants and animals.

Explain that you will show how vital **Special Places** are with a simple card stunt. Claim that you can hold all five plant and animal cards in the air without even touching them. All you will touch is the one **Special Places** card, and that card will be on the top! Offer to allow others to try to accomplish this feat.

When everyone fails (you hope!), you are all set to show off the trick:

- Lay one plant or animal card on the table.
- Bend the **Special Places** card slightly and lay it across the first card.
- Place two plant or animal cards next to the first card and over both short ends of the **Special Places** card.
- Put the last two cards carefully in place by weaving them under the short ends of first card and over the corners of the other two plant or animal cards.
- Grab the **Special Places** card with your thumb and index finger (at the arrows in the diagram) and lift it off the table.
- Show what happens when the **Special Places** card pops out. There goes the habitat!

LASSST ONE LOSESSS

METHOD

Play a challenging game of strategy while learning about endangered and threatened reptiles in Wisconsin.

GRADES

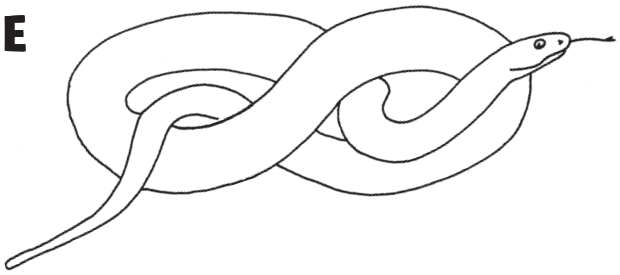
5 – 8

ACTIVITY TIME

30 – 45 minutes

SETTING

Anywhere



MATERIALS

- **Wisconsin Wildcards: Native Reptiles** (see list on page 19). You will need 15 snake and/or turtle cards for every 2 - 4 kids.
- **Snakes of Wisconsin**
- **Turtles & Lizards of Wisconsin**
- Internet access

STANDARDS

Environmental Education: B.8.3
Science: F.8.9

SCOUT CONNECTIONS

Boy Scouts of America: Fish and Wildlife Management, Reptile and Amphibian Study

INTRODUCTION

Some snakes and turtles aren't doing very well in Wisconsin. Human activities like home and business construction, wetland filling, and road expansion continue to destroy their habitats. Some people kill or capture snakes and turtles out of curiosity or fear. Of the 21 species and subspecies of snakes, 10 are listed by the Bureau of Endangered Resources as endangered, threatened, or of special concern as of the year 2000. Five of

Wisconsin's 11 turtle species are listed as endangered, threatened, or of special concern. Let's take a few minutes to meet these reptiles.

DOING THE ACTIVITY

1. **Play Lassst One Losesss**. Follow the directions on page 15 to play this challenging game. Since only four groups can play at once, kids will need to take turns playing this strategy game.
2. **Find out more about Wisconsin reptiles.** Use the **Wildcards**, booklets produced by the Bureau of Endangered Resources, and the Internet to find out more about the snakes and turtles that live in your part of the state. Which ones are endangered or threatened? Are there any poisonous snakes in your neighborhood?
3. **Discuss why snakes are important**. Talk about the importance of snakes as predators of insect and rodent pests and their role as food for birds and mammals. Consider their value in contributing to the health and biodiversity of a habitat. Do their declining populations tell us anything about the condition of the places where they live? Discuss the problems of habitat loss due to development and invasive species. Can you find evidence in your community of declining habitats? Have any large suitable habitats been fragmented (divided into smaller parcels) by development or road construction?

ASSESSING STUDENT LEARNING

Have the students use the maps in the booklets referenced below or information on the Internet to put together lists of all the snakes and turtles found in their county. Their lists should indicate the status of each reptile.

EXTENDING THE LEARNING

Read about people who study snakes. Read **The Snake Scientist** to find out how scientists learn about snakes.

FINDING OUT MORE!

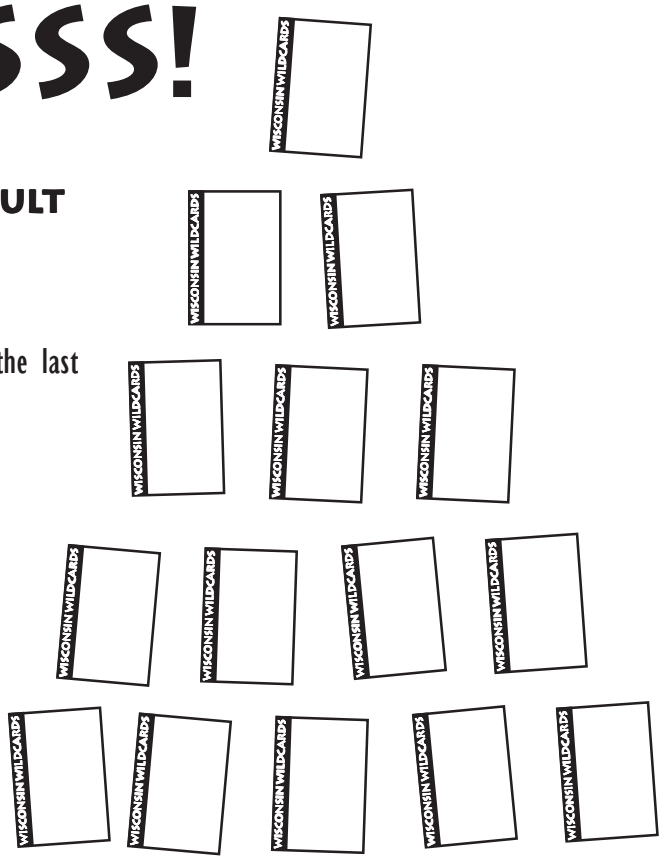
Bureau of Endangered Resources. Wisconsin Department of Natural Resources. 2005. <www.dnr.wi.gov/org/land/er>

Snakes of Wisconsin. Rebecca Christoffel, Robert Hay, and Lisa Ramirez. Wisconsin Department of Natural Resources. 2000. PUB-ER-100 00. <www.dnr.wi.gov/org/land/er/herps/snakes/>

Turtles & Lizards of Wisconsin. Rebecca Christoffel, Robert Hay, and Megan Monroe. Wisconsin Department of Natural Resources. 2002. PUB-ER-104 2002. <www.dnr.wi.gov/org/land/er/herps/turtles/>

The Snake Scientist. Sy Montgomery. 1999. Discusses the work of Bob Mason and his efforts to study and protect snakes, particularly red-sided garter snakes.

LASSST ONE LOSESSS!



STRATEGY GAME
MODERATE TO DIFFICULT
2 PLAYERS

OBJECT

Make the other person pick up the last card.

WILDCARDS

15 snakes and turtles

DEAL

Lay the cards faceup in a pyramid as shown.

PLAY

Youngest Player: You go first. You can take cards out of only one horizontal row. You can take as many cards from that row as you want.

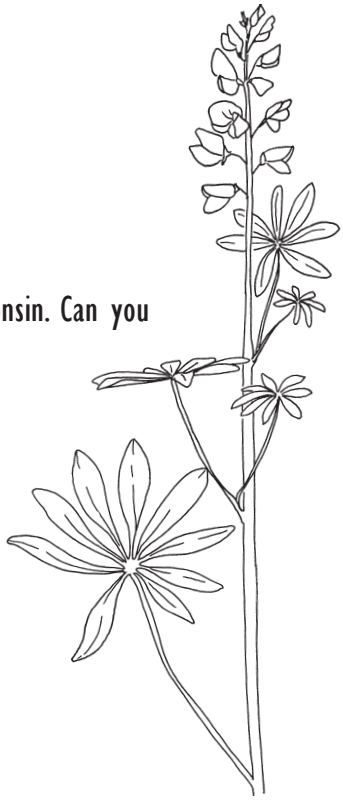
Other Player: Now it is your turn to remove any number of cards from any one row!

Continue taking turns removing cards until there is only one card left. The person who has to pick up the last card gets one point. If the last card is a threatened or endangered species, the person gets two points. The winner is the person with the fewest number of points when you are done playing.

STRATEGY

There are numerous strategies for winning this game. In fact, if you figure out the strategies, you are difficult to beat! Here's a clue to one of them: 1-2-3!

WILD HARVEST



METHOD

Imagine you are one of the first European settlers in Wisconsin. Can you find the things that you need to survive?

GRADES

4 – 5

ACTIVITY TIME

20 – 30 minutes

SETTING

Anywhere

MATERIALS

- **Wisconsin Wildcards: Natives** (see list on page 19). Select the following cards: Raccoon, Fisher, Coyote, Muskrat, Bobcat, Red Fox, Gray Wolf, Gray Fox, Beaver, Striped Skunk, Canada Lynx, Opossum, Trumpeter Swan, Common Loon, Wood Turtle, Timber Rattlesnake, Black Rat Snake, Bullsnake, Ornate Box Turtle, Western Ribbon Snake, Blanchard's Cricket Frog, White Sucker, Bluegill, Bowfin, Iowa Darter, Paddlefish, Brook Trout, Lake Trout, Common Shiner, Burbot, Leech, Midge Larva, Green Ash, Black Ash, White Ash, Wild Lupine, Dune Thistle, Prairie Bush Clover, Dwarf Lake Iris

STANDARDS

Environmental Education: B.4.10
Science: F.8.9

INTRODUCTION

The first European settlers in Wisconsin faced some real challenges. They probably arrived here with a few tools, a cooking pot or two, a weapon, and maybe enough provisions to last a few months. How did they survive?

DOING THE ACTIVITY

1. **Find a plant or animal that could help you survive.** Sit in a circle. Begin passing **Wildcards** around the circle. Ask the kids to consider which plants and animals could help them survive. When they see one, they should hold on to it while continuing to pass the other cards around.

2. **Talk about the choices.** Ask kids to share why they kept the plants or animals that they did. How will those plants or animals help them to survive? Can they provide food, clothing, or shelter?
3. **Share stories of modern day uses.** Ask kids to tell about their personal experiences with harvesting wild plants and animals. Possibilities include picking berries, hunting, fishing, boiling down maple syrup, gathering nuts, or collecting firewood.
4. **Discuss changes.** Ask the kids to turn their cards over and read the backs. Are any of the plants or animals they chose endangered, threatened, or protected? Think about why this might be the case. Reasons include habitat loss, over harvesting, bounties, pollution, and competition from invasive species.
5. **Discuss survival in Wisconsin today.** If you arrived in Wisconsin with only a few supplies, could you survive off the land? What are some things that would make it difficult? Do you know enough about nature? Are there legal restrictions on how many animals you could kill for food or clothing? What would you do when hunting and trapping seasons were over? Where would you live?

ASSESSING STUDENT LEARNING

Ask students to choose **Wildcards** to research. Ask them to answer at least three of these questions:

- How did people use the plant or animal in the early 1800s?
- Has there always been an abundant population of the plant or animal?
- Are people still harvesting this plant or animal today? Why or why not?
- Are there any restrictions (e.g., seasons, bag limits, or size limits) on the harvest of the plant or animal?
- Are there any unusual uses for the plant or animal? For example, mink oil is used to preserve leather, and animal fat is used to make crayons and lipsticks.

EXTENDING THE LEARNING

Be inspired by new art materials. Just as our ancestors experimented with newly-discovered natural resources hundreds of years ago, we have an opportunity to invent uses for invasive species entering our state now. Garlic mustard produces a bright green dye for use on fabrics. Buckthorn wood has a beautiful grain and is good for turning and carving. Phragmites and cat-tails weave into decorative wall hangings and functional mats and ropes. Challenge your students to find a use for a common invasive in your area!

Cook up some revenge. Maybe one of the answers to invasive species control is for us to eat the invasives! Check out recipes for mashed potatoes with garlic mustard, rusty crayfish salad, cooked wild parsnip roots, earthworm patties, and Jambalaya a la Zebra Mussel. You can find many suggestions through simple searches on the Internet. Remember to try any new foods in small portions and with caution.

WILDCARDS DECKS

These lists include all cards printed as of 2005. Be aware that some of the cards may be out of print or discontinued. Activities and games in this guide use many different groupings of cards. The following lists will help you find the cards you need.

NATIVES

This deck of Wisconsin Wildcards (or multiples of this deck) is used for many activities in the guide.

REPTILES & AMPHIBIANS

- Black Rat Snake
- Bullsnake
- Butler's Gartersnake
- Eastern Hognose Snake
- Eastern Massasauga Rattlesnake
- Eastern Milk Snake
- Eastern Racer
- Northern Ribbon Snake
- Queen Snake
- Timber Rattlesnake
- Western Fox Snake
- Western Ribbon Snake
- Western Slender Glass Lizard
- Blanding's Turtle
- Ornate Box Turtle
- Wood Turtle
- Blanchard's Cricket Frog

FURBEARERS

- Beaver
- Bobcat
- Canada Lynx
- Coyote
- Fisher
- Gray Fox
- Gray Wolf
- Muskrat
- Opossum
- Raccoon
- Red Fox
- Striped Skunk

BIRDS

- Common Loon
- Peregrine Falcon
- Trumpeter Swan

AQUATIC INVERTEBRATES

- Alderfly Larva
- Black Fly Larva
- Caddisfly Larva
- Crane Fly Larva
- Damselfly Larva
- Dobsonfly Larva
- Dragonfly Larva
- Leech
- Mayfly Larva
- Midge Larva (Non-Biting)
- Planarian/Flatworm
- Riffle Beetle
- Sideswimmer/Scud
- Snipe Fly Larva
- Sowbug
- Stonefly Larva
- Tubifex Worm
- Water Penny Larva
- Whirligig Beetle

PLANTS

- Black Ash
- Green Ash
- White Ash
- Dune Thistle
- Dwarf Lake Iris
- Poison Ivy
- Prairie Bush Clover
- Wild Lupine

INSECTS

- Eastern Tent Caterpillar (Native Pests)
- Forest Tent Caterpillar (Native Pests)
- Friendly Fly (Native Pests)
- Giant Silkmoth
- Giant Silkmoth Caterpillar
- Karner Blue Butterfly
- Web Worm (Native Pests)

MATCH YOUR CATCH! (NATIVES)

- American Brook Lamprey
- Black Crappie/White Crappie
- Bluegill
- Bowfin
- Brook Trout
- Burbot
- Channel Catfish/Flathead Catfish
- Common Shiner
- Freshwater Drum
- Grass Pickerel
- Green Sunfish
- Iowa Darter
- Lake Sturgeon
- Lake Trout
- Lake Whitefish
- Largemouth Bass
- Longnose Gar
- Mottled Sculpin
- Muskellunge
- Northern Pike
- Paddlefish
- Pumpkinseed
- Quillback
- Rock Bass
- Sauger
- Shorthead Redhorse
- Shortnose Gar
- Shovelnose Sturgeon
- Smallmouth Bass
- Smallmouth Buffalo
- Walleye
- White Bass
- White Sucker
- Yellow Bullhead/Brown Bullhead
- Yellow Perch

ALIEN INVADERS SET

Alewife
Asian Lady Beetle
Asian Longhorned Beetle
Autumn Olive
Cat-tails
Common Buckthorn & Glossy Buckthorn
Common Reed
Crown Vetch
Curly-leaf Pondweed
Dame's Rocket
Emerald Ash Borer
Eurasian Water-milfoil
Exotic Bush Honeysuckles
Garlic Mustard
Gypsy Moth Adult
Gypsy Moth Egg
Gypsy Moth Larva
Hemlock Woolly Adelgid
Japanese Knotweed
Leafy Spurge
Moving Firewood
Multiflora Rose
Poison Ivy (native)
Purple Loosestrife
Rainbow Smelt
Reed Canary Grass
Round Goby
Ruffe
Rusty Crayfish
Sea Lamprey
Spiny & Fishhook Waterfleas
Spotted Knapweed
Three-spine Stickleback
Wild Parsnip
White Perch
Zebra Mussel

ALIEN INVADERS: AQUATICS SUBSET

Alewife
Cat-tails
Common Reed
Curly-leaf Pondweed
Eurasian Water-milfoil
Purple Loosestrife
Rainbow Smelt
Reed Canary Grass
Round Goby
Ruffe
Rusty Crayfish
Sea Lamprey
Spiny & Fishhook Waterfleas
Three-spine Stickleback
White Perch
Zebra Mussel

ALIEN INVADERS: PLANTS SUBSET

Autumn Olive
Cat-tails
Common Buckthorn & Glossy Buckthorn
Common Reed
Crown Vetch
Curly-leaf Pondweed
Dame's Rocket
Eurasian Watermilfoil
Garlic Mustard
Exotic Bush Honeysuckles
Japanese Knotweed
Leafy Spurge
Multiflora Rose
Poison Ivy (native)
Purple Loosestrife
Reed Canary Grass
Spotted Knapweed
Wild Parsnip

MATCH YOUR CATCH! (NON-NATIVE FISH)

Brown Trout
Chinook Salmon
Coho Salmon
Common Carp
Rainbow Smelt
Rainbow Trout
Yellow Bass

SPECIAL PLACES

Barrier Beach Trail
Buckhorn State Park
Elroy-Sparta State Trail
Ice Age National Scenic Trail
Kettle Moraine State Forest - Pike Lake Unit
Kohler-Andrae Dunes Cordwalk
North Country Trail
Red Cedar State Trail
Roche-a-Cri State Park

STATE FORESTS

Black River State Forest
Brule River State Forest
Flambeau River State Forest
Governor Knowles State Forest
Havenwoods State Forest
Northern Highland - American Legion State Forest
Northern Unit of Kettle Moraine State Forest
Peshtigo State Forest
Point Beach State Forest
Southern Unit of Kettle Moraine State Forest

WILDFIRE PREVENTORS SET

Campfires
Debris Burning
Fire Department Truck
Firefighting Equipment
Forester and Forester/Ranger
Forestry Technician
Marsh Rig - Muskeg Low Ground Unit
Prescribed Fire
Single Engine Air Tanker
Smokey Bear
Tractor - Plow Unit
Type 4 (3-Ton Pumper/Tanker) Engine
Type 7X (4x4 Initital Attack) Engine
Wildland Urban Interface

FURBEARERS - EXTRA CARDS

Best Management Practices (BMPs) for Trapping
Furbearer Trapping -- Yesterday and Today
Trapper Education

MATCH YOUR CATCH! - EXTRA CARDS

Black Spot (Fish Health)
Boys camping and fishing for trout (card games)
Fish Inside…and Out!
Knots (fishing knots)
Vintage photo of women flyfishing (species list)