

The Valleys 2000 Education Series

Exploring Bowmanville & Soper Creeks

Kindergarten Resource Guide – 'My Creek World'



Introduction

Welcome to *The Valleys 2000 Education Series*! This guide is designed for Kindergarten educators who wish to bring local environmental learning to life. Centered around Bowmanville Creek and Soper Creek, this package helps students explore the wonders of nature through sensory play, art, and discovery.

The 'My Creek World' program invites children to listen, look, and imagine as they connect with their local ecosystem. All activities align with the Ontario Kindergarten Program's four frames: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating.

Curriculum Connections

Area of Learning	Overall Expectations	Example Links
Science & Nature	Children recognize and describe living things in their local environment.	Identifying frogs, butterflies, ducks.
Language	Communicate ideas and observations about nature.	Storytelling, drawing, and shared discussions.
Arts	Express ideas through creative exploration.	Leaf rubbings, butterfly art, nature songs.
Indigenous Education	Develop respect and gratitude for the natural world.	Discussing Water Walkers and Turtle Island stories.

Classroom Activities

1. Listening to the Creek

Take students on a nature walk to the nearest stream or green space. Invite them to close their eyes and listen: What sounds do they hear? Birds, water, wind? Have them draw what they imagine making those sounds.

2. Butterfly Friends

Introduce the life cycle of a butterfly. Use the provided colouring sheet to explore stages of growth. Optional: create tissue-paper butterflies and hang them in the classroom.

3. Who Lives in the Pond?

Show pictures of frogs, turtles, ducks, and fish. Discuss where they live, what they eat, and how they move. Students can sort pictures into 'land', 'water', and 'air' categories.

4. Water Gratitude Circle

Share a simple reflection inspired by Indigenous teachings on water. Students take turns saying thank you to the creek, the fish, the rain, and the sun. End with a group song or poem about water.

5. Pond Parade Movement Circuit

Invite students to imagine they are animals who live in and around a pond. Guide them to move like frogs, ducks, turtles, fish, and dragonflies — hopping, waddling, balancing, gliding, and fluttering across the space. Encourage slow, safe, playful movement. End by lying quietly like a calm pond and taking soft “ripple breaths” together.

Materials & Assessment

Suggested Materials: Colouring sheets, crayons, paper, glue, natural materials, picture cards of local animals, paint supplies.

Assessment: Observe participation, curiosity, and ability to make connections between nature and classroom learning. Encourage students to share what they discovered about their creek world.

Visual Placeholders

- Coloring Sheets
 - Butterflies
 - Frogs
 - Turtles
- Posters
 - Practice your Bird Calls Poster for Kids
 - Things to do at Bowmanville and Soper Creeks
- Lifecycles
 - Butterfly

Hands On Experiences

- Craft Pages
 - Butterflies
 - Included in the Package
 - Creek Colors Art Page of the Bowmanville River
 - Using blue, green, and brown paints, have students make finger paintings of Bowmanville Creek. Add natural items like leaves or twigs for texture.
- Activity
 - Who lives in the Pond Activity
 - Sort Animals/creatures into Land, Rivers and Sky
 - Listen/sing to the Animal Action Song [Here is a link to the song](#)

Teacher Activity Kit: “Who Lives in the Pond?” **(Canadian Pond Habitats)**

Overview / Teacher Guide

Activity Name: Who Lives in the Pond? Habitat Sorting

Theme: Canadian Wetlands & Pond Ecosystems

Grade Level: Kindergarten (K–1)

Duration: 20–35 minutes

Learning Areas:

- Science: living things & habitats
- Literacy: naming & describing animals
- Math: sorting & classifying
- Fine motor skills (cutting, placing, organizing)
- Oral language & vocabulary

Big idea:

Animals live in different habitats — land, water, and sky — and some animals can live in more than one.

Learning Goals

Students will:

- ✓ Identify animals that live in/near a pond
 - ✓ Sort animals into **land, pond, sky**
 - ✓ Recognize that some animals live in **more than one habitat**
 - ✓ Practice observation & decision-making
 - ✓ Use scientific language (habitat, pond, wetland)
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Key Vocabulary

Word	Meaning
Habitat	A place where an animal lives

Pond / Wetland	A body of water where plants & animals live
Land	The ground where animals walk and live
Sky	Where flying animals travel
Amphibian	Animal that lives on land and in water (frogs, salamanders)

Introduce with a picture chart or storybook.

Suggested Read-Aloud Books

(Optional but enhances lesson)

- *Over and Under the Pond* — Kate Messner
 - *In the Small, Small Pond* — Denise Fleming
 - *The Very Hungry Caterpillar* — Eric Carle
 - *Life in a Pond* — Allan Fowler
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Materials Included in Kit

Item	Description
Sorting Mats	Land / Pond / Sky visual mats
Animal Cards	24 real-photo animal cards 
Action Movement Cards	For kinesthetic learning (hop, swim, fly)
Teacher Guide	Instructions, vocabulary, question prompts
Assessment Sheet	Simple observation checklist
Extension Worksheets	Colour, cut, match

What You Provide

- Laminator (optional but ideal)
 - Scissors
 - Tray/center bins (optional)
 - Space for floor or table sorting
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Setup Instructions

1. Place sorting mats on floor/table
 2. Place animal cards in basket/tray
 3. Review habitats
 4. Model **one example** for students
 5. Students sort cards independently or in groups
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Mini-Lesson Script

“Today we are learning about **who lives in the pond!**
Some animals swim in the **water**.
Some hop or crawl on the **land**.
Some fly in the **sky**.
Let’s explore their homes — their **habitats!**”

Ask:

- “Where do you think this animal lives?”
 - “Could it live in more than one place?”
 - “How do you know?”
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Activity Directions (for students)

- 1 Pick a card
 - 2 Say the animal name
 - 3 Decide where it belongs
 - 4 Place it on **Land / Pond / Sky**
 - 5 Celebrate correct thinking — even if they change their minds!
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Hands-On Extension

Extension	Example
Life cycle sequencing	frog, butterfly, dragonfly
Movement game	hop like frogs, fly like butterflies
Outdoor pond walk	observe frogs, bugs, birds
Art link	tissue-paper lily pads, paper turtles
Dramatic play	pond puppets & pretend play area



PE Activity: Pond Parade Movement Circuit

Pond Parade Movement Circuit

Theme: Move like pond animals

Length: 25–30 minutes

Setting: Gym or outdoor field space



Learning Goals

- Gross-motor control (hopping, balancing, crawling, gliding)
 - Listening skills & following movement cues
 - Understanding animal movement & pond habitats
 - Cooperative play & spatial awareness
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Stations (4–6 mins each)



1. Frog Lily-Pad Hops

Setup: Spread green floor dots / paper lily pads in a winding path

Movement: Two-foot jumps lily-pad to lily-pad

Language: “Frogs hop to travel. Big jumps or little jumps?”

Add a challenge:

- Hop backwards like a hiding frog
 - Freeze when you hear “predator!”
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2. Duck Waddle & Pond Paddle

Setup: Cones form a short course

Movement:

- Waddle on land (hands behind hips like wings)

- Switch to “water zone” → pretend arm paddles

Language: “Ducks move differently on land and water.”

3. Turtle Balance Walk

Setup: Low balance beam / taped straight line

Movement: Slow, steady “turtle walk”

Kids carry a foam square or a backpack “shell” on their back — don’t drop it!

Language: “Turtles are slow and careful.”

4. Snake Slide Tunnel

Setup: Mats + tunnel or table draped with cloth

Movement: Belly crawl like a snake through the tunnel

Language: “Snakes slither on land.”

Safety: hands forward, gentle speed, one at a time

5. Fish River Swim

Setup: Blue ribbons or yarn lanes on floor

Movement:

- Lie on tummy and do arm strokes (dry-swim)
- Stand and side-shuffle like a swimming fish

Language: “Fish wiggle and glide.”

6. Dragonfly Zip Zone (Optional)

Setup: Clear space + soft beanies

Movement:

- Fast flutter-runs

- Land on a safe “flower” (hoop) when whistle blows

Language: “Dragonflies zip fast — but they need rest too.”

Warm-Up Song (2–3 minutes)

Call and action style

“Hop like a frog — ribbit ribbit!”

“Waddle like a duck — quack quack!”

“Slow like a turtle — shhh...”

“Zip like a dragonfly — zoom zoom!”



Cool Down — Still Water Reflection

Kids lie on backs, quiet music or nature creek sounds

“Imagine we are a quiet pond.

The wind is soft. The water is calm.

Our animal friends are resting.”

Deep breathing: “In like a breeze... out like ripples.”



Teacher Prompts

- “Which animal was hardest? Why?”
 - “Which animal goes on land? Water? Both?”
 - “How do we keep our bodies safe when we move fast/slow?”
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Safety Notes

- Space awareness

- Soft landings
- Shoes tied, no running in crawl zone
- One child in tunnel at a time

Animal Cards

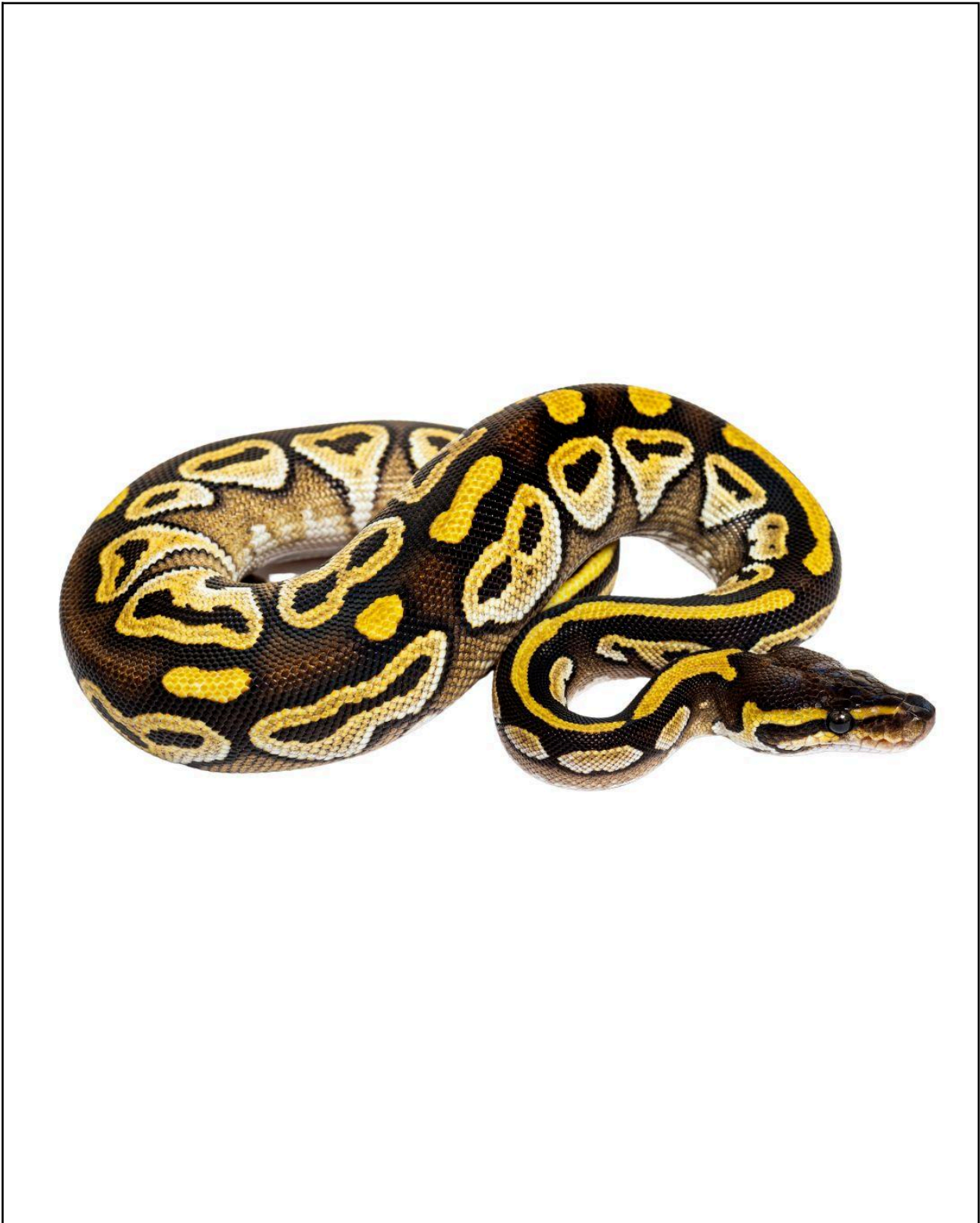


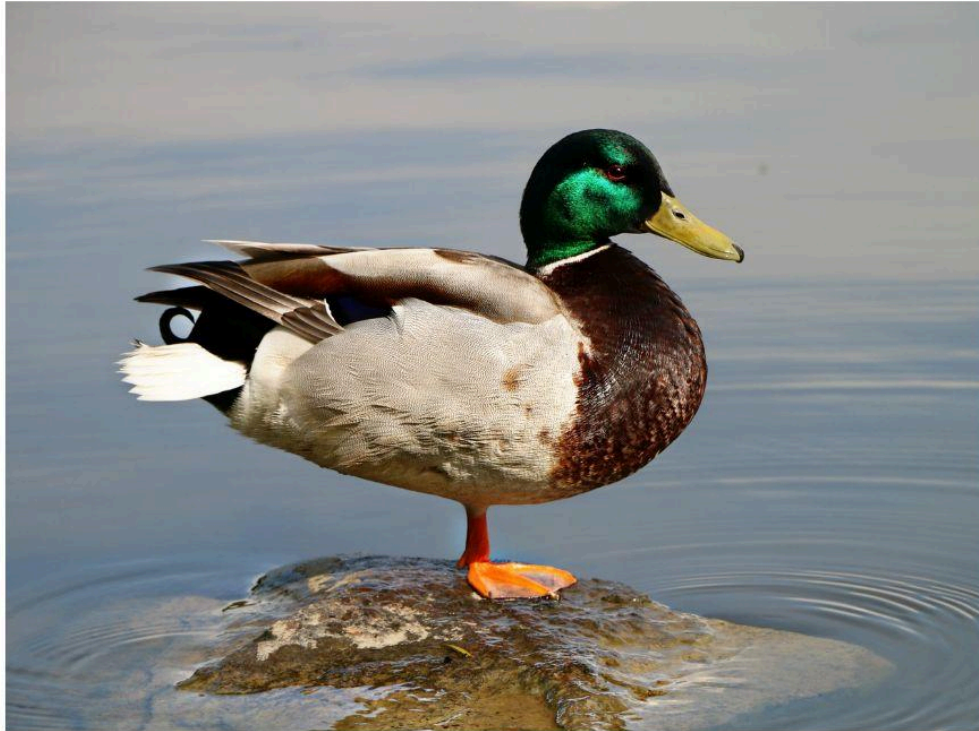


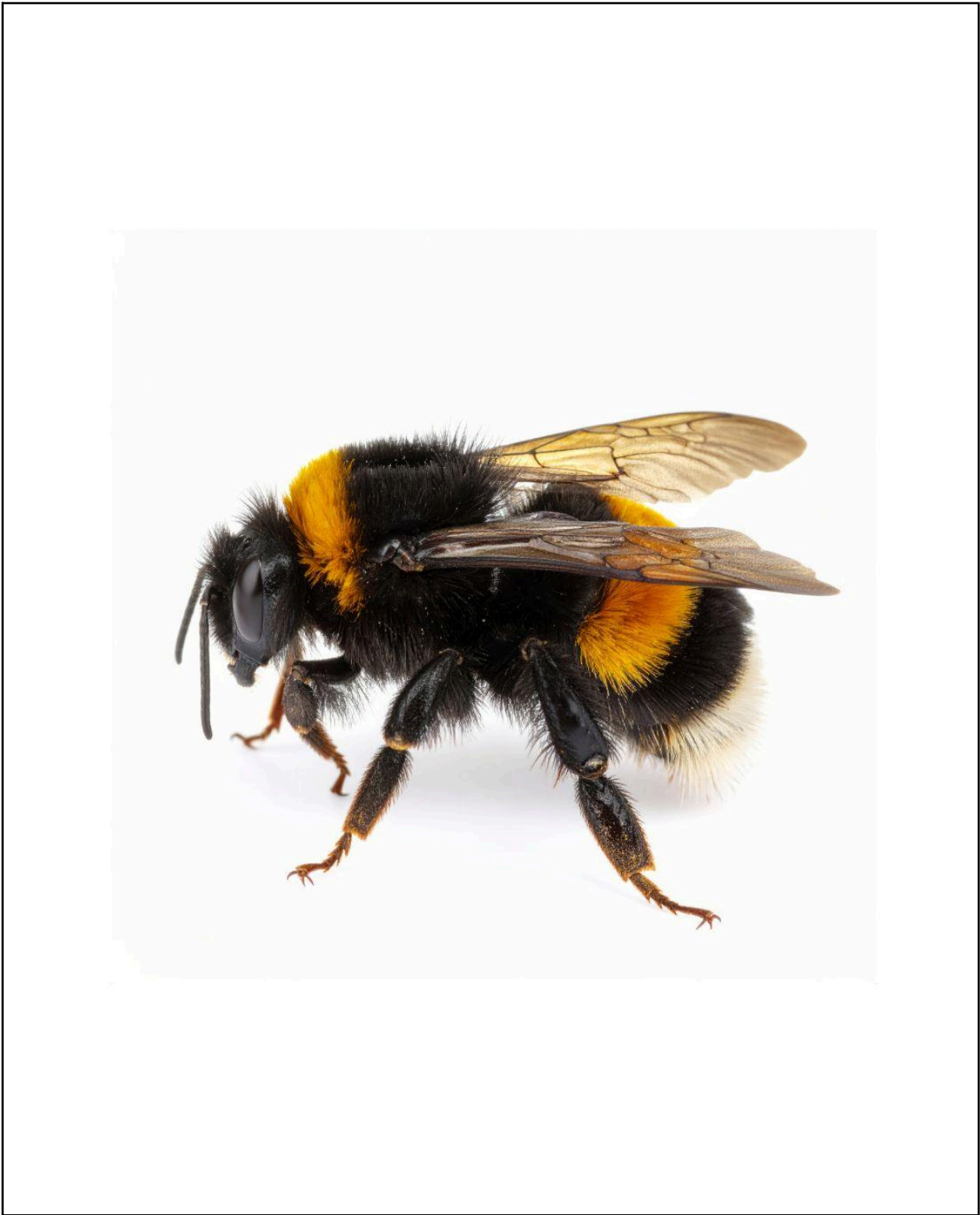












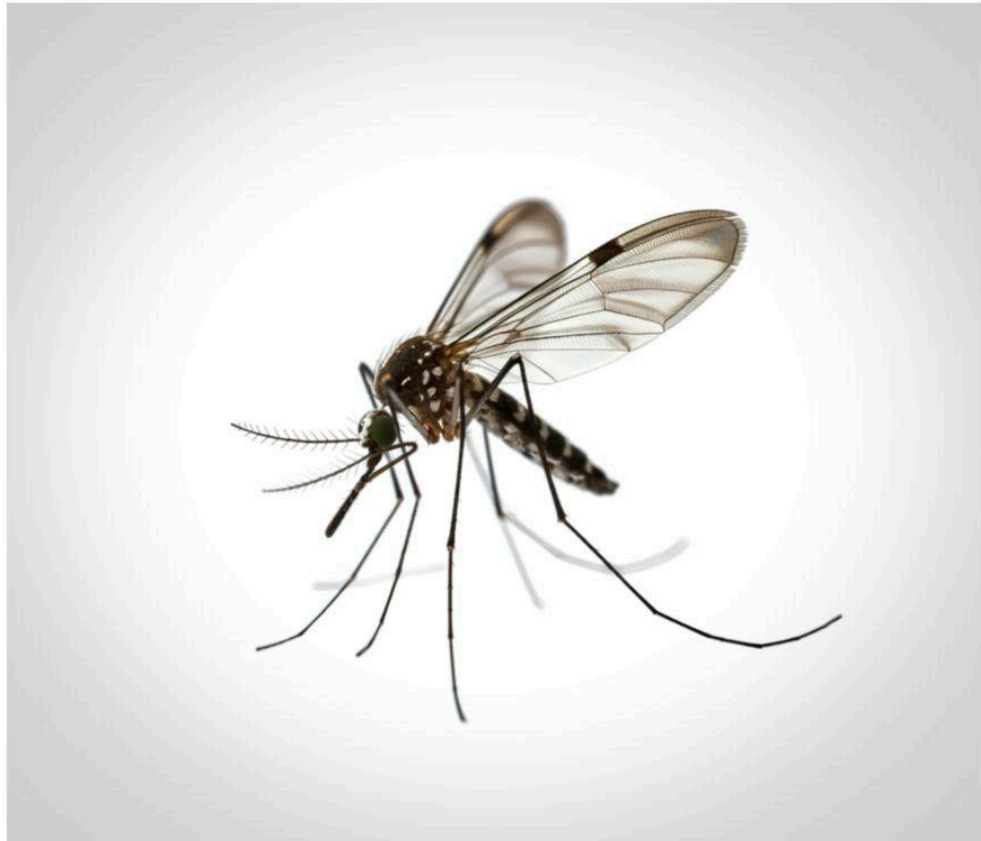






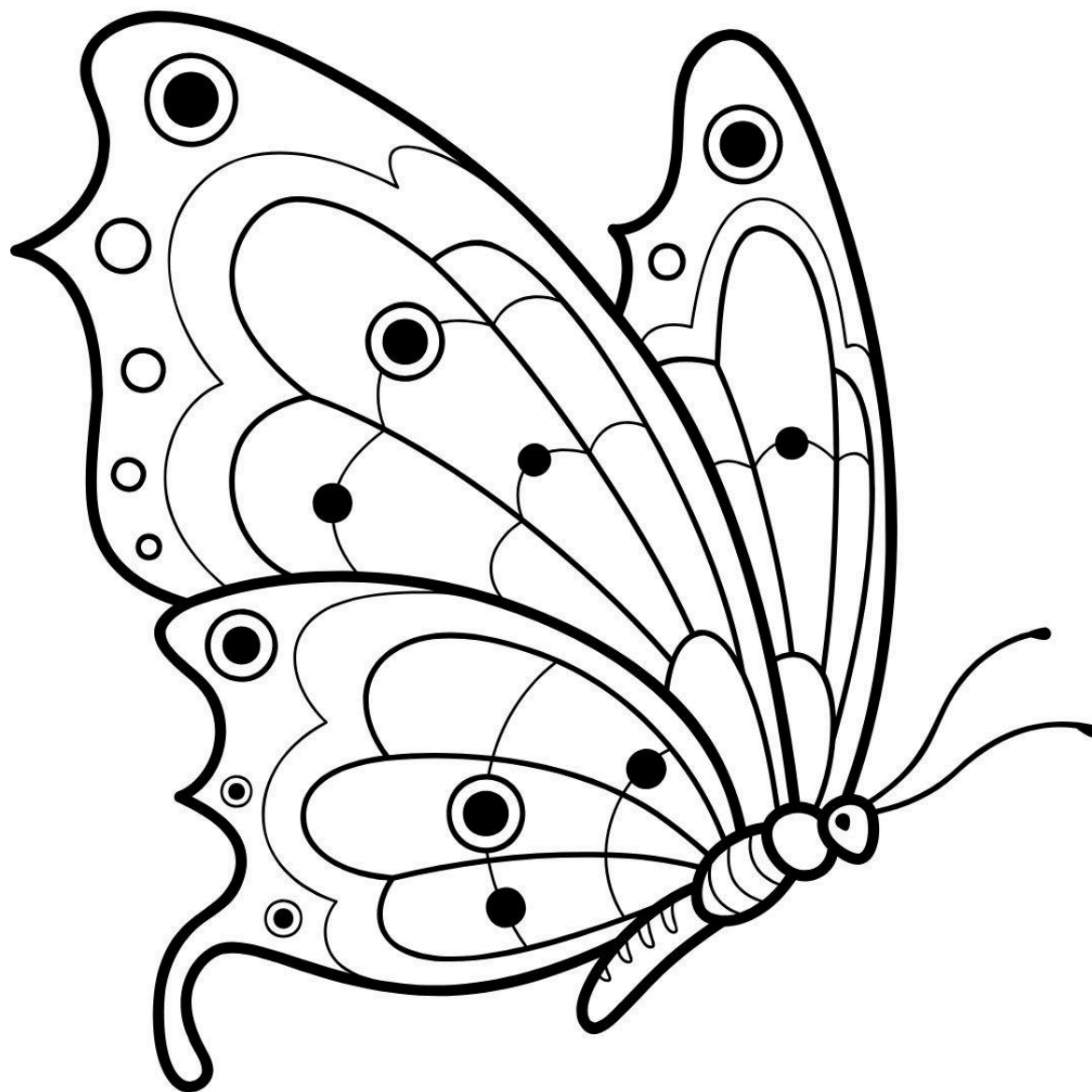


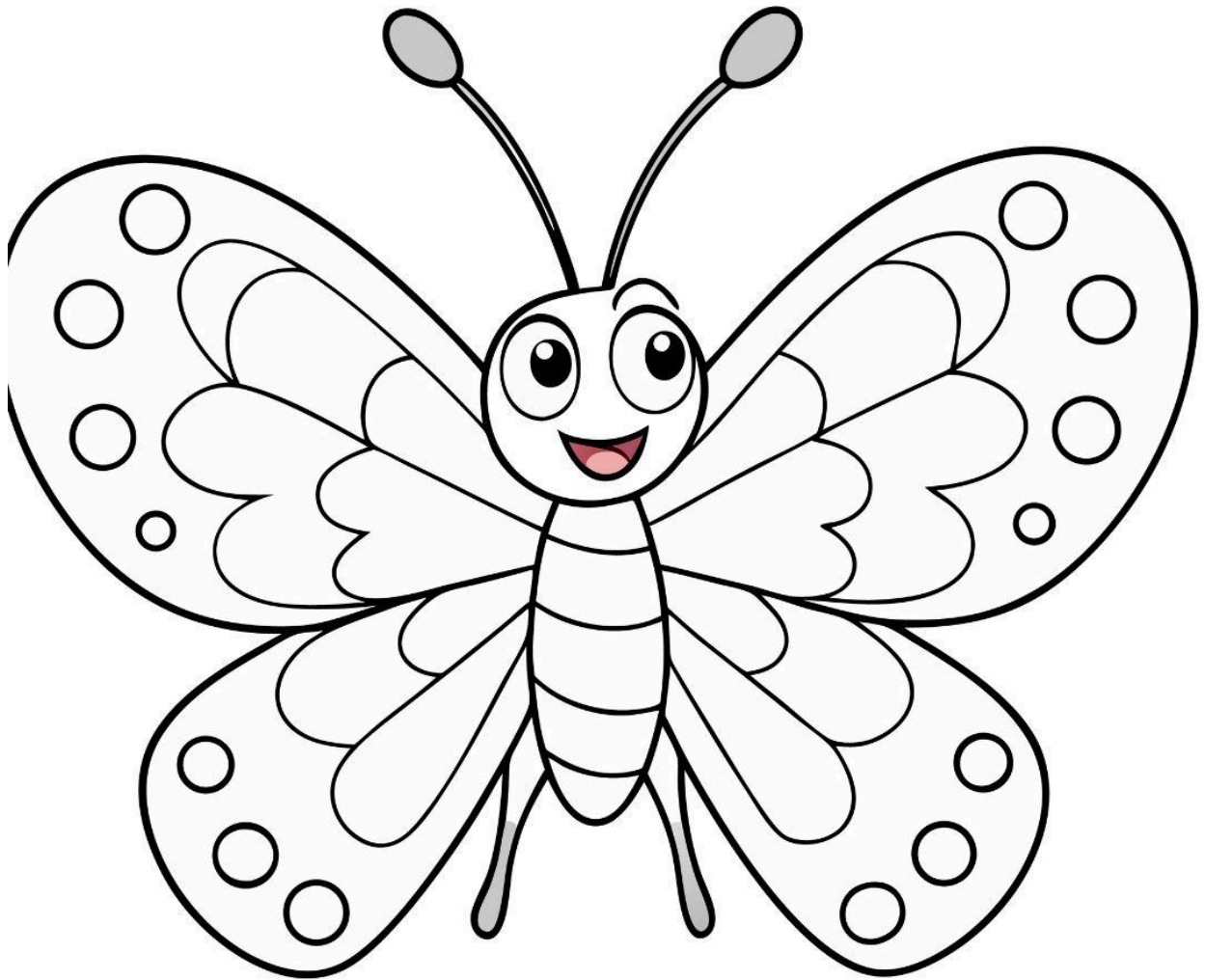


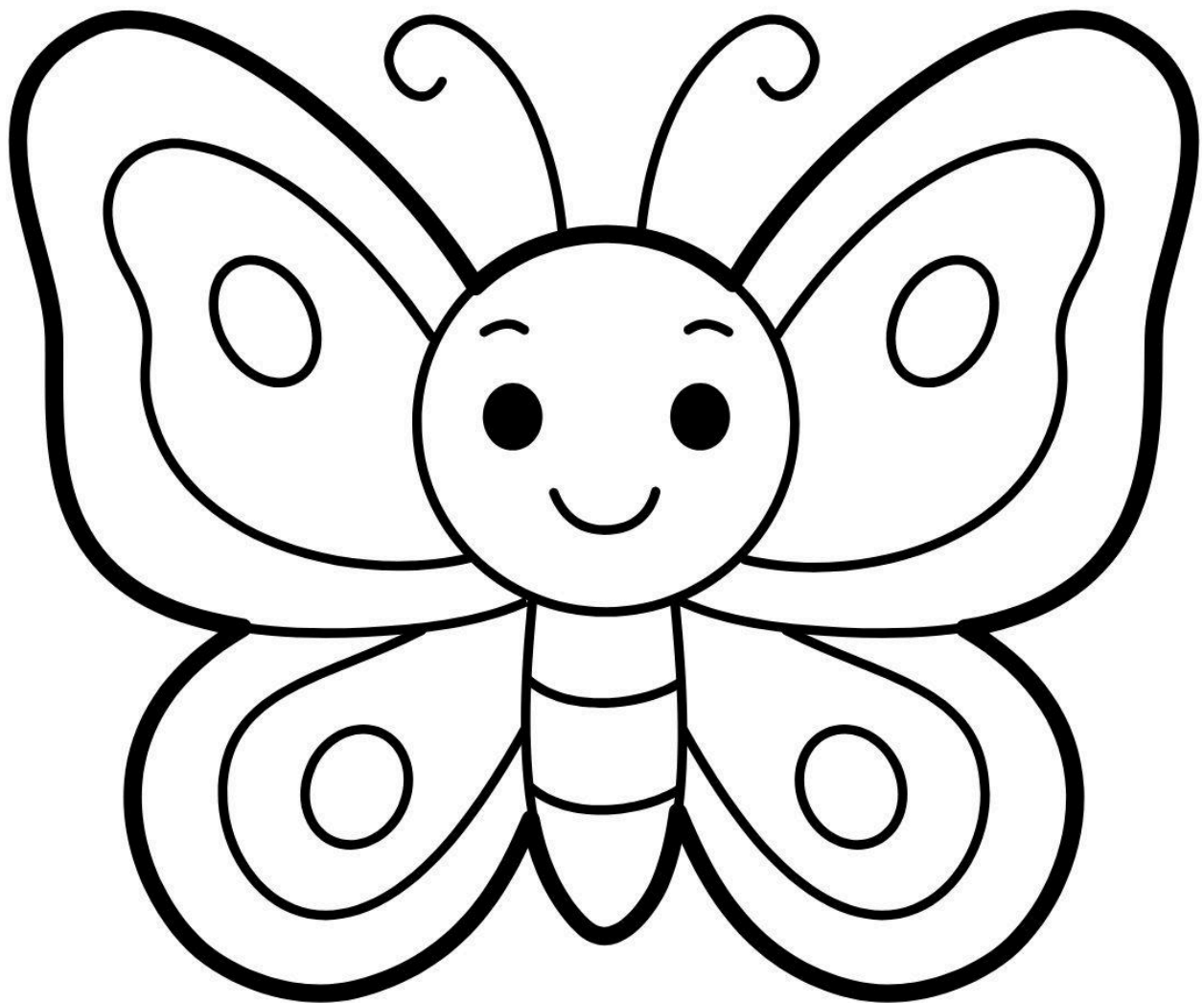


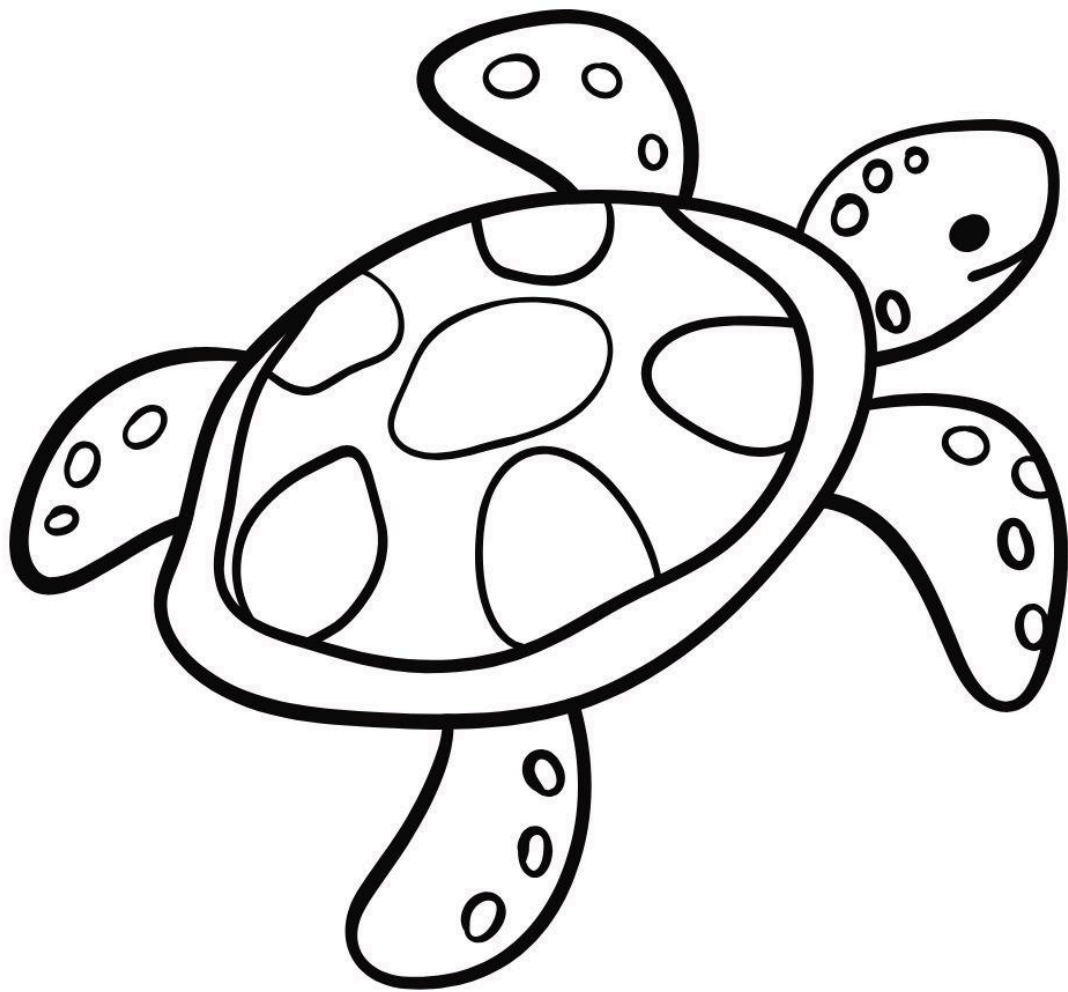


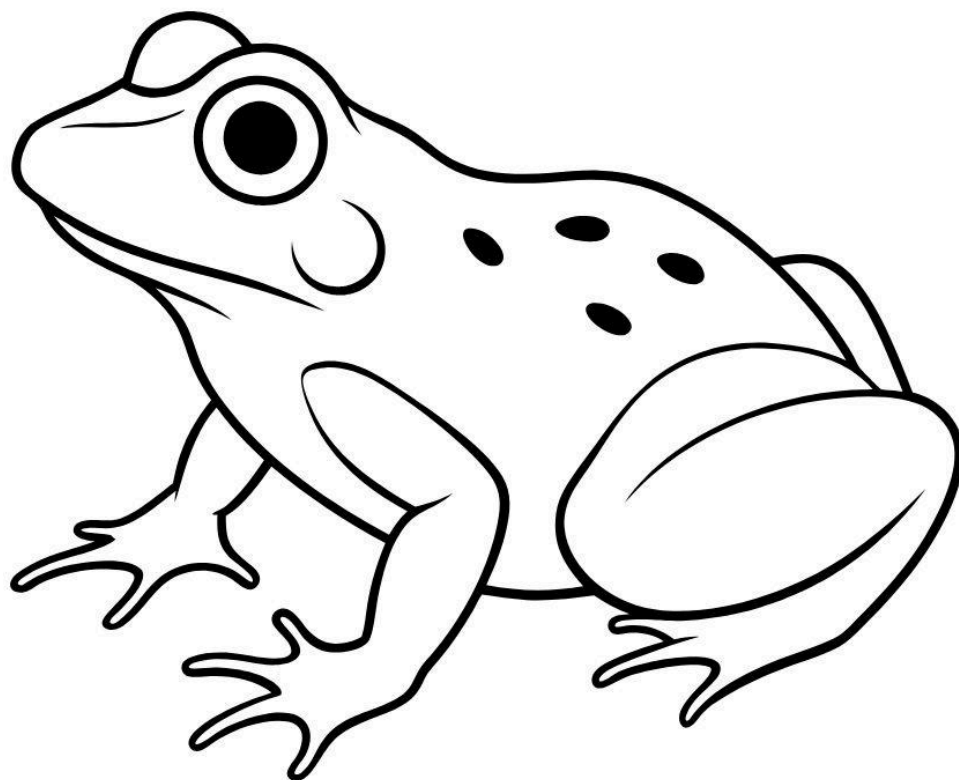


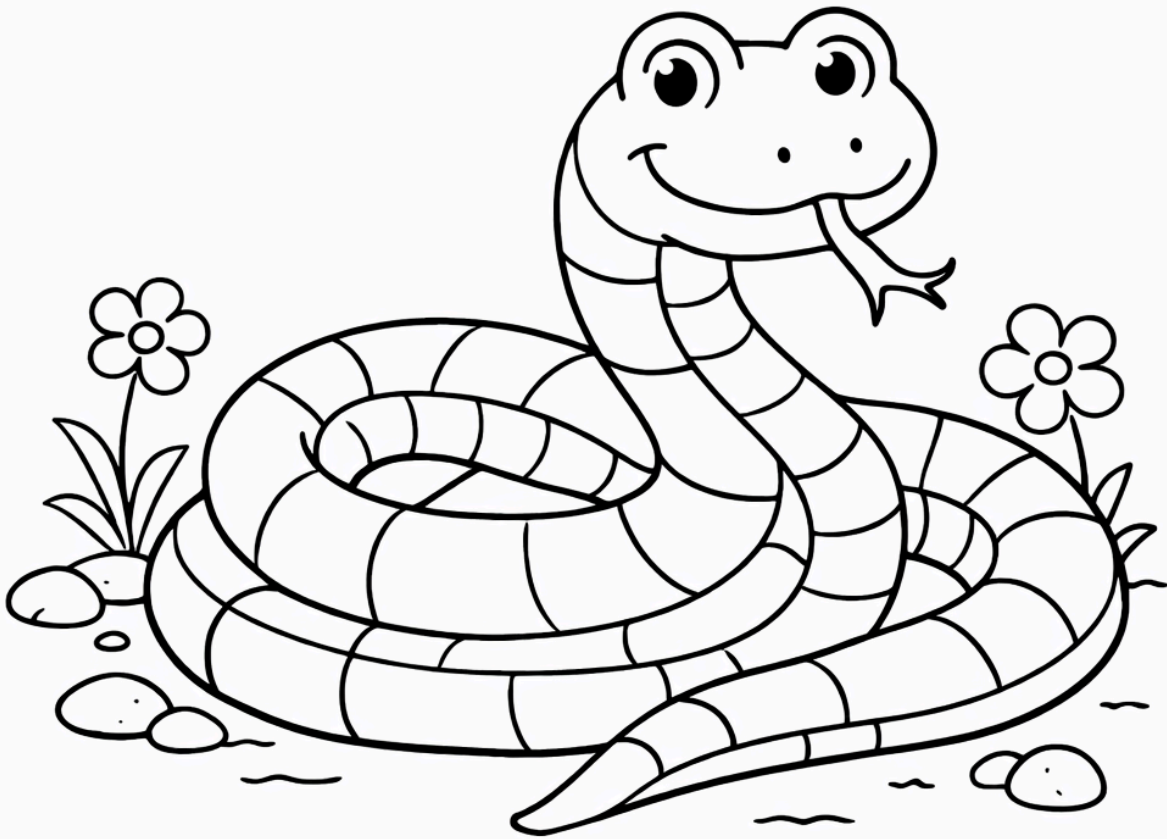




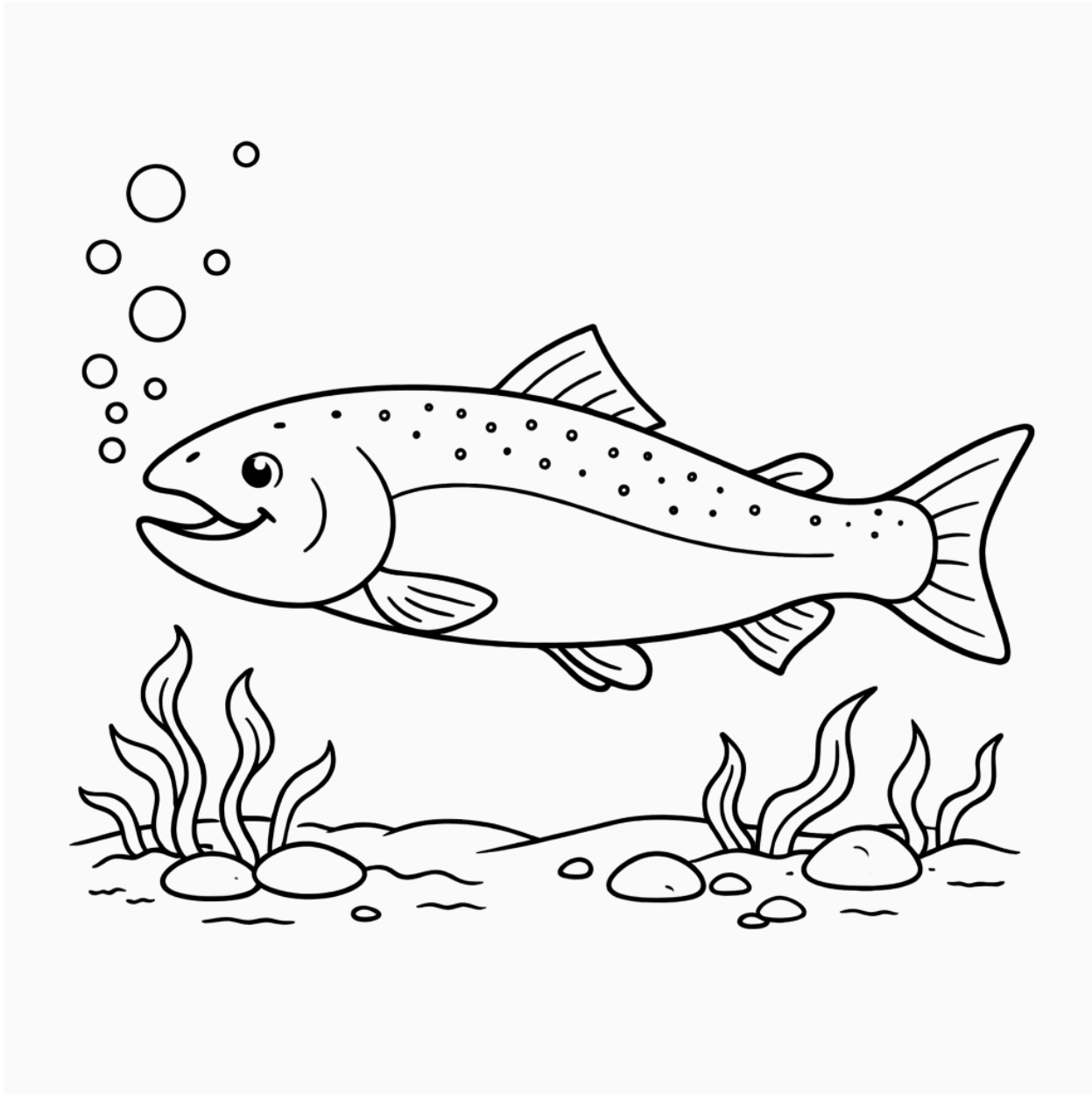












CRAFTS

Coffee Filter Rainbow Butterflies

Materials:

- Coffee filters (1 per butterfly)
- Washable markers
- Spray bottle with water
- Pipe cleaners (1 per butterfly)
- Googly eyes (optional)
- Glue
- Table cover / paper towels

Steps:

1. **Flatten the coffee filter** on the table.
 2. **Colour it with markers** — scribbles, dots, rainbows — anything goes!
 3. **Lightly spray with water** to watch the colours blend into “butterfly wings.”
 4. Let dry for a few minutes.
 5. **Scrunch the center** of the filter and twist a **pipe cleaner** around it to make the body + antennae.
 6. Add **googly eyes** if you'd like!
 7. **Gently spread the wings** — ta-da, rainbow butterfly!
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Learning Bits

- Colour mixing + cause-and-effect (water blends colours!)
- Fine motor skills
- Nature appreciation (talk about how butterflies start as caterpillars!)

Lifecycle of a Butterfly

