

You and the Zoo Field Trip Package

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Description

Students will learn basic facts about some of the animals on our African Savannah Route. This includes what they eat, where they live, how they are connected to other animals in the environment, and physical features necessary for survival. This field trip is designed to be an introduction to some of the animals encountered at the zoo. During this time of exploration with a tour guide, students will be encouraged to ask questions to further their knowledge of each animal using inquiry based practice. This field trip is geared towards grades K-3 and is approximately 45 minutes in duration.

This Activity Package contains a variety of different activities and resources that educators can use to enhance students' learning about their "You and the Zoo" field trip experience.

Links to the Current BC Curriculum: Science

Kindergarten

- Plants and animals have observable features (Science: Big Ideas)
- Demonstrate curiosity and a sense of wonder about the world (Science: Curricular Competency)
- Basic needs of plants and animals (Science: Content)
- Living things make changes to accommodate seasonal and daily changes (Science: Content)

Grade 1

- Living things have features and behaviours that help them survive in their environment (Science: Big Idea)
- Demonstrate curiosity and a sense of wonder about the world (Science: Curricular Competency)
- Consider some environmental consequences of their actions (Science: Curricular Competency)
- Classification of living and non-living things (Science: Content)
- Names of local plants and animals (Science: Content)
- Behavioural adaptations of animals in the local environment (Science: Content)

Preparing for the Program

Location: This may be a student's first visit to the zoo, therefore being prepared will help ease any nervousness or anxiety some younger students may have about visiting a new place. These are some things that teachers should review with their students prior to and upon arrival at the zoo.

- Where the zoo is in relation to your school.
- Duration of the trip to the zoo and mode of transportation to the zoo.
- Designated meeting place set out at the zoo in case any adult or student gets separated from the group, and point this out on the map upon arrival.

Vocabulary: Before attending the zoo, students should be aware of the following words, as they will be used during the program.

- *Camouflage:* concealment by disguise of protective colouring
- *Endangered:* when a species is facing a high risk of extinction in the wild in the near future
- *Extinction:* when there is no reasonable doubt that the last animal in a species has died
- *Habitat:* where an animal lives and receives the basic needs of food, water and shelter
- *Predator:* an animal that hunts other animals for food
- *Prey:* an animal that is hunted by other animals for food
- *Adaptation:* something an animal has on or inside its body, or how it behaves, that helps it survive in the wild

Dressing for the weather: There are not many indoor/covered areas at the zoo, so it is important to dress for the weather.

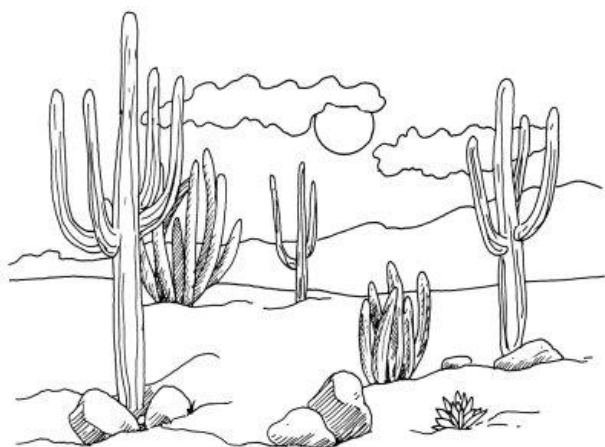
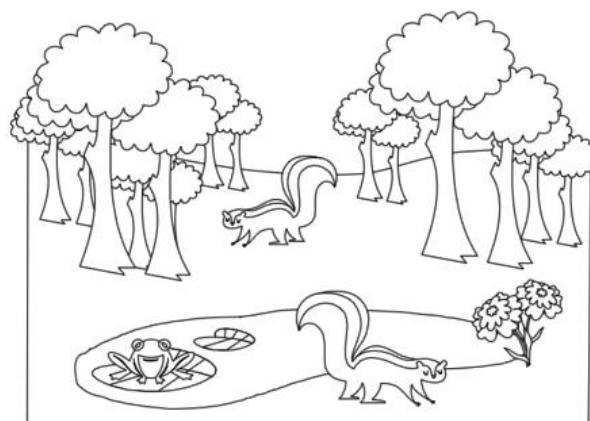
- If raining: waterproof shoes and jackets are necessary
- If sunny: sunscreen, hats and water bottles are necessary

Rules: Here at the zoo, we want you to have fun, but our priority is the safety of our visitors and animals. These guidelines will help keep you and the animals safe.

- Do not feed the animals
- Do not touch the animals unless you have permission from Animal Care staff
- Respect all barriers and fences

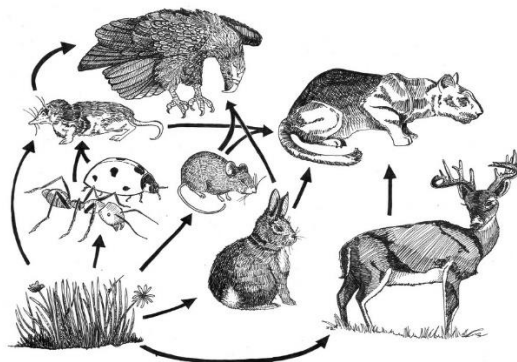
Information Guide

Every animal on the planet has the same basic needs; water, food, shelter and space, just like us! To obtain these basic needs, animals live in a **habitat**. A habitat is an area of the world that provides for all their basic needs. Sometimes many animals will share the same habitat because they require the same basic needs. Other times, animals will have a small habitat all to themselves!

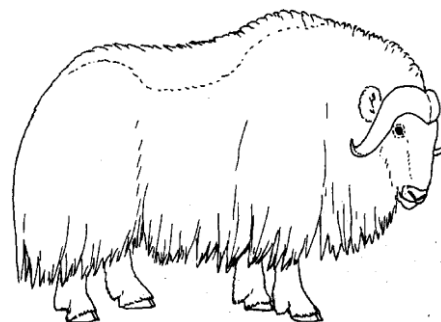


How animals get their basic needs depends on their habitat. Animals have many ways of obtaining their needs through **adaptations**. An adaptation is something an animal, or other living thing, has on or inside their body, or how they behave, that helps them survive. If an animal lives in the desert, it needs to work harder to find water than an animal living in the rainforest. They must adapt to their habitat, like a camel that stores excess fat in its hump to survive temporarily without water.

When we think of animals getting their basic needs, we often think about food. There are two big ways animals get food - either from plants or from meat. Animals that eat meat are called **predators**, or carnivores, as they hunt other animals. On the other hand, animals that eat plants are called herbivores, and are the **prey**, or food source, for predators.



As earth travels around the sun, it causes our planet to go through seasonal changes. Depending on where you are in the world, these changes will happen at different times of the year and can be very big changes or barely noticeable. Animals living in Canada must be able to deal with cold winters, and still meet their basic needs. Some animals leave during winter, called **migration**. A well-known example are birds who fly south every winter. Other animals go to sleep, or **hibernate**, during winter. When they sleep, their body slows down, so it doesn't need as much food, water, or air. Think of bears and turtles, who are both Canadian hibernating animals. Finally, some animals grow thick winter fur so they can stay warm during winter, like Musk Ox. Animals must **adapt** for seasonal changes, but how they change depends on how where their habitat is.



Picture Book Suggestions

These books about zoos provide great introductions to zoos, and are a terrific way to get students excited and curious about what they will experience at the zoo prior to the field trip.

- **Edward the Emu** by Sheena Knowles: Edward finds being an emu at the zoo quite boring, so he tries to be other animals for a day, before realizing that who he is meant to be is an emu. Great message about being yourself.
 - **Activity:** students can find an animal at the zoo that begins with the same letter as their name i.e. Tara the Tiger, write their own stories or make art based off an animal assigned to them.
- **Fraidy Zoo** by Thyra Heder: Little T is afraid to go back to the zoo, but she can't remember why. To help her remember, her family creates animals out of household items, in alphabetical order. Students will have fun guessing what each animal is, and practicing their alphabet.
 - **Activity:** Students can create their own animals out of classroom animals and play the guessing game with peers.
- **Goodnight Gorilla** by Peggy Rathmann: A mischievous gorilla follows the zookeeper around the zoo as he says goodnight to all the animals and lets them out of their enclosures. When they follow the zookeeper home and sleep in his room, the morning brings quite a surprise. Students will love the pictures and words found in this book as they follow along.
- **The View From the Zoo:** by Kathleen Long Bostrom: This fun, bright book switches perspectives from the view humans get at the zoo to the view animals get at the zoo.
 - **Activity:** While at the zoo, children could fold a piece of paper in half and on the top draw what they are seeing in front of one animal exhibit, and then try and draw what they think the animals are seeing on the other half.
- **A Sick Day for Amos McGee** by Philip C. Stead: Amos is a friend to many animals in the zoo, keeping them company when they are lonely, reading bedtime stories, and playing games with them. When Amos is too sick to come to the zoo, his animal friends return the favour.
- **If I Ran the Zoo** by Dr. Seuss: Gerald imagines what it would be like if he ran the zoo, all the changes he would make and the animals he would have.
 - **Activity:** Children can write or draw their own "If I Ran the Zoo" and brainstorm what their zoo would look like.

Activities and Resources

This part of the package is where you will find activities and resources for your specific field trip program, "You and the Zoo." It is organized by the sections before, during, and after the field trip.

Pre-Trip Activities

Teachers may use the Information Guide in this package to help introduce certain terms that may be used during the You and the Zoo program at the zoo.

Activity 1: Mini Research Project

Students may choose an animal they will see at the zoo (complete list can be found on the "Meet the Animals" page of our website: <https://gvzoo.com/animals/>), and begin a mini research project on an animal of their choosing in partners or a small group. This will be continued during and after the field trip, as they will focus on their animals at the zoo and add the information they learned at the zoo to their project. Things to include could be habitat, biome, ecosystem. How are its needs for food, water, and shelter met? What does it eat? What eats it? Is it predator or prey?

Activity 2: Know, Wonder, Learned

Create a KWL chart as a class, or in small groups before coming to the zoo. This will be a wonderful way to measure what they already know, and have them thinking about their wonderings before the field trip. Once back from the field trip, fill out the learn section (have students remember or write down their "wonder" questions so the field trip guide can answer as many questions as possible).

During Field Trip Activities

Activity 1: Scavenger Hunts

We have pre-made scavenger hunts for various routes in the zoo. For primary grades, these will be best completed using 1 sheet per group, with an adult to do the reading and the students working together to find the answers.

Activity 2: Edward the Emu continued

Students will find an animal that starts with the same letter as their name. Parent helpers and teachers can take a picture of each student with their animal if desired.

Modifications:

- For Kindergarten-Grade 1: students may draw a picture of themselves as their animal, practice writing their name and the animal's name, and develop a fun bulletin board with the title "This class is a Zoo"
- For Grade 2-3: students may write their own Edward the Emu story using their own name and animal using the 4-part stories they have been studying (i.e. setting, problem, solution, lesson)

Activity 3: Zoo Bingo (K-1)

Give each student an alphabet bingo chart (found at the end of this package) and explain the rules of bingo. Their task is to find an animal whose name starts with each letter until they get bingo.

Activity 4: Habitat Hunting

Students can work individually or with a group to complete the Habitat Hunting worksheet as they explore the zoo.

- Add On: Create Your Own Worksheet
 - Students create their own habitat hunting worksheets for their peers while they explore the zoo. They draw 4 habitats, 4 animals, and switch papers with another student to try and match the habitat to the animal.

Name: _____

Date: _____

HABITAT HUNTING AT THE GREATER VANCOUVER ZOO

Draw a line from each animal to the habitat it lives in.

After doing this, find a partner and discuss how each animal would get food, water, and shelter from its habitat.



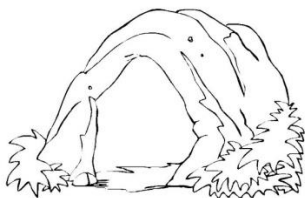
Freshwater Pond in the Temperate Forest



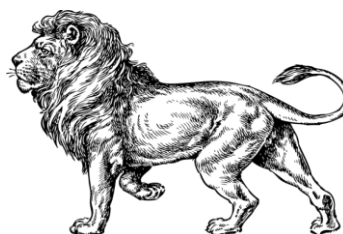
Trees in the Tropical Rainforest



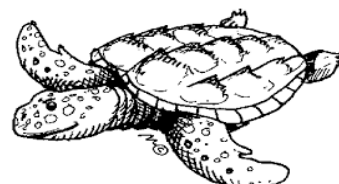
Grasslands in the African Savannah



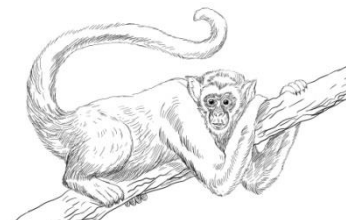
Den in the Tundra



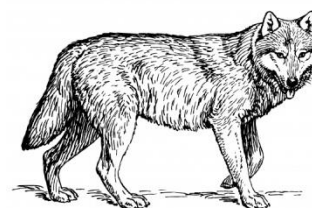
African Lion



Western Painted Turtle



Squirrel Monkey



Arctic Wolf

After the Field Trip

Activity 1: Zoo Art

The teacher may pick painting, drawing, collage, or any form of art students have been working with, and they will create a work of art depicting their favourite animal at the zoo (national geographic magazines work great for collages).

Activity 2: Sorting Animals

Divide students into groups of 5 and ask each group to make a list of all the animals they can remember seeing at the zoo. Have students brainstorm different ways to sort these animals (i.e. by habitat, spots or stripes, colour of fur, fur or feathers, etc.) and sort them into these classifications, making sure that no animals are left out.

Modifications: For Kindergarten: give the students pictures of animals instead of having them make a list (animal cards found below).

Activity 3: Pictionary/Charades

As a class, make a list of all the animals you saw at the zoo and put a small piece of paper with each animal in a jar. Have the students take turns coming up to the front and act out or draw the animal while the class guesses. After each animal, discuss what was the first clue that made the students know which animal it was (i.e. giraffe= long neck) and why this is an important part of the animal (what is the giraffe's long neck for?)

Activity 5: Habitat Model/Picture

Have students pick an animal while at the zoo to focus on before or during the field trip. While at the zoo they should make a rough sketch of the animal's habitat, and make note of any information they find on what the animal eats, drinks, and where it finds shelter.


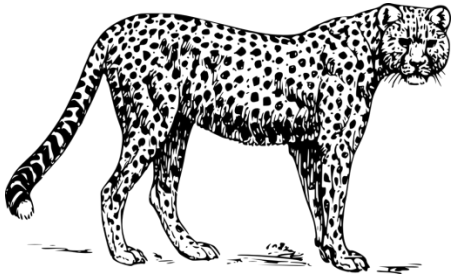
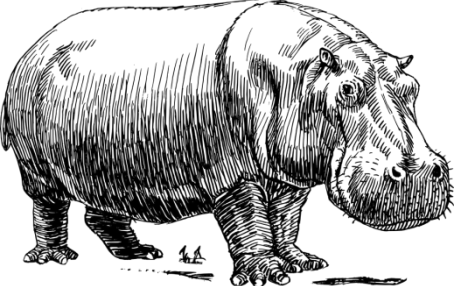
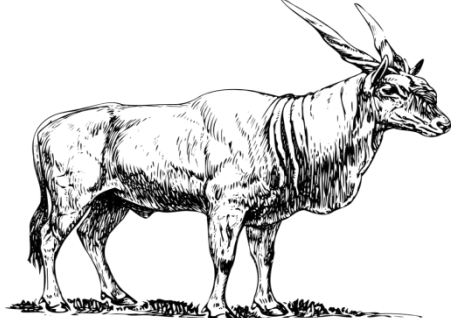

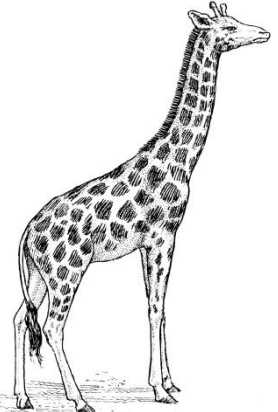
Once back from the zoo, students will work in pairs to create a model or a picture of the habitat they have chosen. Provide students with various materials such as clay, paper, pipe cleaners, tissue paper, glue, anything else you may have and ask them to recreate their habitat of focus. Model/picture should include where the animal gets its food, water, shelter, and other animals that share this habitat.

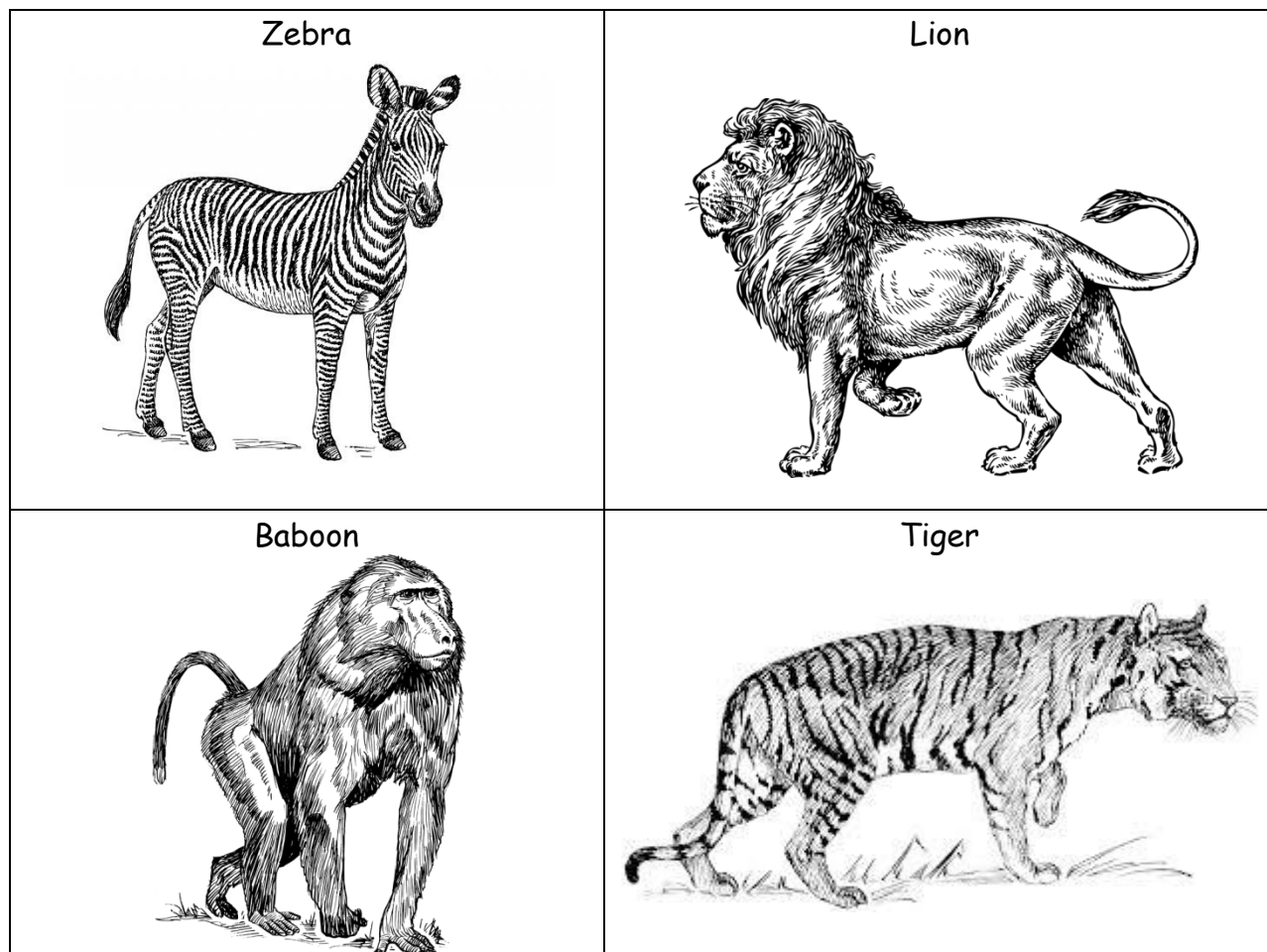
Don't forget about other living and non-living things, such as plants and rocks, as they play a large part in making up the habitat.

Activity 3: Predators vs. Prey

Have the students use the flash cards below to make a chain of life, using their knowledge of predators vs. prey.

Modification: For younger primary grades, this can be a great time to introduce the terms herbivore, omnivore and carnivore.

| | |
|--|--|
| <p>Ring Tailed Lemur</p>  | <p>Cheetah</p>  |
| <p>Hippopotamus</p>  | <p>Common Eland</p>  |
| <p>Marabou Stork</p>  | <p>Giraffe</p>  |



Activity 8: What do Animals Eat?

During your field trip to the zoo, your students will learn about what animals eat. This may be an introduction to the terms herbivores, omnivores and carnivores. The worksheet below can be completed while at the zoo if they are already familiar with these terms, or after your trip to the zoo as review.

Name: _____

Date: _____

WHAT DO ANIMALS EAT?

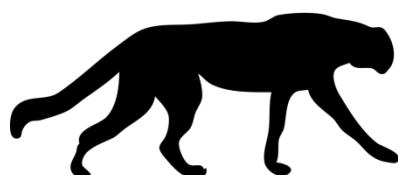
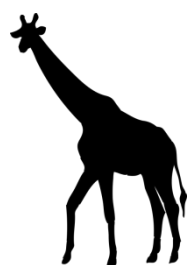
Draw a line between each animal name and their silhouette. Then, determine their category based on what they eat.

Circle the herbivores in **green**

Circle the omnivores in **blue**

Circle the carnivores in **red**

Circle the decomposers in **brown**



African Lion

Hippopotamus

Marabou Stork

Earthworm

Camel

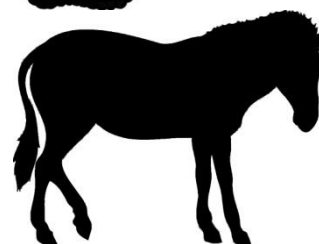
Giraffe

Ring-Tailed Lemur

Yellow Baboon

Cheetah

Zebra



| Day at the Zoo | | | | |
|----------------|---|---|---|---|
| Y | F | J | T | A |
| N | D | H | M | V |
| O | S | W | Z | K |
| E | U | R | Q | C |
| I | P | G | B | L |
| Day at the Zoo | | | | |
| Q | W | M | G | R |
| Z | U | F | L | A |
| S | H | B | P | E |
| V | N | T | J | O |
| Y | K | I | C | D |

Day at the Zoo

| | | | | |
|---|---|---|---|---|
| C | Y | U | Q | K |
| P | I | D | S | N |
| Z | L | F | A | R |
| E | H | M | J | W |
| G | V | B | O | T |

Day at the Zoo

| | | | | |
|---|---|---|---|---|
| F | V | Q | C | O |
| B | E | U | N | P |
| S | I | W | H | M |
| R | Y | T | A | G |
| J | L | K | Z | D |

| Day at the Zoo | | | | |
|----------------|---|---|---|---|
| Y | A | V | K | P |
| N | J | O | H | Z |
| S | R | T | F | W |
| U | I | E | C | D |
| B | Q | M | G | L |
| Day at the Zoo | | | | |
| J | H | S | Z | T |
| U | G | I | M | D |
| B | E | C | F | L |
| Y | R | P | Q | K |
| V | N | O | W | A |