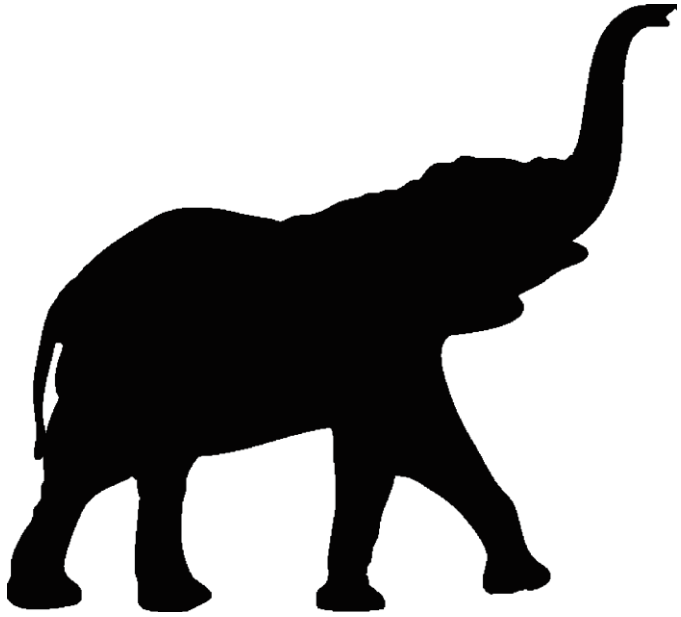
Santa Cruz Catholic School Middle School

Santa Cruz Catholic School

Field Guide for

Reid Park Zoo



Adapted from Reid Park Zoo:
STEM–Based Activity Packet for Grade 3 and Up

REFLECTION:

What impressed you the most about the zoo?

What was your most favorite animal and why?

What was your least favorite animal and why?

Bioinspiration I

Observe an animal at the Zoo for at least 20 minutes and draw the animal. Take notes on anything and everything about the animal. Try to figure out the functions behind each observation. For example: purpose of a feature, or purpose of behavior or action. Make your best guess if you are uncertain.

OBSERVATIONS:

QUESTIONS:

SKETCH OF ANIMAL YOU OBSERVED:

GENERAL FIELD NOTES AND OBSERVATIONS:

SKETCH of AQUATIC ANIMAL:

Bioinspiration II

Observe the environment of a ***terrestrial*** animal (different from the first) at the Zoo for at least 20 minutes. Identify its biome then describe the plants and other creatures within the micro-environment. Draw critical features of the micro-environment (biome). Take notes on anything and everything about the biome (including weather and climate factors). Try to figure out the interactions between plants and animals. For example: shade, nesting, food, etc. Make your best guess if you are uncertain.

OBSERVATIONS:

Biome-type:

Plants:

Animals:

Abiotic Factors:

SKETCH of TERRESTRIAL ANIMAL:

Bioinspiration III

Observe the environment of an ***aquatic*** animal (different from the first and second) at the Zoo for at least 20 minutes. Identify its biome then describe the plants and other creatures within the micro-environment. Draw critical features of the micro-environment (biome). Take notes on anything and everything about the biome (including weather and climate factors). Try to figure out the interactions between plants and animals. For example: shade, nesting, food, etc. Make your best guess if you are uncertain.

OBSERVATIONS:

Biome-type:

Plants:

Animals: