



ACTIVITY BOOK
TEACHER GUIDE

Kindergarten - 2nd Grade



Purpose of Book

Trips to the Abilene Zoo are always a highlight for students in the Big Country and beyond. It is a day full of FUN! Our goal in creating the Activity Books is to help teachers fill and reinforce an educational component in addition to having a fun day at the zoo.

The materials in the book can be used in a variety of ways. It can be used as an introduction to concepts or as a reinforcement for lessons already taught in the classroom. Parts can be completed before, during, and after the field trip. The book allows teachers the freedom to decide how and when they would like to teach the subjects and bridges the gap in how the zoo can help in the learning process.

Below we have outlined the suggested uses of the book for you to take a look at. But it is just that: suggestions. Your students may be well above the concepts taught or may be barely learning the basics. Adjust what is asked and create projects and questions that fit your student's individual and group needs. Above all, create a connection between your students and the animals at the Abilene Zoo so that they want to share what they have learned with their family and friends.

TEKS Correlation

K: 112.11b: 1 A&B, 2 A, 4B, 9B, 10 A&B (2019)

First: 112.12.b - 1 A&B, 2 A, 3 B, 9A, B&C, 10 A (2019)

Second: 112.3.b – 1 A&B, 2 A, 3 A&B, 9 A, B & C, 10 A (2019)

SUGGESTED LESSONS BEFORE

Habitat Lesson

Objectives:

Define habitat and list the characteristics of a habitat

Identify an animal's habitat based on its appearance

Vocabulary:

Habitat: a place where an animal or plant makes its home; animals need food, water shelter, space from their habitat

Grassland: also called savannah, prairie, or plains; consists mostly of grasses and forbs, averages 20" rain a year

- Animals at zoo: giraffe, rhino, guanaco, lion, warthog, giant anteater

Rainforest: averages 240" + rain a year; high rainfall, consistent high temperatures, vegetation consists of large trees with canopy layers down to forest floor with plants that receive low light; most diverse animal and plant life of anywhere in world

- Animals at zoo: any of the primates (colobus monkey, howler monkey, spider monkey etc.), toucans, sloth

Desert: averages less than 10" rain a year; plants and animals adapted to low availability of water, temperature regulation adaptations

- Animals at zoo: gila monster, beaded lizard, rattlesnakes, tortoises, horned lizard, addax

Wetland: includes freshwater bodies of water including ponds, swamps, lakes; land saturated with water, seasonal floods possible

- Animals at zoo: alligator, turtles, flamingos, ducks, fish, swans

SUGGESTED LESSONS BEFORE

Animal Classification Lesson

Objective

1. Be able to describe at least one characteristic of birds, reptiles, mammals and amphibians
2. Classify an animal into one of the five vertebrate groups

Vocabulary:

Vertebrate: animals with backbones; includes fish, amphibians, reptiles, mammals and birds

Invertebrate: animals without backbones; includes (cover very basic animals) insects and arachnids, crabs, snails

Reptiles: vertebrate animals that are cold-blooded with dry scaly skin, most lay leathery eggs (some live birth), covered in scales/scutes

- Animals at the zoo: snakes, lizards, turtles/tortoises, alligator

Amphibians: vertebrate animals that are cold-blooded, moist skin, live near water, lay eggs in water, go through metamorphosis where they start out with gills in water and then transition to land with lungs

- Animals at the zoo: toads, frogs, salamanders, newts

Birds: vertebrate animals that are warm-blooded, lay hard-shelled eggs, two legs, wings, covered with feathers

- Animals at the zoo: flamingos, owls, ostrich, toucans, macaws, hawks

Mammals: vertebrate animals that are warm-blooded, have live births, have hair or fur, feed their young milk

- Animals at the zoo: giraffe, rhino, lions, hyenas, monkeys, maned wolf, giant anteater

BEFORE YOUR ZOO TRIP

Some pages can be completed before visiting the zoo with additional questions that can be answered once at the zoo. Depending on time available, all pages can be completed at the zoo. Directions may need to be given orally if students are not strong readers.

Possible pages and questions that can be completed PRIOR to your visit:

In the Habitat

Draw a line from the animal to the habitat they live in.

TIP: if completed at the zoo, signs will say what habitat the animal is from OR if completed before zoo trip this page is a good review of habitat types

Animal Coverings

Draw a line from each animal to the covering they wear.

Animal Classification

Write R (reptiles), A (amphibian), B (bird), or M (mammal) in the box of each photo.

TIP: Completing the Animal Coverings page prior will help review coverings when identifying reptiles, birds and mammals

DURING ZOO TRIP

Zoo Map

TIPS: Students can follow along on the map and circle animals after they find them in the zoo. Or they can help plan ahead of time which animals they want to see.

In the Habitat

What other animals in the zoo are from each habitat?

TIPS: Open writing area available for older students or students that enjoy writing. For younger students you can have them draw the lines to the appropriate habitat once they see the animal at the zoo.

Animal Classification

Can you search for these animals at the zoo?

TIPS: Students can place an “x” or check mark by each animal as they find it at the zoo

Doodle Space

Draw your favorite animal you saw at the zoo. Circle. Are they a bird, reptile, amphibians or mammal?

Where do they live? Rainforest, desert, grassland, or somewhere else?

TIPS: This serves as a review page of their day at the zoo. It can be completed at the zoo or after they return to school. For students that finish their work quickly, this can also be a page they can work on at the zoo while waiting for their classmates to finish writing at the zoo.

AFTER ZOO TRIP

Take your learning beyond the zoo and back to your classroom with these suggested activities:

- Have students create their own habitat diorama using a shoe box, blocks and plastic animals.
- Have students sort animals into their classifications (reptile, mammal, bird, amphibian) using plastic toy animals or flashcards.
- Place signs around the room and show pictures on the board of different animals. Have students move like the animal to the correct classification sign.