



Adaptations

Fourth 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 - 4



STUDENTS IN MY GROUP

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

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

We will meet for LUNCH at:

_____ am/pm

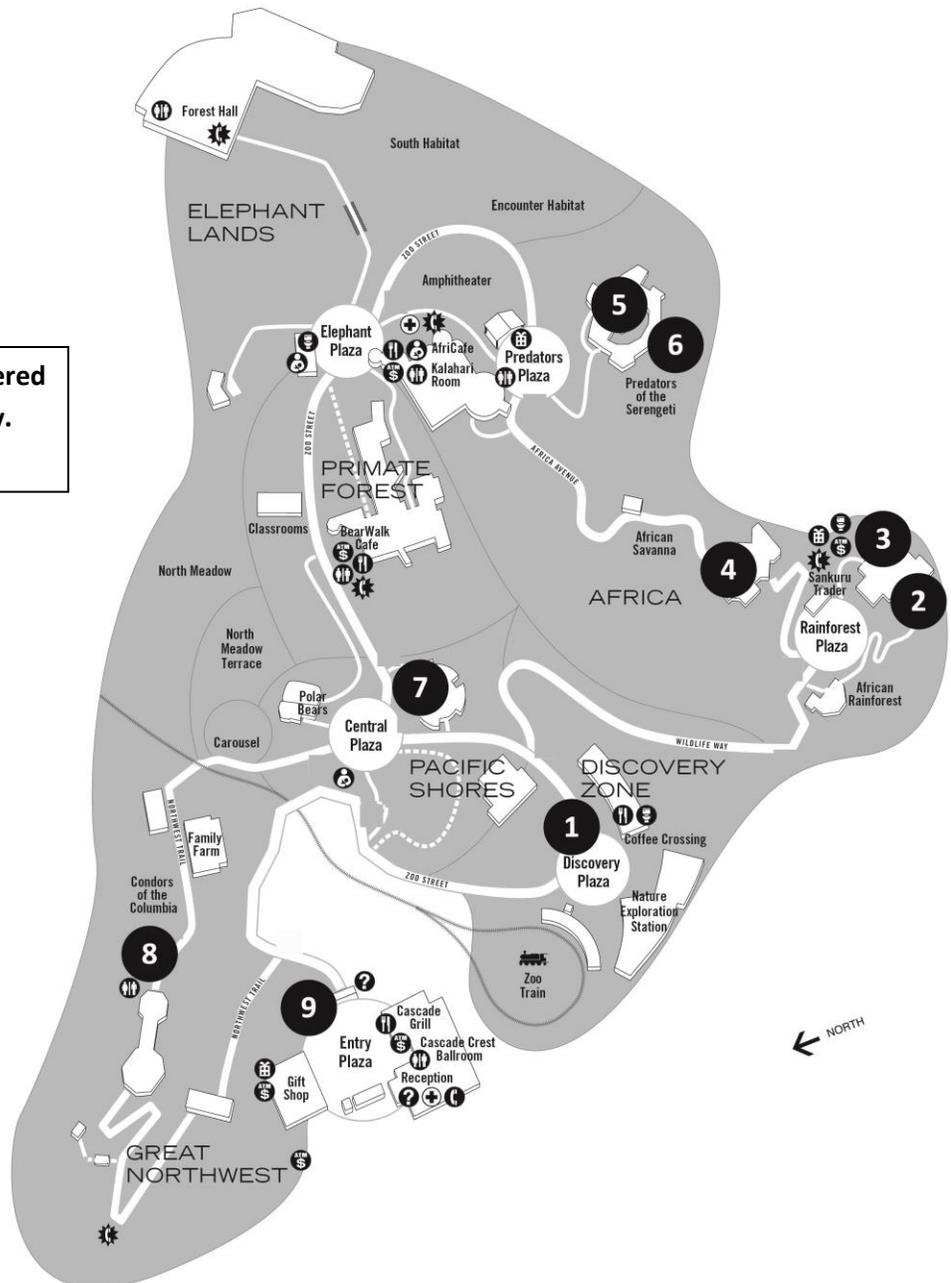
at: _____

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 adaptation as a body feature or behavior that helps an organism survive, and differentiate between physical and behavioral adaptations.
- Identify what might happen to animals if their habitats are destroyed.
- Name two actions I can take to help protect healthy ecosystems.

Activity

Use the numbered map and clues below to find animals that have the following physical or behavioral adaptations. Describe how the animal uses the adaptation to help it survive in its habitat.

Number on Map	Where does this animal live? (Type of habitat)	Adaptation	Type of Adaptation (Physical or Behavioral?)	Animal with this adaptation	How does this adaptation help the animal survive?
1	Flood plains in the African rainforest that often dry up	Fish that has lungs and can breathe air			
2	Shallow ponds in the African rainforest	Amphibian that covers body in mucus when it's hot outside			
3	Underground tunnels in the African savanna	Rodent that has excess skin on sides of mouth			
4	African savanna	Cat that has strong, sharp teeth for slicing into prey			
5	African savanna	Dogs that hunt together as a team			
6	Pacific ocean along the Southern coast of Peru and Chile	Bird with solid bones			
7	Forests in the Pacific Northwest	Cat that hunts by stalking its prey			
8	Steep rocky mountains in the Pacific NW	Thick white fur			