

Thank you for choosing the Oregon Zoo for your field trip destination and helping us make a better future for wildlife. We look forward to seeing you and hope you enjoy your visit.

The activities in this guide explore animal habitats. They are designed to help you maximize your students' education experience during and following their zoo field trip. All activities are aligned to core academic standards and address the following Essential and Guiding questions:

- Why is an animal's habitat so important for its survival?
  - What do all animals need to survive?
  - Where do animals find what they need to survive?
  - What happens to an animal when it can't find what it needs to survive?
  - How can people help to protect animals' habitats?

The Oregon Zoo hopes that as a result of this program students will be able to:

- List the four things all animals need to survive
- Define habitat as the place where an animal finds the food, water, shelter and space it needs to survive
- Identify one thing that might happen to an animal if its habitat is lost
- Name two actions they and their families can take to help protect animal habitats

The program is correlated to the following academic standards:

**Next Generation Science Standards:**

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

**Oregon Social Science Standards:**

K.10. Explain how people can care for the environment.

**Background for Teachers:**

An animal's home is called its habitat. All animals need the right kind and amount of food, water, shelter and space in their habitat to live. An animal that doesn't have enough food, water, shelter or space will not survive.

Habitat loss is one of the biggest threats facing many animals. Although habitat loss is a big problem, there are many actions we can take to make a difference. Planting a wildlife garden on your school grounds; encouraging students to reduce, reuse and recycle; or implementing a school-wide litter patrol are just a few of the things we can do to help protect animal habitats.

### **At the Zoo Activity:**

Download and print the student version of *Eco Explorer: Animal Habitats* at <https://www.oregonzoo.org/discover/field-trips-and-school-programs/teacher-resources>

In this activity, chaperones help students use the numbered map and clues below to find the animals that live in each of the habitats described below.

### **Animal 1**

I live in the African rainforest. I like to hang upside down and eat fruit. In the wild, my home could be a cave or in the canopy (top) of a tree. Although I eat juicy fruit, I still need to live by water. I am a **fruit bat**.

### **Animal 2**

I am a rodent that lives in the African grasslands. My home is an underground burrow. You'll notice that I don't have any water in my exhibit. That's because I get my water from the plants I eat. I am a **naked mole rat**.

### **Animal 3**

I am a large cat that lives with my family (called a pride) in the African grasslands. Look for me stretched out on a rock or on the ground in my exhibit. I hunt at night using my sharp claws to catch large animals like wildebeests, antelope, and zebras. I am a **lion**.

### **Animal 4**

The forests of Asia are my home. I use my long trunk to help me feast on roots, grasses, fruits and bark. At the zoo, you will probably see me dining on hay and other fruits and vegetables. I am an **Asian elephant**.

### **Animal 5**

I live in shallow waters off the coast of California. I love to eat sea urchins, clams and abalone. At naptime, you might find me resting in a forest of seaweed called kelp. I am a **California sea otter**.

### **Animal 6**

I am a large bird that lives in forested areas near large bodies of water right here in Oregon. I like to eat all types of fish but salmon is one of my favorites. I have one of the biggest nests of any bird. Come to my home at the zoo and you can sit in one that's just like mine. I am a **bald eagle**.

## Animal 7

Look for me at the top of a steep rocky mountain in the Pacific Northwest. My special hooves make me an excellent climber. I like to eat grass and moss. I get most of my water from the plants I eat and from year-long snowbanks. I am a **Rocky Mountain goat**.

## *Post-Field Trip Activity*

### Materials and Prep:

- Purchase stickers to represent the food (salmon/fish), water (stream, pond) and shelter (trees) that a bald eagle might use to survive. Mount stickers of the same type on the same color construction paper cut into 3x3 squares. For example, salmon/fish stickers might go on red paper, water stickers go on blue paper, and tree stickers go on green paper)
- Open area for playing field

### Lesson:

- Review with students the information collected during their field trip. Summarize by asking students the following questions:
  - What do we call an animal's home? (habitat)
  - What do all animals need in their habitat to live? (food, water, shelter, space)
- Tell students that they are going to play a game in which they become bald eagles looking for the food, water and shelter they need to survive. Show students an example of each card.
- Have students (bald eagles) form a line on one side of a large playing area. Spread habitat cards on the ground in a large open space. Explain that each child should collect one of each of the different colored cards. Remind children to walk to find their habitat needs.
- After the first round, ask students to hold up their food, water and shelter cards one by one as you name them. Collect cards.
- Ask children what might happen if bald eagles cannot find enough food, water or shelter. Demonstrate by spreading the cards on the ground for children to collect again, but this time use only about half the cards. Explain that when bald eagles cannot find enough food, water or shelter they might move to a different area or die.
- Have eagles transform back into children and have them return to their seats/carpet. Reiterate the importance of all animals having the food, water, shelter and space they need to survive.

# Classroom Connections

Kindergarten – Animal Habitats



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- Brainstorm a list of actions students can take to help maintain an animal's habitat. (Create a wildlife garden, pick up litter, recycle, turn off water)
  - Pick one or two actions from the list to have students implement as a class project.