

WHO AM I?

METHOD

With unknown cards taped to their backs, kids try to figure out their identities by asking “yes” and “no” questions.

GRADES

3 – 8

ACTIVITY TIME

10 – 15 minutes

SETTING

Anywhere



MATERIALS

- **Wisconsin Wildcards: Natives** (see list on page 23). Randomly select a card for each kid or choose cards based on a selected topic.
- Masking tape or name badges to attach cards to kids’ backs

INTRODUCTION

Wisconsin has an amazing variety of plants and animals. Some of them are very familiar to you; some are so rare that you may never have heard of them. Today you will get a chance to meet some of these plants and animals through a game of “Who Am I?”

DOING THE ACTIVITY

1. **Learn about the plants and animals on the cards.** If the plants and animals on the cards are not familiar to the kids, spend some time getting to know them before attempting this game.
2. **Explain how to play the game.** Tell the kids you will put a mystery plant or animal on each kid’s back. By asking their classmates “yes” or “no” questions, they must try to find out the identities of their **Wildcards**. They may ask each classmate only one question.
3. **Hand out cards without allowing kids to see them.** Attach the cards to kids’ backs using tape, or slide the cards into name badges that can be worn backwards around the neck or clipped to the kids’ backs.
4. **Allow kids to interact, ask questions, and figure out their cards.** When they guess their plant or animal, they can continue to answer the questions of their classmates. Be ready to help if kids need additional clues or guidance.

ASSESSING STUDENT LEARNING

Allow each student to secretly pick one **Wildcard**. Ask students to write at least five clues about the plant or animal shown on their cards. They should arrange their clues so that the clues start general and get more specific. When the students are finished, ask them to take turns reading their clues and allowing the rest of the class to guess the identities of the plants or animals described. Post the clues and **Wildcards** on the bulletin board so that everyone has a chance to read them.

EXTENDING THE LEARNING

Meet the invasives. Try the game again with invasive species cards to review Wisconsin's non-native invasive species.

FINDING OUT MORE!

EEK! (Environmental Education for Kids!). Ed. Carrie Morgan. Wisconsin Department of Natural Resources. 2005. Electronic magazine for kids in grades 4 - 8. <www.dnr.wi.gov/EEK/>

Amphibians of Wisconsin. Rebecca Christoffel, Robert Hay, and Michelle Wolfgram. Wisconsin Department of Natural Resources. 2001. PUB-ER-105 2001. <www.dnr.wi.gov/org/land/er/herps/amphibians/>

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/>

Tree and Shrub Identification. Wisconsin Department of Natural Resources. 2005. <www.dnr.wi.gov/org/land/forestry/treeid/index.htm>

Wisconsin State Threatened and Endangered Species. Wisconsin Department of Natural Resources. 2005. <www.dnr.wi.gov/org/land/er/working_list/taxalists/TandE.asp>

Fishing Wisconsin. Wisconsin Department of Natural Resources. 2005. <www.dnr.wi.gov/org/water/fhp/fish/>

Wonderful, Wacky, Water Creatures. Suzanne Wade. University of Wisconsin — Extension. 2001. GWQ023 <<http://clean-water.uwex.edu/wav/otherwav/WWWC.pdf>>

Birds of Wisconsin. Stan Tekiela. 1999.

Fishes of Wisconsin. George C. Becker. 1983, 2001.

Mammals of Wisconsin. Hartley H. T. Jackson and A.W. Schorger. 1961.

Wildflowers of Wisconsin. Stan Tekiela. 2000.

FAVORITE WISCONSIN WILD THINGS

METHOD

Impress the kids with a simple magic trick. Then, let them discover the natural charm of Wisconsin's native plants and animals.

GRADES

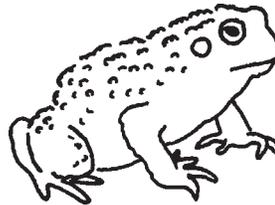
3 – 6

ACTIVITY TIME

One or two 50-minute periods

SETTING

Inside



MATERIALS

- **Wisconsin Wildcards: Natives** (see list on page 23). You will need 21 different cards for each group of 3 - 4 kids.
- Reference books
- Internet access

INTRODUCTION

Wisconsin is packed full of wild plants and animals. In fact, we have some very cool wild things. From timber wolves to dune thistles, most everyone can find something fascinating, beautiful, or weird to marvel at.

DOING THE ACTIVITY

1. **Impress the kids with a magic trick.** Use the directions on page 5.
2. **Share the secret of the trick with the kids.** If you choose, you can teach the kids how to do the trick. Divide the kids into groups of 3 - 4 and give each group 21 cards to practice.
3. **Allow the kids to select their favorite Wisconsin natives.** Display the **Wildcards** featuring native plants and animals and encourage the kids to pick one card each to learn more about.
4. **Do some research.** Using the information on the cards, Web sites listed below, library books, or other reference materials, encourage the kids to find out interesting facts, stories, or other information to share with their classmates and friends.

5. **Present the information.** The kids can write a story, draw a picture, or give a talk about their favorite Wisconsin native.

ASSESSING STUDENT LEARNING

Assess the completeness and effectiveness of individual presentations. If you will be grading presentations, give students a rubric.

FINDING OUT MORE!

EEK! (Environmental Education for Kids!). Ed. Carrie Morgan. Wisconsin Department of Natural Resources. 2005. Electronic magazine for kids in grades 4 - 8. <www.dnr.wi.gov/eeek/>

enature. National Wildlife Federation. 2005. Online field guide to plants and animals. <www.enature.com>

Ranger Rick's Go Wild. National Wildlife Federation. 2005. Online version of **Ranger Rick** magazine filled with information and activities. Click on the Ranger Rick icon. <www.nwf.org/kidzone>

Bird, Butterfly & Moth, Pond & River, Mammal, Insect, Tree, and more. Eyewitness Books series. Books with great photographs and interesting information in a very attractive format.

FAVORITE WISCONSIN WILD THING!

MAGIC TRICK

OBJECT

“Guess” the card that a volunteer has chosen after sorting the cards three times.

WILDCARDS

21 different native Wisconsin plants and animals

DO THE TRICK

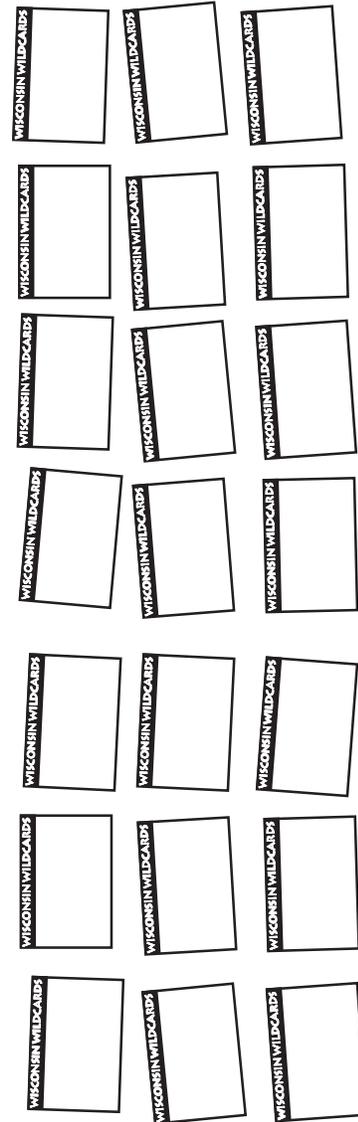
Lay out three columns of face up cards, each containing seven cards. See diagram. While you look away, a volunteer chooses a card, but doesn't reveal the identity of the card to you. The volunteer could show it to the rest of the group, then return it to its location.

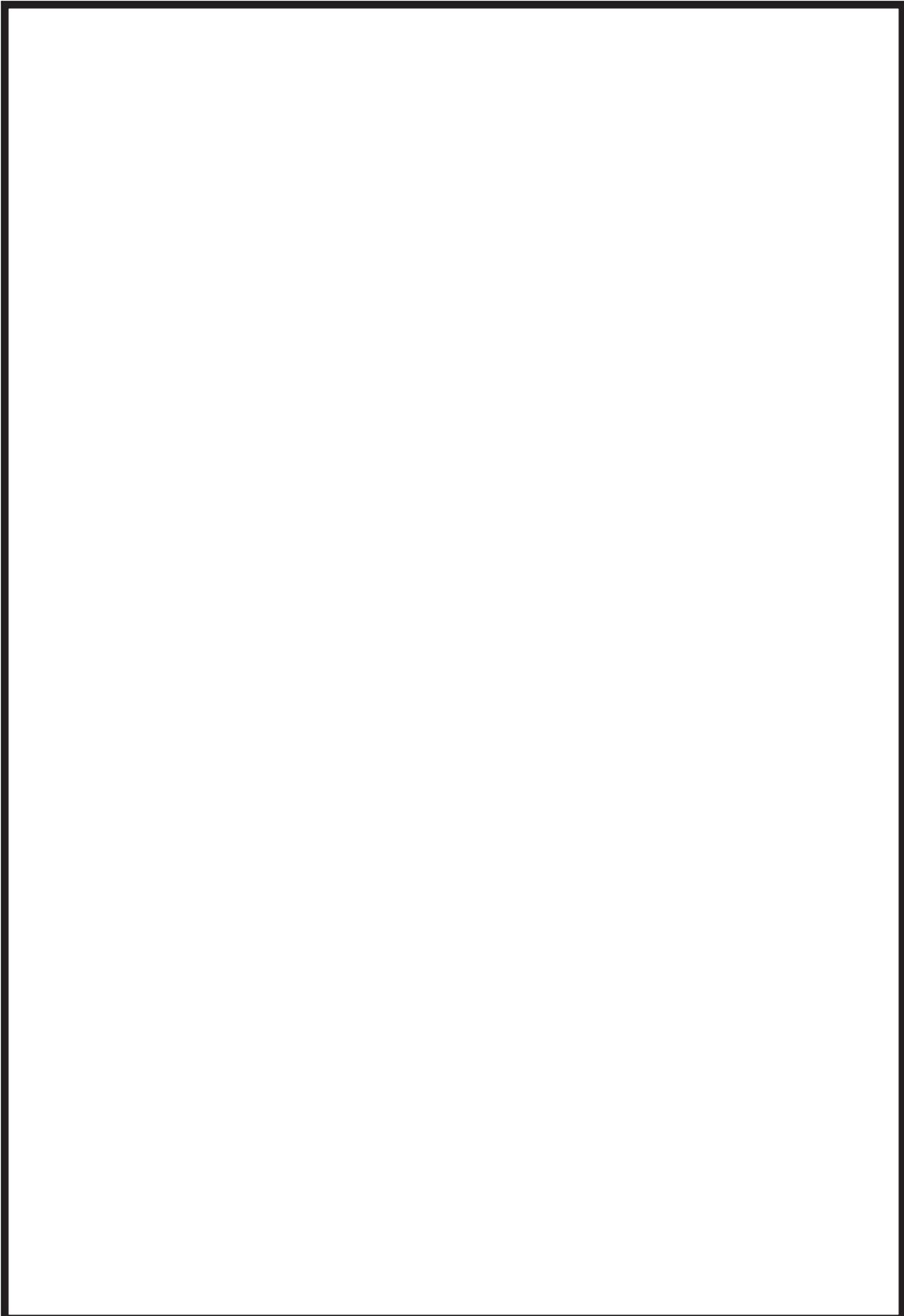
The volunteer tells you what column the card is in. You pick up the columns of cards - top to bottom. Be sure to pick up the column containing the “favorite” card second so it is in the middle of the deck.

Now lay the cards down by row — placing three cards in each row. Starting at the top, you will end up with seven rows of cards.

Ask the volunteer which **column** the card is in now. Pick up the cards by column, being sure to pick up the column with the “favorite” card second.

Once again, lay the cards out by rows. Once again, ask the volunteer which column the card is in. Reveal the “favorite” card by silently counting down four cards in the chosen column. Read the back of the card to discover why the plant or animal is a favorite!





RARE SKETCHES

METHOD

With kids sitting back-to-back in pairs, one kid sketches a rare plant or animal while the other kid describes it without saying the name or giving away the identity. Afterwards, kids discover the value of natural history sketches.

GRADES

4 – 8

ACTIVITY TIME

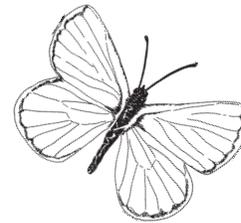
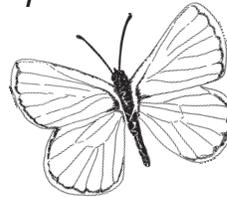
20 – 30 minutes, plus homework

SETTING

Anywhere

MATERIALS

- **Wisconsin Wildcards: Natives** (see list on page 23). Select the following cards: Black Rat Snake, Blanding's Turtle, Bullsnake, Butler's Gartersnake, Eastern Hognose Snake, Eastern Massasauga Rattlesnake, Eastern Racer, Northern Ribbon Snake, Ornate Box Turtle, Queen Snake, Timber Rattlesnake, Western Ribbon Snake, Western Slender Glass Lizard, Wood Turtle, Blanchard's Cricket Frog, Trumpeter Swan, Peregrine Falcon, Gray Wolf, Canada Lynx, Dwarf Lake Iris, Dune Thistle, Prairie Bush Clover, Karner Blue Butterfly, Paddlefish, and the following fish with restricted size limits: Walleye, Sauger, Smallmouth Bass, Largemouth Bass, Muskellunge, Lake Sturgeon, Northern Pike, Brook Trout, and Lake Trout
- Paper, pencils, and hard surface for sketching (1 for each pair of kids)
- Lewis and Clark's journals on the Internet or the published works of John James Audubon and other famous naturalists



STANDARDS

English Language Arts: B.4.1, B.8.1

SCOUT CONNECTIONS

Boy Scouts of America: Environmental Science

Junior Girl Scouts: Wildlife, Your Outdoor Surroundings

Cadette and Senior Girl Scouts: Wildlife

INTRODUCTION

Who likes to draw? Sketching is a great pastime, but that's not all. Sketching can help people relax, record valuable information, express deep feelings, and remember details. Sketching is particularly valuable for people who enjoy spending time outdoors.

DOING THE ACTIVITY

1. **Try a practice sketch.** Read the description on page 9. Ask the students to make a simple sketch as you read the description aloud. Ask them to say nothing as you read, even if they think they know what they are drawing!
2. **Compare the sketches to the original drawing.** Make a quick sketch of the drawing on a chalkboard or poster board. How closely do the kids' drawings match the original drawing? What was difficult about the sketching? What was easy? Discuss what types of details would help them draw more accurate sketches.
3. **Divide kids into pairs.** Ask the kids to sit back-to-back. The sketcher in each pair will need a piece of paper, a pencil, and a clipboard or book to write on.
4. **Give each pair a Wildcard.** Don't let the sketchers see the cards!
5. **Start talking and sketching.** The kids with the cards should describe the plants or animals featured on their cards using as much detail as possible. They should not say anything about the plants or animals other than describing shapes, colors, and orientations.
6. **Compare the sketches with the photos on the cards.**
7. **Switch places and do the activity again with a new card.**
8. **Think about the value of sketches.** Scientists, naturalists, and explorers have been making sketches to document new species, rare species, and unusual variations in species for years. Lewis and Clark didn't just explore, they documented amazing plant and animal life for people who would never see the western areas of our continent. It's difficult to sketch something you can't see. It's not that hard to sketch something you can see. Look at the works of Lewis and Clark, Audubon, or other early explorers.
9. **Try a field sketch.** Ask kids to do more detailed field sketches of plants or animals located near their homes. Tell them to model their field sketches after the sketches you looked at in books, on the Internet, and on page 10. They should include distinguishing features, color attributes, different positions, and narrative to accompany the sketch.

ASSESSING STUDENT LEARNING

Evaluate field sketches according to the criteria outlined in class.

EXTENDING THE LEARNING

Invent a version of Pictionary® to play with the Wildcards.

Investigate rare things. Encourage the kids to find out more about the plants or animals that they sketched. Why are they rare? Where are they found in the state? What is being done to stabilize their populations? Visit the Wisconsin Department of Natural Resources — Bureau of Endangered Resources Web page. <www.dnr.wi.gov/org/land/er/working_list/taxalists/TandE.asp>

FINDING OUT MORE!

The Journals of Lewis and Clark. American Philosophical Society. <<http://amphilsoc.org/library/exhibits/treasures/landc.htm>>

Drawing from Nature. Jim Arnosky. 1982. Learn to draw water, land, plants, and animals.

PRACTICE SKETCH

Read these directions slowly. Ask the students to make a simple sketch as you read. Tell them that this is a challenging exercise and their drawings won't be perfect. Advise them that their success will be based more on listening skills than on drawing skills. Ask them to say nothing as you read, even if they think they know what they are drawing! Read each step in the directions two times. Ask students to listen the first time and follow the directions the second time.

“Start by drawing an oval shape that is taller than wide. Draw a very light vertical line that cuts the oval in half. Go to the top of the oval. On one side of the center line, draw a small upside down “V” outside the oval. Be sure the two ends of the “V” touch the outside of the oval. Repeat on the other side of the center line.



“Divide the oval into three parts from top to bottom by drawing two very light lines from side to side. Go to the top third of the oval. On either side of the center line, draw two circles so that the circles take up about half of the horizontal distance. Inside the circles, draw smaller circles and color them black. Centered just under the large circles, draw an isosceles triangle with the point down.

“Go to the bottom of the oval. On one side of the vertical center line, draw an upside down “V” on the outside of the oval. Be sure that the bottom point of the “V” touches the outside of the oval. Draw another “V” on the other side of the vertical center line. Draw a vertical line through the center of each “V” to cut the angle it makes in half.

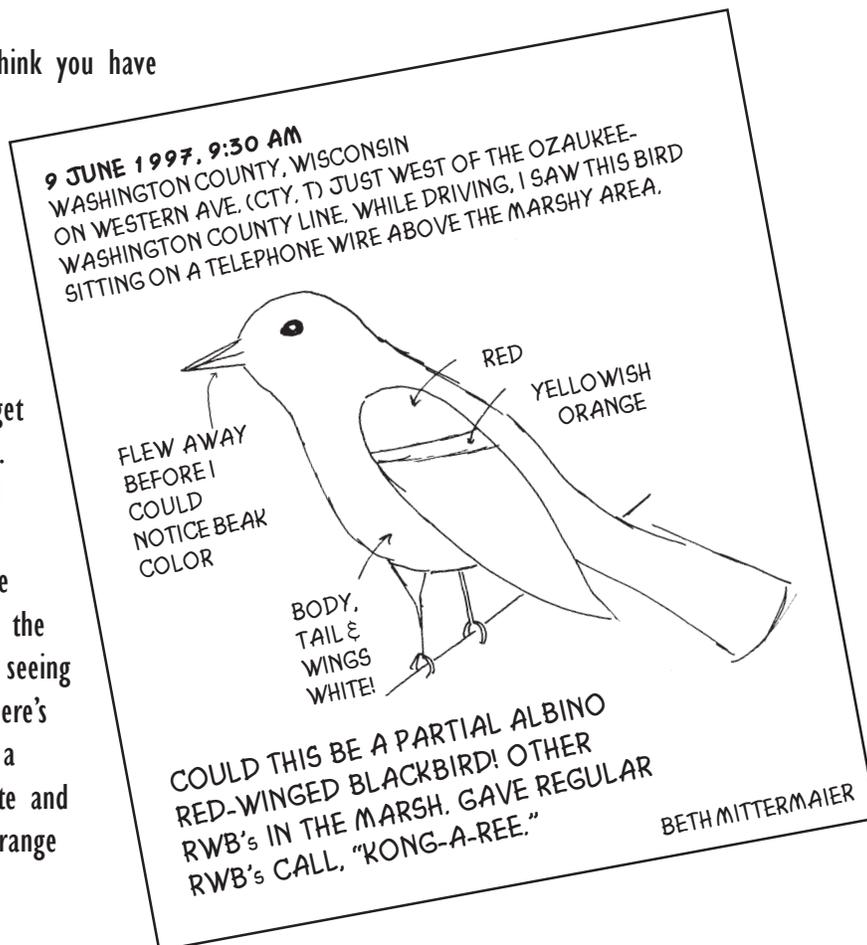
“Go to the middle of the right side of the oval. Starting just inside the oval, draw a line that slopes gradually downward toward the middle of the oval. Before you get to the center line, make a gentle curve and head back toward the outline of the oval. Your line should end up to the right of the upside down “V’s” at the bottom. Make a mirror image of this line on the other side. What do you have?”

WHAT'S RARE OR UNUSUAL?

When you visit a park or nature center for the first time, everything is rare and unusual! But if you spend a lot of time outside, you will begin to recognize the common plants and animals. You'll also learn how they should look and act at different times of the year. When you are very familiar with a place, you will also notice when something is really new, rare, or unusual. For example, you might notice a flower that you have never seen before. It could be a flower that only blooms for a day or two, it could be an invasive species that just invaded your favorite place, or it could be a rare species that only blooms once in its lifetime. This is your big chance! You alone can document it. Here are some things you probably want to include in your documentation so that others can learn from your discovery:

- Name of observer
- Date and time
- Specific location so someone else can find the right area (e.g., trail, road, county)
- Written description
- Sketch

Whether you think you have artistic ability or not really doesn't matter. Get out a piece of paper and make a rough sketch. Try to get the basic shape. Add colors and patterns in the right places. Use notes to clarify the things you are seeing and drawing. Here's an example of a simple field note and sketch for a strange bird.



5-MINUTE UGLY

METHOD

Take a look at **Wildcards** showing “less-than-popular” plants and animals and find something good about them. Follow up with a look at truly hazardous plants and animals.

GRADES

3 – 8

ACTIVITY TIME

20 – 40 minutes

SETTING

Anywhere

MATERIALS

- **Wisconsin Wildcards: Natives and Alien Invaders** (see pages 23 and 24).
Select the following cards: Poison Ivy, Wild Parsnip, Leafy Spurge, Eurasian Water Milfoil, Gypsy Moth Caterpillar, Gypsy Moth Egg Mass, Eastern Tent Caterpillar, Forest Tent Caterpillar, Web Worm, Friendly Fly, Asian Lady Beetle, Eastern Massasauga Rattlesnake, Black Rat Snake, Timber Rattlesnake, Muskrat, Striped Skunk, Giant Silkmoth Caterpillar, Black Fly Larva, Riffle Beetle, Sowbug, Dobsonfly Larva, Leech, Snipe Fly Larva, Paddlefish, Shovelnose Sturgeon, Common Carp, Black Spot, Three Spine Stickleback, Spiny Water Flea, Sea Lamprey, and Rusty Crayfish. These 31 cards provide a good variety of “less-than-popular” plants and animals. Use doubles if you need more.



SCOUT CONNECTIONS

Webelos: Naturalist

Boy Scouts of America: Nature

Junior Girl Scouts: Hiker, Plants and Animals, Wildlife

Cadette and Senior Girl Scouts: Outdoor Survival

INTRODUCTION

There are a lot of plants and animals to see in Wisconsin. Some are beautiful; some are ugly. There are only a few really “bad” ones, and they can itch, sting, bite, and drive you crazy! We’re talking poisonous plants, blood-sucking insects, and other outdoor hazards. Your best defense is a good offense. Know the enemy!

DOING THE ACTIVITY

1. **Look at Wildcards.** Sit in a circle. Spread the assortment of cards in the center of the circle. Take five minutes for the kids to point out cards that they think show “ugly” plants or animals.

2. **Talk about their choices.** Are there any plants or animals that everyone thinks are “ugly.” Are some so ugly they’re cute? Why do we think they are ugly? Are the reasons based on fact or fear? Use the backs of the cards to list at least one “good”, “beautiful”, or “amazing” thing about each “ugly” plant and animal. Remind kids that it doesn’t really matter what we think! Plants and animals have important jobs in nature, and they do them no matter how they look! What about the invasive species? Do they have **any** redeeming qualities?
3. **Separate the opinions from the facts.** Take one more look at the cards. Identify the plants and animals that could be hazardous to people. Look at the cards for poison ivy, wild parsnip, striped skunk, leafy spurge, gypsy moth egg cases and caterpillars, and eastern tent caterpillars. Find out why you wouldn’t want to touch any of these. Talk about where timber rattlesnakes and massasaugas live. See [Outdoor Hazards in Wisconsin](#) for more information. Reference below.
4. **Discuss how to protect yourself from hazardous plants and animals.** See page 13 for discussion points.

ASSESSING STUDENT LEARNING

Using the information from the discussion, ask kids to draw a picture of someone with the right clothing and equipment to protect them from any hazardous plant or animal they might encounter. Give the students permission to have fun with this assignment!

EXTENDING THE LEARNING

Invent a hazard-avoidance device. Challenge kids to invent something to protect themselves from a particular outdoor hazard. The inventions can be real or make-believe. For example, they could invent a poison ivy alarm that goes off when a poison ivy plant is detected within a 25-foot radius or a personal mosquito zapper that attracts and kills any mosquito that lands on a person’s body or clothing.

Collect bee sting remedies. While some people are extremely allergic to bee stings, for most of us a bee sting is not much more than a painful inconvenience. People have tried all kinds of things to take away the sting! How many home remedies can your kids find? Is anyone willing to test them next time they get a sting? Here are some real odd ones to get you started: toothpaste, onion slices, ear wax, and meat tenderizer!

Read about animals whose reputations have been tarnished. The big bad wolf might not be as big and bad as children’s stories indicate. Read **The True Story of the 3 Little Pigs by A. Wolf** by Jon Scieszka or **The Three Little Wolves and the Big Bad Pig** by Eugene Trivizas for a fresh and funny look at our perceptions of wolves.

FINDING OUT MORE!

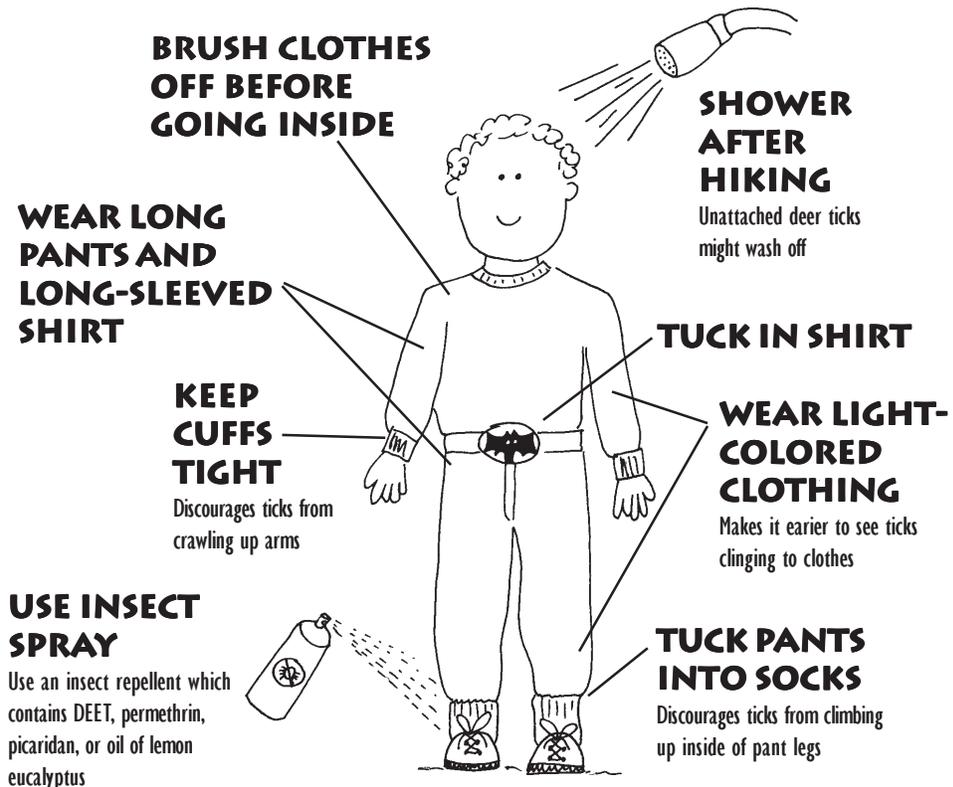
Outdoor Hazards in Wisconsin: A Guide to Noxious Insects, Plants and Wildlife. Scott R. Craven, Robert C. Newman, and Phillip J. Pellitteri. 2004. Cooperative Extension of the University of Wisconsin — Extension. <<http://cecommerce.uwex.edu/pdfs/G3564.pdf>>

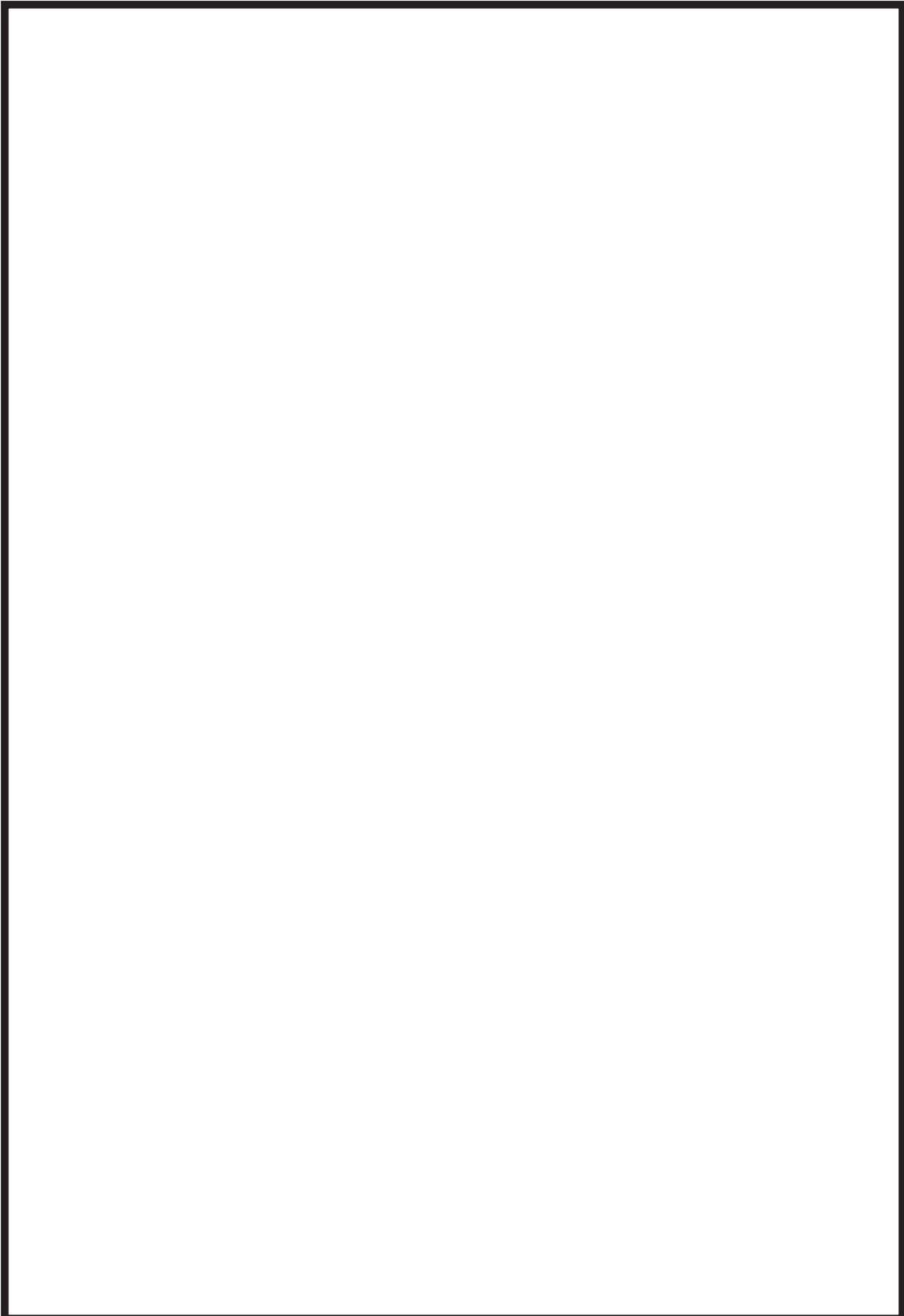
ENJOY THE GOOD AVOID THE BAD

Following some simple guidelines can really improve your outdoor experience. Try these:

- Always let an adult know where you are going and when you will return.
- Talk with an adult about what hazards you might encounter.
- Wear long sleeves and long pants to minimize exposed skin.
- Wear light-colored clothing so that ticks are easier to see.
- Leave perfumes, shampoos, deodorants, and other “smelly” personal products at home.
- If you think you have touched a poisonous plant, wash your body and your clothes thoroughly with soap and water.
- If you are allergic to bees or other stinging insects, carry your medication with you when you hike and wear your medical alert identification.
- Use insect repellents containing DEET carefully. Follow the manufacturer’s label.
- In bear country, talk and sing with friends or make noise so that you don’t surprise a bear.
- Don’t try to capture an animal that you are unfamiliar with (e.g., snakes, snapping turtles, mudpuppies, shrews, hairy caterpillars, dragonfly larvae, and other potential slimers and biters). Remember, if an animal surprises you and you drop it, the animal might get hurt.
- Don’t taste any wild plant, berry, nut, or mushroom unless you are sure of its identification and edibility.

DRESS DEFENSIVELY AGAINST TICKS!





NATURE IN JEOPARDY?

METHOD

Discover how scientists know so much about Wisconsin's plants and animals, why there are so many things they don't know, and how they are trying to find the answers to some of the questions before it's too late.

GRADES

4 – 8

ACTIVITY TIME

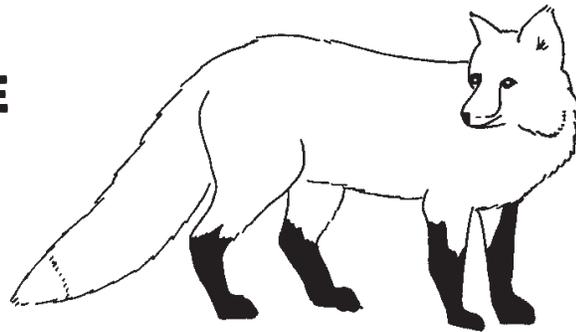
30 – 45 minutes

SETTING

Anywhere

MATERIALS

- Wisconsin Wildcards: Natives (see list on page 23). Each team will need a complete deck of these cards.
- Nature in Jeopardy? on pages 21 - 22.
- Internet access



STANDARDS

Science: B.4.1, B.8.5

Social Studies: A.4.5

SCOUT CONNECTIONS

Boy Scouts of America: Environmental Science, Fish and Wildlife Management
Cadette and Senior Girl Scouts: Wildlife

INTRODUCTION

We know a lot about the plants and animals that live in Wisconsin. Scientists have discovered most of the species that live here. We know blooming cycles for wildflowers, average litter sizes for mammals, hibernation patterns for reptiles, and many, many more facts and figures. There are also many things we don't know.

DOING THE ACTIVITY

1. **Test your group's grasp of nature trivia.** Divide into two teams. Give each team a set of **Wisconsin Wildcards: Natives** to help them find answers. Ask the first player on the first team a question from **Nature in Jeopardy?** on pages 21 - 22. If the first player can't answer the question, open the question to the whole team. If the team can't answer, offer the question to the opposing team. A correct answer scores one point. Continue the game by alternating between teams until everyone has had a chance to answer a question. High score wins.
2. **Discuss how we know what we know.** Talk about how the information for the cards might have been gathered. For example, how do we know the diets of certain animals, the sizes of the state record trees, or the habitats of threatened reptiles? Much of this information has been gathered through research, field work, and surveys. Help the kids realize that while we know a lot, there is still much to learn!
3. **Find out how we gather information.** The Department of Natural Resources, other state and federal agencies, and private nature organizations conduct regular surveys to collect valuable information about Wisconsin's natural resources. Either share some of the ongoing surveys listed on pages 17 - 19 or ask the kids to search the Internet for information on monitoring programs and surveys in the state.

ASSESSING STUDENT LEARNING

Ask students to pick one of the surveys listed in this activity. Students should determine what information the survey is tracking, who conducts the survey, and how the information is used.

EXTENDING THE LEARNING

Get involved! Choose one of the surveys listed in this lesson and see if your group can get involved. The surveys marked with a (!) are recommended for individuals with little or no scientific monitoring experience. If you can't be a part of a survey, invite a citizen scientist to visit your classroom or meeting. Ask them to share how they became involved in the research, how they gather information, and what they have learned as a result of their involvement.

FINDING OUT MORE!

Wisconsin NatureMapping. Beaver Creek Reserve, Wisconsin Department of Natural Resources, and the Aquatic and Terrestrial Resources Inventory. 2005. Links to species lists, maps, surveys, and other information maintained by partner organizations. <www.wisnatmap.org/index.htm>

Wisflora: Wisconsin Vascular Plant Species. Wisconsin State Herbarium, University of Wisconsin – Madison. 2005. Photos, habitat information, distribution maps, herbarium specimen data, and more. <www.botany.wisc.edu/wisflora/>

WHO'S WATCHING?

There are more people watching, monitoring, and surveying Wisconsin's plants and animals than most people realize. And that is a very good thing, because there are a lot of plants and animals to keep track of – many more than scientists and resource specialists can possibly cover!

Thanks to a growing number of citizen monitoring programs, we are learning more about plants, animals, and habitats in Wisconsin. Join the fun, help collect valuable information, and discover that we really have a lot to learn about the plants and animals in Wisconsin.

Surveys marked with a (*) depend on citizen scientists. Surveys marked with a (!) are recommended for people with little or no scientific monitoring experience. Visit the **Wisconsin NatureMapping** Web site for a more comprehensive list of citizen-based inventory and monitoring programs, including some local and regional programs. <<http://atriweb.info/cbm/InvMon/index.cfm>>

GENERAL

Summer Wildlife Inquiry*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/wildlife/harvest/harvest.htm>

Rare Animal Field Reports*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/er/forms/1700-048.pdf>

MAMMALS

Wisconsin Statewide Mammal Inventory

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/es/science/inventory/Mammals.pdf>

Wisconsin's Volunteer Carnivore Tracking Program*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/er/mammals/volunteer>

Summer Deer Observations

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/wildlife/harvest/harvest.htm>

Rare Mammal Observation Cards*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/er/forms/raremammal.asp>

Furbearer and Deer Registrations

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/wildlife/harvest/harvest.htm>

Winter Track Counts

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/wildlife/harvest/harvest.htm>

BIRDS

Wisconsin Checklist Project*

Wisconsin Society for Ornithology <www.wisconsinbirds.org/WSOChecklist.htm>

Christmas Bird Count*

National Audubon Society <www.audubon.org/bird/cbc>

Bird Nest Monitoring Program*

Wildlife Habitat Council <www.wildlifehc.org/nestmonitoring>

Great Backyard Bird Count*!

Cornell Lab of Ornithology <www.birdsource.org/gbbc>

Project FeederWatch*!

Cornell Lab of Ornithology <<http://birds.cornell.edu/pfw>>

Wisconsin LoonWatch*

Sigurd Olson Environmental Institute <www.northland.edu/soei/loonwatch.asp>

North American Breeding Bird Survey*

Patuxent Wildlife Research Center <www.pwrc.usgs.gov/bbs/>

Project PigeonWatch*!

Cornell Lab of Ornithology <www.birds.cornell.edu/programs/urbanbirds/ubs_PIWMainEN.html>

Ruffed Grouse Drumming Survey*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/wildlife/harvest/harvest.htm>

Rural Mail Carrier Pheasant Survey*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/wildlife/harvest/harvest.htm>

Wisconsin Shorebird Survey*

Wisconsin Department of Natural Resources <www.uwgb.edu/birds/shorebird/>

FISH

Fish and Habitat Surveys

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/water/fhp/fish/pages/reports/index.shtml>

Fish Kill Network*

Izaak Walton League <www.iwla.org/fishkill>

REPTILES AND AMPHIBIANS

Wisconsin Herpetological Atlas Project*

Milwaukee Public Museum <www.mpm.edu/collect/vertzo/herp/atlas/atlas.html>

FROGS AND TOADS

Wisconsin Frog and Toad Survey*

Wisconsin Department of Natural Resources <www.mbr-pwrc.usgs.gov/wifrog/frog.htm>

FrogWatch USA*

National Wildlife Federation <www.nwf.org/frogwatchUSA>

INVERTEBRATES

Wisconsin's Odonata Survey*

Wisconsin Department of Natural Resources <<http://ATRIweb.info/Inventory/Odonata>>

Butterfly Counts*

North American Butterfly Association* <www.naba.org>

Citizen Stream Monitoring*

University of Wisconsin — Extension and Wisconsin Department of Natural Resources <<http://clean-water.uwex.edu/wav/monitoring/index.htm>>

Minnesota Worm Watch*

The Natural Resources Research Institute <www.nrri.umn.edu/worms>

RARE PLANTS

Rare Plant Field Reports*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/er/forms/1700-049.pdf>

TREES

Wisconsin's Champion Trees*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/org/land/forestry/UF/champion>

INVASIVE SPECIES

Wisconsin Invasive Plants Reporting and Prevention Project*

Wisconsin Department of Natural Resources <www.dnr.wi.gov/invasives/futureplants/index.htm>

Clean Boats, Clean Waters*

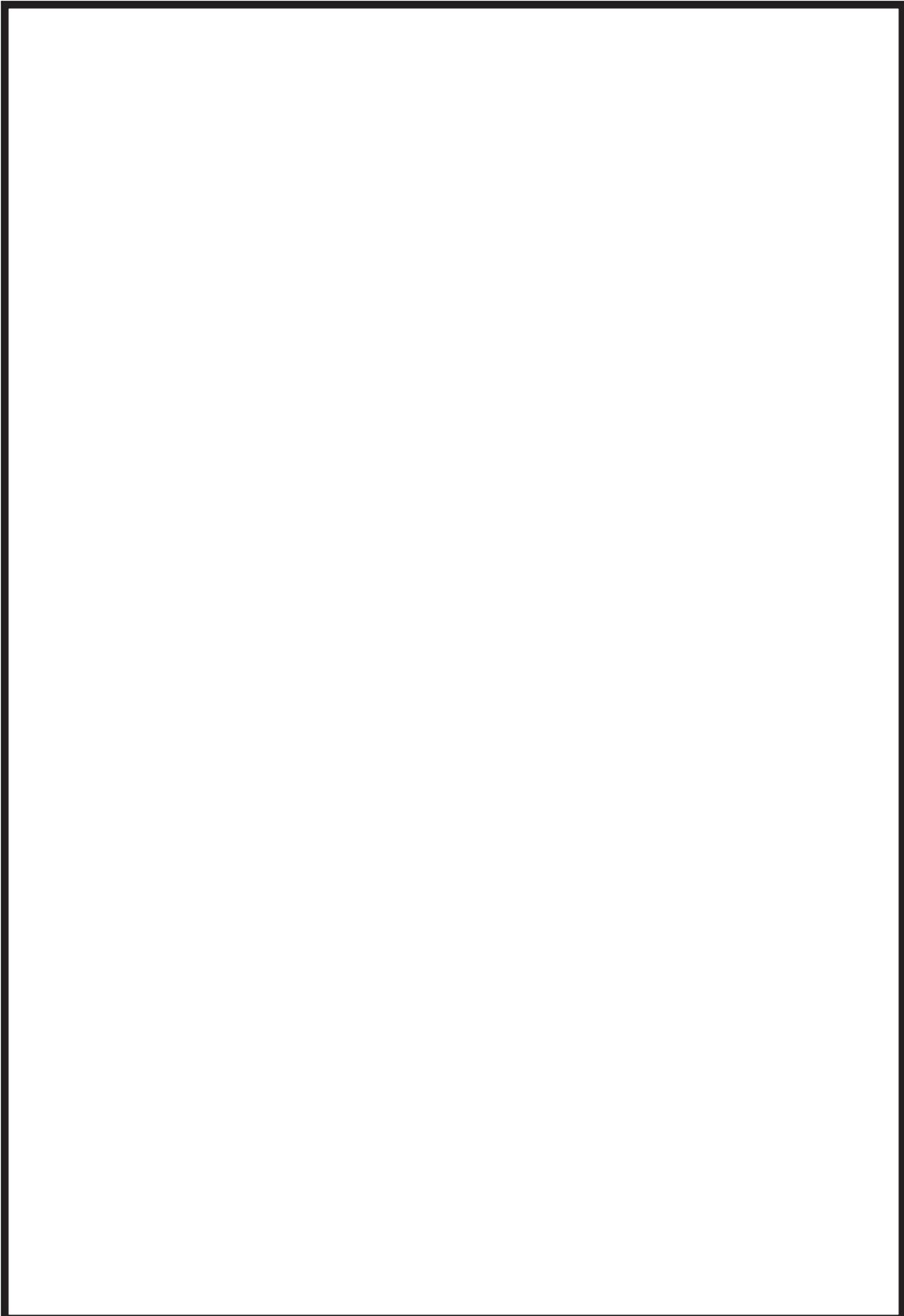
University of Wisconsin — Extension and Wisconsin Department of Natural Resources <www.uwsp.edu/cnr/uwexplakes>

Purple Loosestrife Detectives*

Beaver Creek Citizen Science Center <<http://beavercreekreserve.org/BCR/Purple%20Loosestrife%20-%20CSC.htm>>

Zebra Mussel Watch*

University of Wisconsin — Sea Grant Institute <<http://seagrant.wisc.edu/zebramussels>>



NATURE IN JEOPARDY? QUESTIONS

The questions are listed by category to aid in giving clues. Mix them up when playing!

INSECT PESTS

What animal spins silk in trees?

(eastern tent caterpillar)

What animal might seem like a nice guy, but he's really a pest?

(friendly fly)

MATCH YOUR CATCH!

Name the spoon-billed fish that is a threatened species in Wisconsin.

(paddlefish)

Name the native fish that eats nothing as an adult and dies after spawning.

(American brook lamprey)

What is Wisconsin's state fish?

(muskellunge)

If you wanted to catch this fish, you might use grasshoppers as bait.

(shorthead redhorse)

What Wisconsin species was around when dinosaurs roamed the earth?

(lake sturgeon, shortnose gar, or longnose gar)

Name a Wisconsin fish that can get oxygen by gulping air and breathing underwater like other fish.

(bowfin, longnose gar, or shortnose gar)

What Wisconsin fish makes a drumming sound to signal the start of the spawning season?

(freshwater drum)

RARE SPECIES

Name an animal that can dive at speeds up to 200 mph.

(peregrine falcon)

What animal can sprint at speeds up to 40 mph?

(gray wolf)

The caterpillar of the Karner blue butterfly eats only one plant. Name the plant.

(wild lupine)

What is the status of prairie bush clover?

(endangered in Wisconsin, threatened in United States)

What Wisconsin plant takes years to mature, flowers only once, and dies after it blooms?

(dune thistle)

NATIVE SPECIES

What animal lives only a few hours as an adult?

(mayfly)

How old is a common loon before it grows the black and white feathers of an adult?

(four years old)

Which group of moths have wings with large eyespots that can startle predators?

(giant silkmoths)

How long is a giant silkmoth caterpillar?

(up to four inches)

Name the Wisconsin predator that has an extendable lip to help it catch prey.

(dragonfly larva)

Name an animal that builds a case around its body with silk, sand, and vegetation.

(caddisfly larva)

What animal can live in hot springs with temperatures up to 104°F?

(sideswimmer)

FURBEARERS

Name the only Wisconsin predator that regularly eats porcupines.

(fisher)

What animal has an Algonquin Indian name?

(raccoon)

Name the only Wisconsin canine that has retractable claws.

(gray fox)

Name Wisconsin's largest rodent.

(beaver)

NATIVE REPTILES AND AMPHIBIANS

How old are Blanding's turtles before they can breed?

(17 – 20 years)

What animal has a tail that can shatter like glass when grabbed by a predator?

(western slender glass lizard)

Wisconsin has one turtle that lives only on land. Name it.

(ornate box turtle)

What animal's call sounds like two ball bearings clicking together?

(Blanchard's cricket frog)

Other than a fox, what animal smells like a fox?

(western fox snake)

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

ALIEN INVADERS: AQUATICS SUBSET

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

ALIEN INVADERS: PLANTS SUBSET

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