



**Grades:** K-5

**TEKS:**

- K: 1B, 2A, 8C
- 1: 1B, 2A, 5B, 8B
- 2: 1B, 2A, 5A
- 3: 1B, 2A, 5B, 5C, 8B
- 4: 1B, 2A, 8B
- 5: 1B, 2B, 8B

**Topics:**

Water Cycle/Processes

**Methodologies:**

Critical Thinking  
Models

**Setting:** Classroom

**Activity Time:** 30-45 minutes

**Additional Subjects:** ELAR

**Objective:**

Students will model clouds to understand their purpose in the processes of the water cycle.

**Materials:**

**Provided**

PowerPoint

**Not Provided**

Cloud Models:

Shallow container – one per group  
Cotton balls – one per student  
Water

Water Cycle Models:

Plastic water bottle with cap - one per group  
Food coloring – two drops per bottle  
Hot water  
Light or heat source

Science journals or paper (optional)  
Paper towels as needed

**Vocabulary:**

condensation, evaporation, natural resource, precipitation, states of matter, water cycle

# Cottontail Census



**Grades:** 3-6

**TEKS:**

3: 2A, 3C, 9A, 9C

4: 2A, 3C

5: 2B, 3C, 9A, 9C

6: 2A, 3D, 12F

**Topics:**

Habitats and Ecosystems

Organisms/Population/Communities

Scientists/Naturalists

Wildlife

Wildlife Management

**Methodologies:**

Critical Thinking

Data Collection

**Setting:** Classroom

**Activity Time:** 45-60 minutes

**Additional Subjects:** Math

Adapted from *Census Takers*, by Aims  
Center for Math and Science  
Education

**Objective:**

Students will explore one of the many tasks of a wildlife biologist as they do a population census on cottontail rabbits.

**Materials:**

**Provided**

Activity Page

Population Page

**Not Provided**

Scissors

Pencils

**Vocabulary:**

community, ecosystem, environment, organism,  
population, wildlife



**Grades:** K-3

**TEKS:**

K: 1B, 2A, 9A, 9B, 10B

1: 1B, 2A, 9A

2: 1B, 2A, 9A, 10A

3: 1B, 2A, 9A, 10A

**Topics:**

Basic Needs

Biotic (living)/Abiotic (nonliving)

Natural Resources

Wildlife

**Methodologies:**

Critical Thinking

Poster/Visual Aid

**Setting:** Classroom

**Activity Time:** one or two 30-45 minute periods

**Additional Subjects:** ELAR, Social Studies

**Objective:**

Students will identify basic needs of living things while recognizing stewardship actions as a way to manage land and wildlife.

**Materials:**

**Provided**

Script

Cutouts

PowerPoint

**Not Provided**

Optional - Butcher paper (3ft x 5ft)

Optional - Paint, markers, or crayons

Scissors

Tape or glue stick

**Vocabulary:**

basic needs, conservation, habitat, living, nonliving, natural resources, wildlife





**Grades:** 4-6

**TEKS:**

4: 1B, 2A, 10A

5: 1B, 2B, 9A, 10A

6: 1B, 2A, 12E

**Topics:**

Basic Needs

Biotic (living) /Abiotic (nonliving)

Natural Resources

Wildlife

**Methodologies:**

Critical Thinking

Poster/Visual Aid

Roleplay

**Setting:** Classroom

**Activity Time:** 45-60 minutes

**Additional Subjects:** Art, Social Studies

**Objective:**

Students will identify basic needs of living things while recognizing stewardship actions as a way to manage land and wildlife.

**Materials:**

**Provided**

Script

Cutout pages

Scene

**Not Provided (optional)**

Banner paper (3ft x 5ft)

Paint, markers, or crayons

Scissors

Tape or glue stick

**Vocabulary:**

abiotic, basic needs, biotic, conservation, environment, habitat, living, nonliving, wildlife





**Grades:** 2-8

**TEKS:**

2: 2A, 9A, 10A  
3: 2A, 9A, 10A  
4: 2A, 3A, 10A, 10B  
5: 2B, 9A, 10A, 10B  
6: 2A, 12E  
7: 2A, 10A, 14A  
8: 2A

**Topics:**

Adaptations  
Habitats and Ecosystems  
Predator/Prey  
Properties/Characteristics

**Methodologies:**

Craft  
Investigating/Experiment  
Observations/Qualitative/Quantitative  
Poster/Visual Aid

**Setting:** Classroom

**Activity Time:** two 30-45 minute periods

**Additional Subject:** Art

Written by Jennifer Page and adapted by Texas Wildlife Association

**Objective:**

Students will explore and simulate camouflage in butterflies.

**Materials:**

**Provided**

Activity Page  
Camouflage 101  
Template

**Not Provided**

Colored pencils or crayons  
Tape

**Vocabulary:**

adaptation, camouflage, habitat, inherited trait, offspring, predator, survive





**Grades:** K-5

**TEKS:**

K: 1B, 2A, 3C, 5A  
1: 1B, 2A, 3C, 5A  
2: 1B, 2A, 3C, 5A  
3: 1B, 2A, 3C, 5A, 9A  
4: 1B, 2A, 3C, 5A  
5: 1B, 2B, 3C, 5A, 9A

**Topics:**

Habitats and Ecosystems  
Human Activity/Environmental Impacts  
Natural Resources  
Scientists/Naturalists  
Wildlife

**Methodologies:**

Critical Thinking  
Journaling  
Measurement  
Observations/Qualitative/Quantitative

**Setting:** Classroom and Outdoors

**Activity Time:** 45-60 minutes

**Objective:**

Students will recognize Aldo Leopold as a famous conservationist and discover the methods he used to collect data through observation. These methods include use of his senses and standard and non-standard measurement.

**Materials:**

**Provided**

Activity Page  
C.A.R.E. Acronym

**Not Provided**

Journals  
Pencils  
Hand lenses  
Metric rulers  
String or yarn  
Balance or triple beam balance scales

**Vocabulary:**

conservation, environment, living, nonliving, natural resources, wildlife



**Grades:** 6-8, Biology, Environmental Systems

**TEKS:**

6: 1B, 2A, 3D, 12E

7: 1B, 2A, 3D, 10A

8: 1B, 2A, 3D

BIO: 1B, 3D, 3F

ES: 1B, 3D, 3F

**Topics:**

Habitats and Ecosystems

Human Activity/Environmental Impacts

Natural Resources

Scientists/Naturalists

Wildlife

**Methodologies:**

Critical Thinking

Journaling

Measurement

Observations/Qualitative/Quantitative

**Setting:** Classroom and Outdoors

**Activity Time:** 30-45 minutes

**Additional Subjects:** Art

**Objective:**

Students will recognize Aldo Leopold as a famous conservationist as they distinguish between observations he used to collect data, including both qualitative and quantitative information.

**Materials:**

**Provided**

Activity Page

C.A.R.E. Acronym

**Not Provided**

Journals

Pencils

Hand lenses

Metric rulers

**Vocabulary:**

abiotic, biotic, conservation, environment, ecosystem, natural resources, observations, wildlife







**Grades:** K-3

**TEKS:**

K: 1B, 2A, 9B

1: 1B, 2A, 9A

2: 1B, 2A, 9A, 10A

3: 1B, 2A, 9A, 10A

**Topics:**

Adaptations

Basic Needs

Habitats and Ecosystems

Natural Resources

Properties/Characteristics

Soil

Wildlife

**Methodologies:**

Critical Thinking

Models

Poster/Visual Aid

**Setting:** Classroom

**Activity Time:** 45-60 minutes

**Additional Subjects:** Art, ELAR

**Objective:**

Students will identify the basic needs of various animals in the ecoregions of Texas while emphasizing good stewardship practices.

**Materials:**

**Provided**

*Gould Ecoregions of Texas* map

Ecoregion Cutouts (10)

Animal pictures

C.A.R.E. Acronym page

**Not Provided**

Pencils

Crayons or markers

**Vocabulary:**

basic needs, conservation, ecoregion, environment, habitat, native, survive







# Texas Ecoregion Puzzle

**Grades:** 4-8, Biology, Environmental Systems, Aquatic Science

**TEKS:**

4: 1B, 2A, 7C, 10A  
 5: 1B, 2B, 9A, 9C, 10A  
 6: 1B, 2A  
 7: 1B, 2A, 10A, 11B  
 8: 1B, 2A, 11C  
 BIO: 1B, 12B  
 ES: 1B, 9E  
 AS: 1B, 2E, 12D

**Topics:**

Adaptations  
 Agriculture  
 Habitats and Ecosystems  
 Human Activity/Environmental Impacts  
 Landforms  
 Natural Resources  
 Renewable/Non-renewable  
 Soil  
 Wildlife

**Methodologies:**

Models  
 Poster/Visual Aid  
 Research

**Setting:** Classroom

**Activity Time:** 45-60 minutes

**Additional Subjects:** Art, Social Studies

**Objective:**

Students will identify animals, plants, and habitats that exist among the ecoregions of Texas. Ecoregion diversity will provide reasons for making good choices regarding stewardship practices.

**Materials:**

**Provided**

Ecoregions of Texas map  
 Ecoregion Cutouts (10)  
 Ecoregion Fact Sheets (10)  
 C.A.R.E. Acronym page

**Not Provided**

Pencils  
 Crayons or markers  
 Research materials

**Vocabulary:**

adaptation, caretaker, conservation, ecoregion, ecosystem, habitat, native, non-renewable, renewable

