Roger Williams Park Zoo Field Trip Resource Guide Grade 1

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Educator Letter

Dear Educators,

Field trips are a great way for students to use their science knowledge outside of the classroom. A trip to the zoo allows students to make real world connections to their classroom curriculum. Students remember field trips for years and will gain new information that will strengthen concepts they already know and get them excited to learn.

From young children, who are naturally curious about their surroundings and are always ready to explore, to high school students, who are starting their own exploration into their future careers, Roger Williams Park Zoo offers countless opportunities to learn about the world around them, and how they can positively impact animals and their environments throughout the globe.

The activities in this guide will help your students learn to be focused observers on your field trip. The goal of these activities is to ensure that every school group visiting the zoo has a positive educational experience. We want students to make connections and discoveries about the world around them and for chaperones to feel prepared and ready to help guide the learning of the students in their care. The activities are filled with questions that will get your students thinking and making connections to the animals and themselves.

We hope these activities are beneficial to your visit, and we look forward to seeing you at Roger Williams Park Zoo.

Sincerely,
The Education Staff at Roger Williams Park Zoo

Educator Checklist

Prior to your Visit

Chaperone Preparation

- Arrange for adequate number of chaperones:
- All group visitors under 18 years of age must be supervised AT ALL TIMES throughout the Zoo by an adult (non-student) chaperone(s).

    - Students and Adults with Special Needs: 1 adult/5 students
    - Preschool – Grade 1: 1 adult/5 students
    - Grades 2–Grade 12: 1 adult/10 students

Communication Plan:

- Ask chaperones to exchange cell phone numbers with you and the other chaperones for easy and timely communication.

Schedule for the Day:

- Confirm that all of the chaperones know the day's schedule including meeting times and locations (distribute copies of the Zoo map which can be found on the Zoo's website www.rwpzoo.org or pick them up when you check-in).

Materials:

- Chaperone Checklist
- Map
- Activity sheets
- Trip Itinerary
- Prepare all needed materials for the activities (i.e. pencils, clipboards, etc.)

Educator Checklist

During Your Visit

Check-in

- To expedite your entry into the Zoo, we ask that only the group leader check-in at the group admissions booth. The cashier will need the exact number of adults and children in your group.
- If you have booked a program with the education department, you will still need to check-in and provide payment when you arrive with a member of the education staff.

Storage

All groups are responsible for the storage and transportation of lunches and coolers. There is no storage available in the Education Center or any of the classrooms. We suggest either bringing a wagon, encouraging chaperones to carry their groups lunches, or have students bring a backpack to carry their own lunch.

Lunch

Groups are welcome to bring in their own lunches. There are a few areas around the Zoo to enjoy your lunches. There are tables around both cafes and a tented area near the Gift Shop. All of these areas are also open to the public and are first come first served. You can also enjoy your lunches out in the park.

If you would like to book a space for your group, please contact our Group Sales Department at 401-785-3510 ext. 338.

Chaperone Letter

Dear Chaperone,

Thank-you for volunteering to be a chaperone! Your most important duty is to keep the students with you at all times. The activities provided will help you to:

- Ask questions to keep students engaged.
- Respond positively to students' answers and ideas.
- Encourage students to learn by observing.

We hope you and your group enjoy your trip to the Zoo and we appreciate your assistance in making your experience fun and safe.

Before the trip, ask the teacher to ...

- Clarify the educational goals of the trip.
- Explain the behavioral expectations for the students.
- Discuss the activities you will lead at the Zoo.
- Provide you with a copy of the Trip Itinerary.
- Provide you with all of the materials needed to facilitate the activities.

Review the Following Zoo Expectations with Your Group:

While at the Zoo, it is important to remember to...

- Stay with your assigned group.
- Stay on the paths.
- Walk instead of run.
- Pick up all your trash.
- Respect the animals by being quiet.
- Keep your hands, body, and objects away from animal enclosures
- Respect the animals by not feeding them.
- Respect the Zoo grounds by not picking plants or flowers.

Trip Itinerary

School Name:_____
School Phone Number:_____
Teacher's name:_____
Teacher's Cell Phone #:_____
Bus Company (if applicable): _____ Bus # (if applicable): ___
Lunch Time: _____ Lunch Meeting Place: _____
Departure Time: _____ Departure Meeting
Place:_____

Students in Your Group

Name and Description of Clothing
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Education Program Location (if applicable):_____
Time of your Program: _____

Please arrive at least 5 minutes before the start of your program and wait outside of the building for the instructor.

In case of an emergency, please call the Zoo's main office at 401-785-3510.


First Aid Center
Restrooms
Accessible Restrooms
Family Restrooms
Diaper Changing
Stroller Rental
Wheelchair Rental
Nursing Mothers Station
KultureCity Quiet Area
Food
Snacks
Gift Shop
ATM
Information
Lost & Found
Water Bottle Refilling Station
Emergency Shelter
FACES OF THE RAINFOREST
FARMYARD
WORLD OF ADAPTATIONS
COASTAL HABITAT
HIMALAYAN TREK
WILD WOODLANDS
UPPER SAVANNA
LOWER SAVANNA
OUR BIG BACKYARD
Wetlands
Soaring Eagle Zip Ride
Feinstein Junior Scholar Wetlands Trail
Nourish Plaza
Jambo Junction
SNAP A PHOTO!
Or scan for INTERACTIVE MAP
ROGER WILLIAMS PARK ZOO
ACCREDITED BY THE ASSOCIATION OF ZOOS & AQUARIUMS
WAZA
FOLLOW US ONLINE
rwpzoo.org
CONSERVING WILDLIFE AND WILD PLACES

Next Generation Science Standards at the Zoo

While at the Zoo, first graders can dig deeper into the following Disciplinary Core Idea of the Next Generation Science Standards:

- LS1.A: Structure and Function- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

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

- 1-LS1-1: Students who demonstrate understanding can use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs.

Use the following activities to help engage your students while at the zoo.

Activity 1: Structure Scavenger Hunt

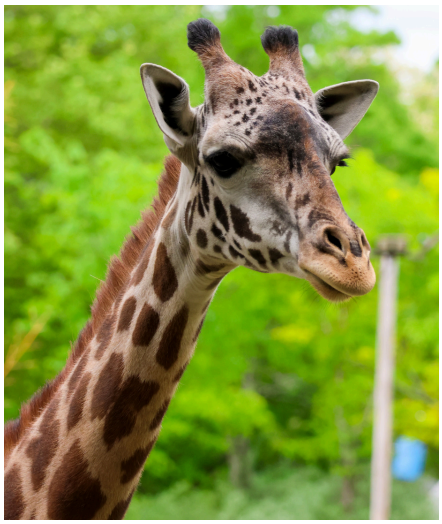
Have the chaperones remind the students that they are scientists and scientists learn by observing. While at the Zoo, have the students identify animals with specific structures (what animals have on their bodies). When back at school, guide the students to think about the function of the structures (how the structures help the animals meet their needs).

Activity 2: Scientist Observation Form (can be done post-zoo visit)

Have the chaperones remind the students that they are scientists and scientists learn by observing. While at the Zoo, have the students choose an animal to observe and fill out the Scientist Observation Form.

Activity # 1: Can you find these animals at the zoo? Animals have structures (what animals have on their bodies) that help them survive in their habitat. Are you able to find each animals' structure that helps them with the specific function? (can also draw answers)

Animal	Structure (what animals have on their bodies)	Function (how does this help the animal?)
Example  **Barn Owl**	Wings Feathers	Help fly Keep warm
 **Bald Eagle**		
 **Tortoise**		

Animal	Structure	Function
 Snow Leopard		
 Watusi Cattle		
 Giraffe		

Activity #2: Scientist Observation Form:

Animal I Observed:

Here is a picture of what I saw:

I noticed:

I am wondering:

Guiding Questions for Chaperones

While touring the Zoo with the students, use the following questions to help guide their thinking and learning.

Our structures (Physical characteristics/traits)...

- What are some adaptations/structures that help you survive?
- How does that adaptation/structure help you?
- How might your life be different without that adaptation/structure?

When observing a bird...

- How does the bird use its beak?
- How would you describe the shape of the bird's beak?
- What do you think the bird might eat based on the shape of its beak?
- Where is the bird (on the ground, in a tree, in the water)? What structures does the bird have that might help it get around (on the ground, in a tree, in the water)?

When observing an animal with bright colors or patterns...

- How do you think the bright colors or patterns help the animal survive? Why do you think that?
- How might dull colors help an animal survive too?

When observing an animal that is eating...

- What is the animal eating?
- Do you notice any structures that are helping the animal to get its food?
- How do you think the animal gets its food in the wild?

When observing an animal that is moving...

- How is the animal moving?
- What structures does it have to help it move?
- What are other ways you think the animal can move?