

**Suggested Pre-Field Trip Activities  
for Muskrat Safari at Wood Lake Nature Center**

**Vocabulary**

- |                     |                      |
|---------------------|----------------------|
| • <b>Adaptation</b> | • <b>Insulation</b>  |
| • <b>Habitat</b>    | • <b>Terrestrial</b> |
| • <b>Muskrat</b>    | • <b>Aquatic</b>     |

\*Review vocabulary.

\*Have students draw an imaginative animal and explain to the class the adaptations it has to help it survive in its habitat

\*Have students create their own model muskrat lodges with sticks. Ask students to explain how the home would help protect the muskrat and how its habitat would help provide basic needs.

\*Talk about winter ice safety to your class

\*Have students work in groups to create an under-the-ice scene with what they think they may observe living in this icy habitat (i.e. mud, fish, plants, insects, etc)

\*Create a large container of ice water and ask students to describe what it feels like when they stick their hands in it. Ask what adaptations they would like to have to survive in ice-cold water.

**Suggested Post-Field Trip Activities  
for Muskrat Safari at Wood Lake Nature Center**

\*Review vocabulary list.

\*Ask students to describe the adaptations they have to survive a cold Minnesota winter and a hot humid Minnesota summer. Are any of these similar to muskrats and/or forest animals?

\*Review with students the adaptations of a muskrat.

\*Discuss with students how the marsh habitat provides its basic needs and how does that compare with the habitats the students are in each day (i.e. home, school, library, Wood Lake Nature Center, etc.).

\*Compare and contrast pictures of a beaver and a muskrat. Why does Wood Lake have muskrats and not beavers?