

**Roger Williams Park Zoo  
Field Trip Resource Guide  
Grade 3**

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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](http://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 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        |  | KultureCity Quiet Area         |
|  | Restrooms               |  | Food                           |
|  | Accessible Restrooms    |  | Snacks                         |
|  | Family Restrooms        |  | Gift Shop                      |
|  | Diaper Changing         |  | ATM                            |
|  | Stroller Rental         |  | Information                    |
|  | Wheelchair Rental       |  | Lost & Found                   |
|  | Nursing Mothers Station |  | Water Bottle Refilling Station |
|  | Emergency Shelter       |  |                                |



**SNAP A PHOTO!**

Or scan for INTERACTIVE MAP



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## Next Generation Science Standards at the Zoo

While at the Zoo, 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 at the Zoo 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.

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

### **Activity 1: Structure/Adaptation Chart**





Have the students find the animals listed on the chart. For each animal, have the students identify the habitat that the animal lives in (can be found by observing or using the graphic at the exhibit) and then list an adaptation/function of that animal that helps it to survive in that habitat.

### **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: Structure/Adaptation Chart**

Find the animals listed on the chart. For each animal, record its habitat (use your observations and the graphic at the exhibit to help you). Then, list a structure/adaptation that the animal has which helps it survive in that habitat and the function of that structure (how does it help the animal survive and meet its needs).

Animal	Habitat	Structure/Adaptation	Function (How does the structure/adaptation help the animal survive and meet its needs)
 <p>African Elephant</p>			
 <p>Giraffe</p>			
 <p>Komodo Dragon</p>			
 <p>Hyacinth Macaw</p>			



African Elephant







Giraffe



Komodo Dragon



Hyacinth Macaw

Animal	Habitat	Structure/Adaptation	Function (How does the structure/adaptation help the animal survive and meet its needs)
 <p data-bbox="46 495 352 539">Giant Anteater</p>			
 <p data-bbox="31 852 346 896">Bactrian Camel</p>			
 <p data-bbox="94 1193 319 1237">Moon Bear</p>			
 <p data-bbox="67 1567 363 1611">Snow Leopard</p>			

## Activity #2: Scientist Observation Form:

Animal I Observed:

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Here is a picture of what I saw:

I noticed:

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---

I am wondering:

---

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## Guiding Questions for Chaperones

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

Before you start exploring the Zoo, ask the students:

- What does an animal need to survive? (Just like us, animals need food, water, shelter, and space to survive)
- What do we call a place where animals meet their needs? (A place where an animal meets all its needs is called a habitat)

Tell the students that they are going to be observing some animal habitats today at the Zoo. Explain to students that scientists use their senses to notice details. They make observations about a place and the organisms that live there. Remind students to use all their senses to observe the habitats.

When visiting an exhibit, ask:

- What are some of the things you notice about this habitat?
- How do you think the animal(s) meet their needs in this space?
- What other types of animals might be able to survive in a habitat like this? Why do you think that?
- What animals might not be able to survive in a habitat like this? Why?

When observing an animal at an exhibit, ask:

- What is the animal doing? Why do you think the animal is doing that?
- How does the animal move?
- How does the animal interact with others (if there is more than one animal in the space)?
- What would a scientist notice about this animal?
- What are you wondering about this animal? (Check the graphic to see if you can find the answers to the questions. If not, keep a list of the students' questions for the teacher to explore back in the classroom).