



Adaptations to Extreme Weather

First Grade

Field Trip Activity Guide

NOTES FOR CHAPERONES

Welcome to the Oregon Zoo! Thank you for helping to make this field trip a success.

As a chaperone, please remember the following:

- Keep our animals safe. Remind students not to bang on the glass, yell at the animals, or throw things into the exhibit.
- Keep the group together. Your entire group should always be together – regardless of age and independence.
- Encourage curiosity and exploration. Help students learn and explore by asking questions that keep them involved; responding positively to their answers and ideas; and encouraging them to learn by observing.
- Keep students focused. Make sure students are participating in activities, and gently redirect them if they are having trouble focusing.
- Respect the zoo grounds. Make sure students don't litter, write on walls, climb on exhibits or do anything else that may damage property.
- Respect other visitors. Remind students that they will be sharing the zoo with many other people. Please take turns watching the animals, keep voices low and walk rather than run.

First Aid

First Aid stations are located in the AfriCafe, the reception office at the zoo entrance, and the Administration building by the Education Center. Contact any uniformed employee for assistance.

Lost Students

In the event that students are separated from your group, please notify a uniformed zoo employee or one wearing a nametag. Children should be instructed to do this as well. Please have a complete clothing and appearance description of the lost child(ren). Lost children will be taken to the zoo's main office at the front of the zoo. Inquire there for lost and found items as well.

Recycling Stations

The zoo is strongly committed to sustainable living. On-grounds recycling stations are available for aluminum cans, juice bottles, glass containers, and other items. You can help the zoo save wildlife habitat by recycling these items whenever possible.

Gift Shop

Students must be accompanied in the gift shop. Students without chaperones will be asked to leave.

Eco Explorer Series – Grade 1



STUDENTS IN MY GROUP

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

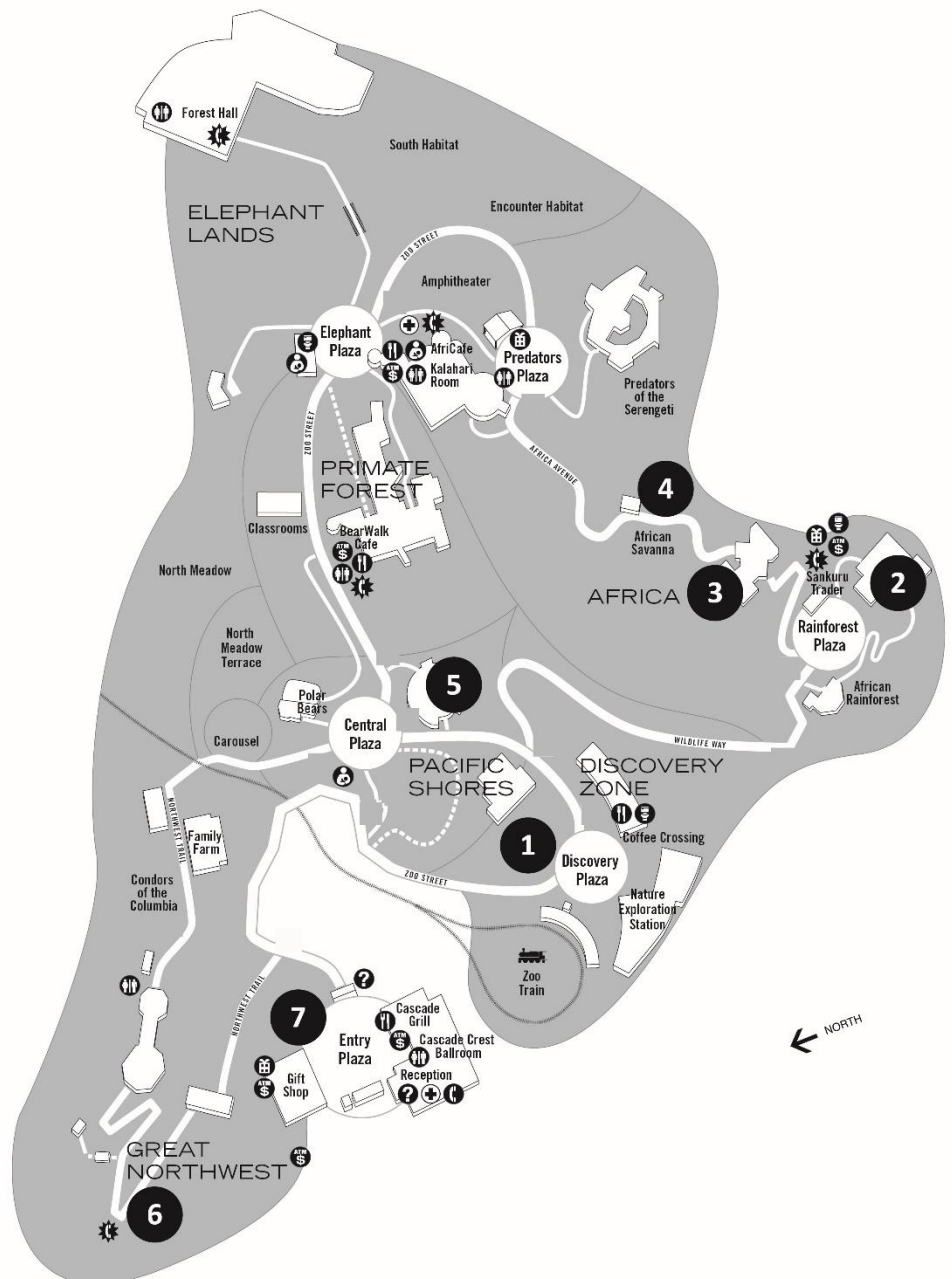
We will meet for LUNCH at:

_____ am/pm
at: _____

We will meet to get on the BUS at:

_____ am/pm
at: _____

Use this map with the numbered clues to complete the activity.



Learning Targets

As a result of this field trip, I will be able to:

- Define an adaptation as a physical or behavior trait that helps an animal survive in its environment.
- Describe how animals adapt to seasonal changes in weather.
- Explain what happens to animals when seasonal temperatures are hotter or colder than normal.
- Describe how people can reduce their impact on the natural world.

Activity

Chaperones: As you explore the zoo, use the map and clues to help students find animals that have special adaptations to help cope with hot, dry or cold weather.

Animal 1

I live in the African rain forest. I start my life as a tadpole. I spend lots of time in water even as an adult but when it gets really hot out I coat myself in mucus and hide in my burrow. I am an

_____.

Animal 2

I am a rodent that lives in the hot African savanna. I spend all my time living in tunnels below ground because my pink, wrinkly and almost hairless body doesn't like the heat. I am a

_____.

Animal 3

I am a reptile that also lives in the African savanna. You will recognize me by the shell I carry on my back. I cope with dry hot weather by going underground and reducing my activity. I am a

_____.

Animal 4

I am a bird that lives in the ocean along the coast of Southern Peru. I carry around a nice thick layer of blubber under my tuxedo-colored feathers to keep me warm. I am a _____.

Animal 5

I am a large mammal that lives in forested areas in the Pacific Northwest. When the weather turns cold, I retreat to my den where I take a long nap. I am a _____.

Animal 6

I live on steep, rocky, mountains in the Pacific Northwest. I have really thick white fur that helps keep me warm during the cold winter months. You might even see patches of hair on rocks in the exhibit. I am a _____.

How do you cope when the weather turns hot? Which animal are you most like?

How do you cope when the weather turns cold? Which animal are you most like?