

Dear Educators,

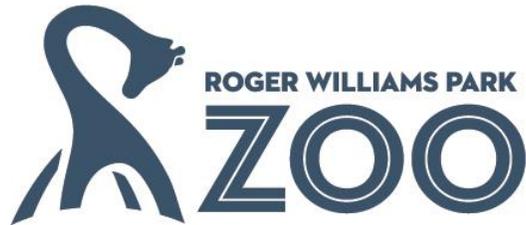
Roger Williams Park Zoo has always offered countless opportunities for students to learn about the world around them. Even though the Zoo is currently closed, we wanted to keep that learning going and find some ways to keep students making connections and discoveries about the world around.

Using our Zoo School video segments and Paws for a Minute PBS videos we have created some activities to help your students continue learning at home. These activities are meant to compliment your life science lessons and to help your students to become focused observers.

We hope these activities are beneficial to your distance learning efforts and we look forward to seeing you back at Roger Williams Park Zoo soon!

Sincerely,

The Education Staff at Roger Williams Park Zoo



### **Grade 3 Next Generation Science Standards**

With these activities, third graders can dig deeper into the following Disciplinary Core Idea of the Next Generation Science Standards:

- LS4.C: Adaptations- For any particular environment, some kinds of organisms survive well, some survive less well and some cannot survive at all.

The students can use the information obtained to help meet the following Performance Expectation of the Next Generation Science Standards:

- 3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less, and some cannot survive at all.

### **Activities**

#### **Activity One**

Students will watch a video of the North American river otters at Roger Williams Park Zoo. While watching the video students will be asked to focus on the otter's adaptations. After watching the video, students will fill out an adaptation chart with some of their observations, create a diagram of the North American river otter and then tell why the North American river otter is adapted to survive well in its habitat.

#### **Activity Two**

Students will invent a new animal that is adapted to live in either the desert, tropical rainforest, ocean or arctic. Students will fill out an adaptation chart for their new animal, create a diagram of their new animal and then write an explanatory text to tell their classmates about their new animal and tell why their new animal is adapted to survive well in its habitat.

## Extensions

### Research:

1. Have the students choose an animal to research further. Have the students write an explanatory text to tell why that animal is adapted well to survive in its habitat.
2. Have the students choose a habitat to research. Based on their research have the students identify an animal that would survive well there and then an animal that would not survive well there. Have them write an explanatory text explaining why.

### Journal Prompts:

Have the students choose from one of the following journal prompts:

1. If you could live in any habitat, what habitat would you choose and why? How would you adapt to your life there?
2. Choose a habitat and an animal that lives there. Write about what your day would be like if you were that animal (i.e. "A Day in the Life of a Camel in the Desert").

### Art Connection:

Using recycled materials that students can find around their houses, have them create a model of the animal that they invented. They can take a picture of it and share it with the class.

### Websites to Explore:

- National Geographic Kids (learn more about some of the world's most popular animals by category) : <https://kids.nationalgeographic.com/animals/>
- Wild Kratts Video on Animal Adaptations:  
<https://www.youtube.com/watch?v=LI4v6mCQfUI>