



**Roger Williams Park Zoo
Field Trip Resource Guide
Grade 4**

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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 count 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, 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 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: Adaptation Expedition

Students will select a dynamic habitat, such as the monkey exhibit in the rainforest or the otter enclosure in the Adaptations building. They will spend 2-3 minutes observing the habitat quietly. During this time, students will document the structures they observe on the animals and their behaviors. Following the observation period, students will reflect on the reasons behind these behaviors and consider how the animals' lives would be affected without the structures they noticed.

Activity 2: Nature's Innovators

Students will choose an exhibit to study one animal within the habitat. Then, they will list the structures and behaviors that the animal have that help them to survive. Then, students will think about the ways that animals have different ways of surviving in the same habitat.

Activity 3: Creature Creation (Can be done post-zoo visit)

Each student sketches an adaptation they saw on an animal during their field trip. When you get back to the classroom, students will cut out their drawing and combine them to make a brand new creature! Students can think about what habitat would best suit their new creature based on their adaptations.

Name: _____

Activity 1: Adaptation Expedition

Choose a dynamic habitat such as the monkey exhibit in the rainforest and spend 2-3 minutes observing an animal of your choice and fill out the sheet below.

The animal I chose to observe is: _____

They look like this:

I noticed the following structures (physical characteristics/traits) on this animal's body:

I noticed the animal using these structures when they

I think these structures and their behavior is important for the animal because

It would be challenging to the animal if they didn't have these structures because

After observing the animal, what are you still wondering about it?

Name: _____

Activity #2: Nature's Innovators

Choose a habitat to study and pick one animal. Below, list the adaptations (things they have on their bodies) and behaviors that the animal has that help them to survive.

1. In the box below, draw or describe the habitat you chose. What do you think you would need to survive there?



2. In the box below, draw or describe the animal you chose. List what adaptations you see:



Name: _____

Activity #3: Creature Creation

Below, draw an adaptation you saw on an animal today at the zoo. Remember, adaptations are something an animal has that helps them to meet their needs where they live. An example would be an elephant's large ears help to keep them cool in the warm sun.

How does this adaptation help the animal you chose?

Optional: Cut out your adaptation and, with your classmates, glue/tape them together to design a new creature. Discuss how this new creature would survive in their habitat.

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, air, 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).