

Letters to David: Small Creatures / Larger Than Life Instructions and Answers

- Venue: Victoria Lily Pond, Sun Pavilion, and vicinity (Outdoors)
- Estimated duration to complete all the activities: 30 minutes (excluding welcome and briefing)

Age Range / Subject

- 4 - 9 years old (Science): Conservation and Biodiversity

Learning Objectives:

- Learn about plants and animals at the Gardens
- Learn about conservation and environmental responsibility
- Develop investigative and problem-solving skills

About Letters to David: Small Creatures / Larger Than Life

Letters to David is a series of online children's activities which visitors can download for free, for their visit to Gardens by the Bay.

Each activity sheet features a different set of correspondences between David, the Botanist, and his friends around the world. Within each letter, is something interesting for your children to do in a different part of Gardens by the Bay.

Letters to David: Small Creatures / Larger Than Life introduces the children to nature walks and nature journaling by looking at two animals and two plants found in the area of the Sun Pavilion and Victoria Lily Pond. *Small Creatures / Larger Than Life* may be combined with the following *Letters to David* sets for a fuller or more tailored experience, depending on the age of the children and their specific needs:

- *By the Water*
- *Right at Home*
- *Flutter / Fascinating Trees*

Welcome and Briefing (10 min)

Upon arrival, allow the children to adjust to the new surroundings. Give a quick list of instructions to the children:

- Do not run or push your friends as you walk in the gardens
- Do not touch any plants unless instructed
- Whatever you bring to the gardens, bring them back with you; whatever you find in the gardens, leave them in the gardens
- Raise your hand if you wish to speak or answer any questions
- Let your teachers know if you feel unwell

Give the children time to visit the toilet. Once ready, prepare to take the children to the [Victoria Lily Pond](#). Before setting off, ensure that the children are properly prepared for their time outdoors.

Suggested Plan (30 min)

Find a shady spot around the [Golden Garden](#) to introduce the animals to the children.

Use Annex A to show the children what the animals look like. Please note that for this activity, there is a possibility that neither of the animals will be spotted on your walk. In this situation, you can ask the children to look out for other animals.

Start off by showing the children Annex A. Ask them to name the type of animal they see in Figure A1 (bird). Point to the picture of the Spotted Dove and name it. Get the

children to describe the appearance of the dove. Ask them why they think the bird is called a "Spotted" Dove. Explain that its name comes from the spots around its neck. Then, use the information in Jerry's letter to David to tell the children about the bird.

Now, do the same with the Millipede. Point to Figure A2 and name the animal pictured. Ask the children to describe it. Ask them if they have seen millipedes before. Explain that even though the two millipedes look quite different, they are actually the same type of animal. Use David's reply to Jerry to tell the children about it.

Next, head to the [Victoria Lily Pond](#). Tell the children that they will now take a walk to see if they can spot the two animals along the way.

At the pond, show the children Figure B1 and ask them to look around for the plant in the picture. Once it has been correctly identified, introduce the plant as the Victoria Lily. Ask the children to describe its appearance. Then, use the information in David's letter to Penny to tell the children about it.

Next, walk the children to [Sun Pavilion](#). It is just next to the [Victoria Lily Pond](#). Along the way, remind the students to keep looking out for the animals. At [Sun Pavilion](#), point out the Cardon to the children. Ask them to describe the appearance of the plant. See if any of the children can name the type of plant the Cardon is (cactus). Use Penny's reply to David to tell the children about it.

End off the activity at one of the sheltered areas nearby, like the [Children's Garden](#), or the [Canopy](#). Allow the children to colour the animals and plants.

Note to Educator:

The above is a suggested plan. Please feel free to adjust the duration and complexity of the activities to suit the needs of your children.

Annex A: Animals at the Victoria Lily Pond and Sun Pavilion areas



Figure A1: Spotted Dove (Rob Benton)



Figure A2: Millipede

Annex B: Plants at the Victoria Lily Pond and Sun Pavilion



Figure B1: Victoria Lily



Figure B2: Cardon