



Life Cycles

Third 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.

STUDENTS IN MY GROUP

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

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

We will meet for LUNCH at:

_____ am/pm

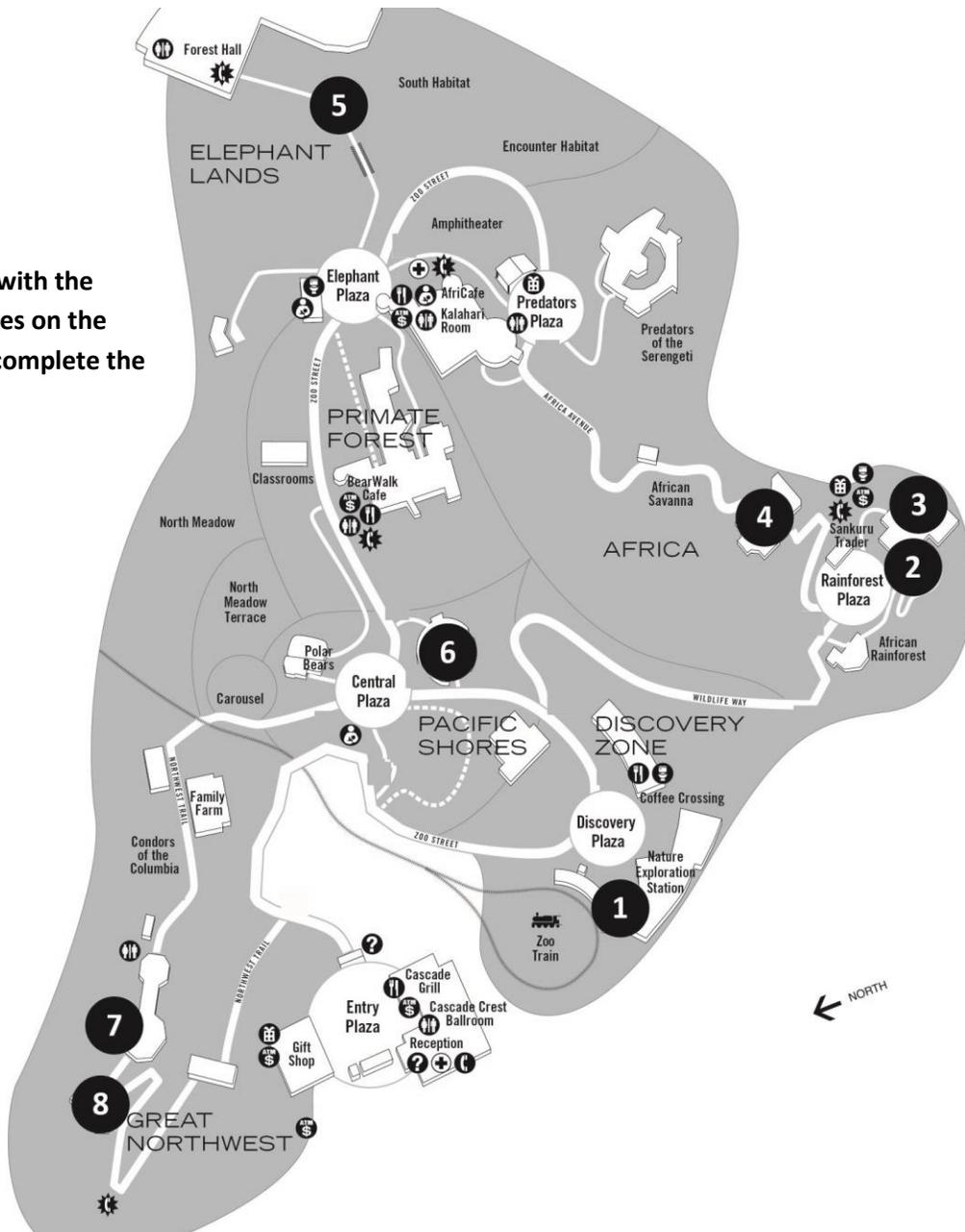
at: _____

We will meet to get on the BUS at:

_____ am/pm

at: _____

Use this map with the numbered clues on the next page to complete the activity.



Learning Targets

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

- Identify the four stages of all life cycles as birth, growth, reproduction, and death.
- Describe why understanding an animal's life cycle is crucial to protecting it.
- Name one action you and your families can take to help protect animals throughout their life cycles.

Activity

Use the map and the clues below to explore the life cycles of some amazing animals as you walk through the zoo. Use the clues below to find an animal that matches the life cycle described.

Animal 1

I am an insect that lives in burrows and under rocks in the Sonoran desert. I hatch from an egg and look like a smaller version of my parents when I hatch. Unlike many arthropods (animals with a hard exoskeleton), my mother will care for me when I am young. I can live to be five years old. I am a _____.



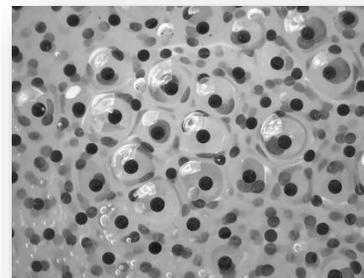
Animal 2

I am a reptile that lives in the African rain forest. I began my life in a leathery egg buried in a mound of rotting plants. The heat from the rotting plants helps to keep the eggs warm for the 95 days it will take for them to hatch. I look like a smaller version of my parents when I hatch. Neither of my parents will help raise me. I can live 50 years or more. I am a _____.



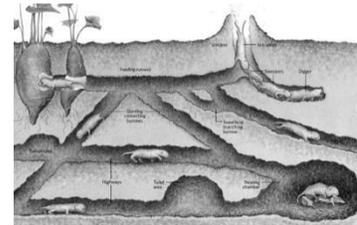
Animal 3

I am an amphibian that also lives in the African rain forest. I am one of up to 3,000 eggs laid by my mom in shallow water. I don't look anything like my parents when I enter the world. I spend my childhood in water and breathe using gills. Neither of my parents helps raise me. I will undergo metamorphosis as I transition from childhood to adulthood. As an adult I will have legs and can live on land. As an adult, when it gets too hot I can cover myself in mucus and hide underground. I am a _____.



Animal 4

I am a small rodent that lives in an underground burrow in the African savanna. I am one of up to 30 born live to the queen of the colony. I look like a smaller version of my mom. During childhood I will be cared for by a non-working member of my colony. I will only have babies if I become queen one day. I can live to be 15 to 20 years of age. I am a _____.



Animal 5

I live in the jungles of Asia. I am born live, and look just like a tiny version of my parents. By tiny, I mean about 200 pounds! I stay close to my mom when I'm little, but everyone in my herd helps take care of me. I usually live for 46-56 years. I am an _____.

Animal 6

I am a bird that lives along the west coasts of Peru and Chile on the Pacific Ocean. I am one of two eggs laid in a burrow dug in the soft ground, which is made up of guano (poop!). I hatch after about six weeks of incubation and am covered in fluffy down feathers. I will have the same shape as my parents when I'm born, and they'll take care of me in the nest until my outer layer of waterproof feathers has grown in. I can live 15 to 20 years. I am a _____.



Animal 7

I am a fish that lives in the Pacific Northwest. I am one of many eggs my mom lays in a nest (redd) on the bottom of a gravelly stream. I look like a smaller version of my parents when I hatch. Neither of my parents helps raise me. I spend the first year of my life in fresh water before migrating out to the sea. I will return to my home stream when I am ready to lay my own eggs. I can live 3 to 8 years. I am a _____.

Animal 8

I am a bird that also lives in the Pacific Northwest. I am one of two eggs laid by my mom in a nest on top of a tall tree. I will look like a smaller fluffier version of my parents when I hatch from my egg. Both of my parents will help care for me until I fledge from the nest. I can live to be 20 years of age. I am a _____.



