

Dear Educators,

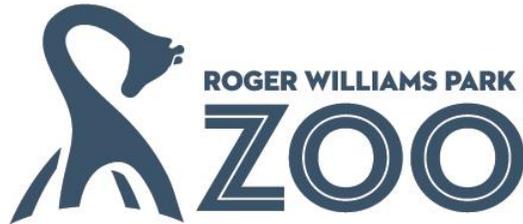
Roger Williams Park Zoo has always offered countless opportunities for students to learn about the world around them. Even though the Zoo is currently closed, we wanted to keep that learning going and find some ways to keep students making connections and discoveries about the world around.

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 4 Next Generation Science Standards

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

- LS1.A: Structure and Function- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

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

- 4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction

Activities

Activity One

Students will watch six, one-minute, videos of animals at Roger Williams Park Zoo. While watching the videos, students will be asked to focus on the animals' adaptations. After watching the videos, students will fill out an adaptation chart with some of their observations.

Activity Two

Students will choose one of the videos to re-watch. Again, students will be asked to focus on the animal's adaptations. After watching the video, students will fill out an adaptation chart for that animal and then create a diagram of that animal.

Activity Three

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.

Extensions

Research:

Have the students choose one of the animals from the videos to research further. Have the students write an explanatory text to explain why that animal is adapted to live in its habitat.

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.