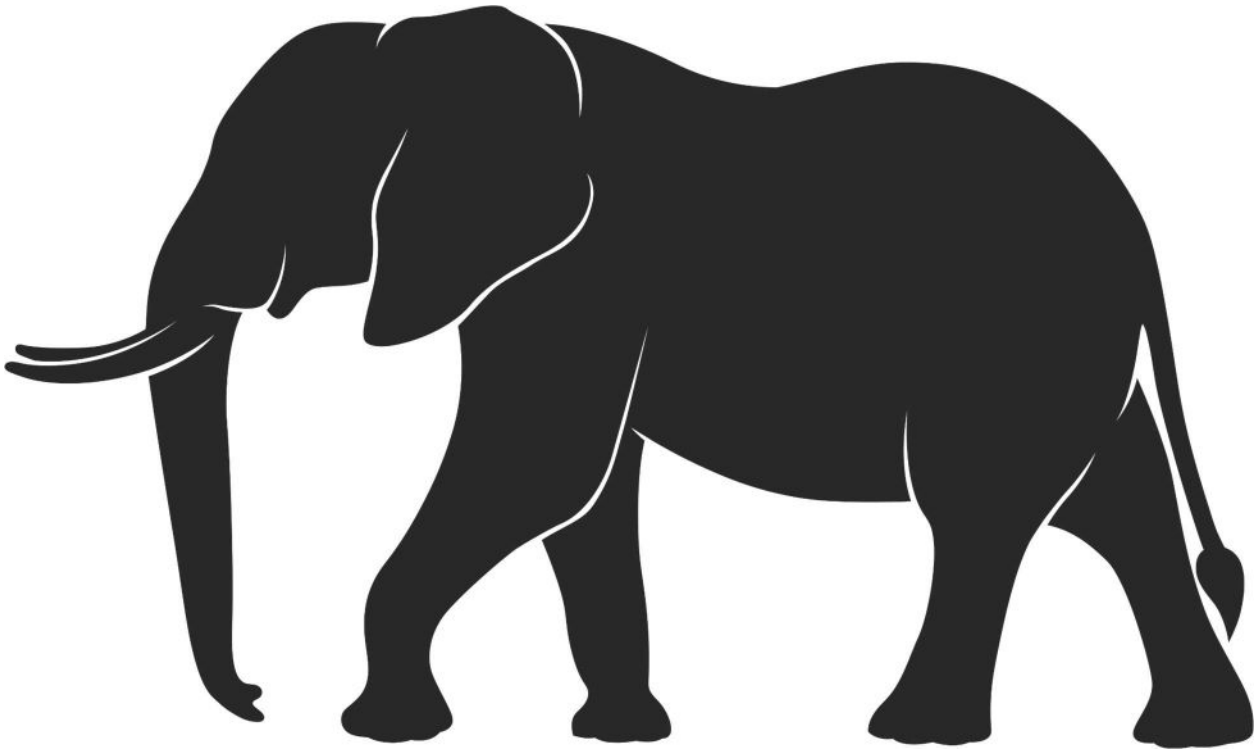
Zoo Activity Packet

Grades 3-5

Thank you for choosing Reid Park Zoo for a field trip this year!



Guidelines for Chaperones

Thank you for acting as chaperone for your group's trip to the Reid Park Zoo. Below is a list of guidelines and rules to review with everyone in your group, to ensure a safe and fun trip.

- 1 adult is REQUIRED for every 5 students.
- The youth assigned to you must be with you at all times in the Zoo – including in the café, gift shop, and restrooms. Inadequate supervision can result in your group being asked to leave the Zoo.
- It is the expectation that you will actively monitor youths' behavior at all times.
- In the event a member of your group is separated from you, please bring your entire group to the front gate and alert staff.

Please review and enforce the following Zoo guidelines with your group:

- Food, coolers, and insulated bags are not allowed inside the Zoo. Lunches and other food should be left on your bus or in personal vehicles.
- Do not feed or touch any animal, on exhibit or free-roaming (such as peacocks).
- Stay on sidewalks and designated paths - do not cross over, under, or climb on any guardrails, fences, rocks, trees or other structures.
- Pick up all your own trash and dispose of it properly.
- Do not throw any object - especially into any animal enclosure. This can be very dangerous for the animals.
- Voices should be kept low.
- Please walk at all times while in the Zoo. No rough-housing please!
- Please review and use the Zoo activities provided by the group's teacher(s).
- Encourage the youth in your group to actively participate in activities by asking them questions and encouraging them to come up with their own questions and answers.
- Encourage your group members to ask Zoo docents questions and explore the artifacts at each docent station.
- Follow Zoo staff instructions at all times.
- Do not provide resources or activities (such as giraffe feeding or carousel rides) for some children in your group, but not others. All should have an equal experience.

We hope you and your group enjoy your trip to the Zoo and we appreciate your assistance in making your experience fun and safe.

What is a Bio Bag?

A Bio Bag is an easy-to-use tool that helps teachers focus and enhance a self-guided zoo tour for their students. Each Bio Bag is filled with artifacts that focus on animal adaptations, animal diets, and habitats. Information sheets provide instruction and additional information on each artifact.

How do I reserve a Bio Bag for my next trip?

It's easy! Contact the Zoo's Education Department at 837-8200. When calling, please be ready to provide us with the date and time of your upcoming field trip so we can have a Bio Bag waiting for you at the front gate when you arrive with your class.

If you would like to explore the contents of a Bio Bag to prepare for an upcoming field trip, please call 837-8200 to arrange a time to meet with one of our educators.

REID PARK ZOO

Math at the Zoo? Of course, math is everywhere! Using the Zoo as a guide, calculate a solution to each problem. Remember to show your work!

1. The Zoo's **adult** elephants **each** eat 75 pounds of hay per day. **There are ____ adult elephants at the Zoo.** How many pounds of hay does the Zoo need to feed its elephants per day? How many pounds per week?

_____ pounds per day **_____ pounds per week**

2. One ostrich egg is the equivalent of 24 chicken eggs, and one rhea egg is the equivalent of 10 chicken eggs. **There are ____ female ostrich and ____ female rheas at the Zoo.** If each ostrich lays two eggs, and each rhea lays three eggs, how many chicken eggs would that equal? *Hints: Female ostriches have dull, brown colored feathers; male and female rheas can be gray, brown, or white, but only males have a dark collar of feathers at the base of their necks.*

_____ chicken eggs

3. One pound of meat for the lions costs $1.15. Each lion eats ___ pounds of meat per *week*. **There are _____ lions at the Zoo.** How much money does the Zoo need to feed the lions each *day*?

$_____.___ per day

4. Each giraffe eats seven pounds of hay pellets per day. **There are ____ giraffes.** How many pounds of pellets does the Zoo feed all of its giraffes per day?

_____ pounds of hay pellets

5. One scarlet ibis can eat one-third (1/3) of a pound of smelt, a small silver fish, per day. **There are ____ scarlet ibis at the Zoo.** If there are 35 smelt in a pound, how many smelt does the Zoo need to feed all of its scarlet ibis each *day*? How many pounds of smelt does the Zoo feed to all of its scarlet ibis *per week*?

_____ smelt per day **_____ pounds of smelt per week**

Scientist's Observation Form

Scientist's name: _____

Today's date: _____

I looked at _____

Here is a picture of what I saw:

I noticed: _____

_____

_____

I wonder: _____

_____

_____

_____

Expedition Tanzania Scavenger Hunt

Journey to the Zoo's elephant habitat to discover the answers to these clues.

How much does your group weigh? _____

Is it more than a 3-year-old elephant? _____

What is the name of the youngest elephant in this habitat? _____

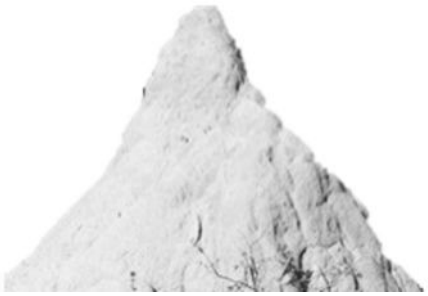
What are three things an elephant can use its trunk for?

1.)_____ 2.)_____

3.)_____

What kind of insect builds tall mounds on the African savanna?

_____



What does it use to build the mounds? _____

What species of bird drills holes into mud banks to build its nests?_____

What is the name of the biggest elephant in this habitat?_____

What kind of python might you find in Africa? _____

What high-tech tool could a scientist use to track an elephant in the wild? _____

What are two things that Reid Park Zoo provides for its elephants in this habitat to make sure they are comfortable and healthy?

1.) _____

2.) _____

What is one thing Reid Park Zoo is doing to help protect wild elephants in Africa?

_____

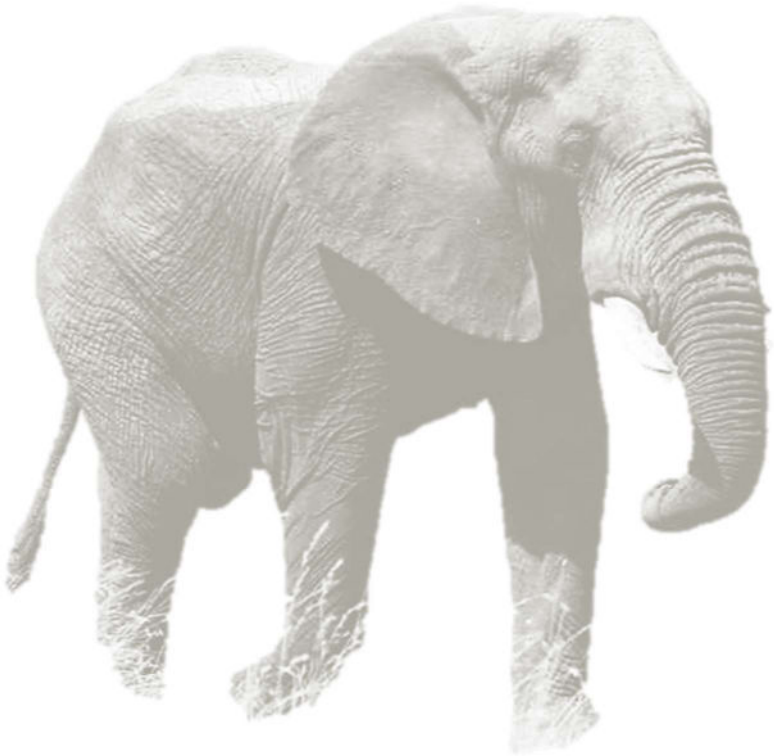
_____

BONUS:

What is one thing YOU can do to help wild elephants?

_____

_____



Taking a Closer Look: Part 1 – Lemurs

Ethograms are charts used to record an animal's behavior and are useful tools for anyone studying animals. Choose one lemur to observe for five minutes. To ensure your information is accurate, choose a place at the front of the habitat that allows you to see as much of the space as possible without moving. Pair up with a classmate; one of you will set a timer and call out every 30 seconds, while the other will mark their behavior observations at the correct times on the chart below. Only mark one behavior at each time stamp, even if your animal is doing more than one thing at a time (such as feeding and walking). Choose the behavior that appears to be the primary behavior show by the animal.

Behavior Definitions:

Locomotion – Method of moving from one place to another such as walking, hopping, swinging, flying, running, etc.
Vocalizing – Any audible sounds such as chirping, roaring, rumbling, whooping, etc.
Grooming – Engaging in grooming **of self only**.
Feeding – Eating food or drinking water. Also includes chewing.
Resting – Sleeping or otherwise remaining still.
Playing – Engaging in behavior that appears to be playful with **self or items in habitat** (not with others).
Social – Engaging with another animal in the habitat in a positive way (i.e. grooming, playing)

Behavior predicted to see most: _____

Time (min:sec)

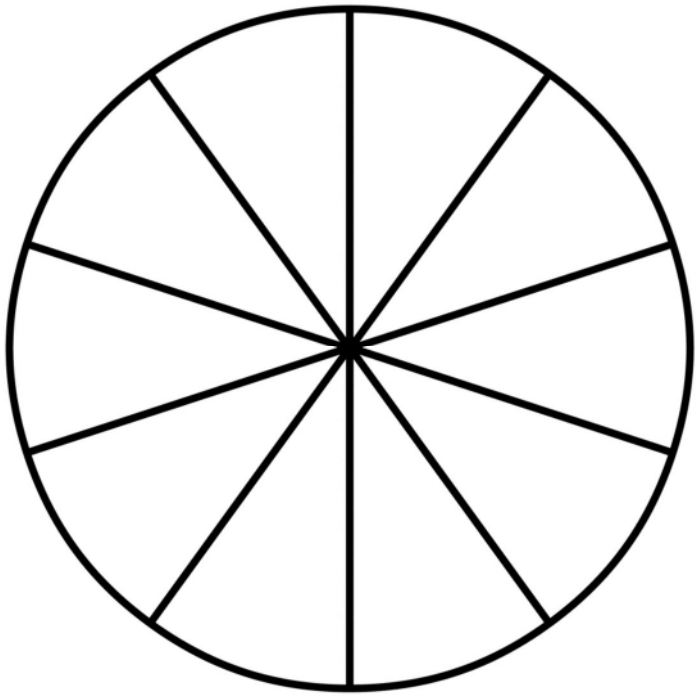
Behaviors	00:30	1:00	1:30	2:00	2:30	3:00	3:30	4:00	4:30	5:00
Locomotion										
Vocalizing										
Grooming										
Feeding										
Resting										
Playing										
Social										

Taking a Closer Look: Part 2

Using the ethogram, count how many times you saw each behavior. Write those numbers in the table below and multiply by 10 to get your percentage. This is called an "activity budget" and gives you an idea of how an animal may spend their day. (Note: you shouldn't have more than 10 total behavior observations, so your percentages will add up to 100%.)

Behavior	Total behavior amount x 10	Percent (%)
Locomotion		
Vocalizing		
Grooming		
Feeding		
Resting		
Playing		
Social		

Using the circle below, create a pie chart summarizing your data from the table. Label each section with the corresponding behavior. (Hint: use different patterns for each behavior to make them easier to visualize.)



Predicted behavior from sheet 1: _____

Actual behavior observed the most: _____

Why do you think ethograms are important tools for both zoos and researchers?

Bird Detective

There is so much to think about when observing a bird. A table listing things to observe will help beginning birders remember what to look for. Using Table 1 as a guide, **fill out Table 2** by choosing a bird to observe at the Zoo.

Table 1:

Field Marks:

Size	Compared to the size of your hand, is it bigger, smaller, or the same size?
Shape	Sketch the shape
Eye	Is there a pattern near the eye? A ring of skin around the eye? What is the eye color?
Color and Pattern	Describe colors, spots, stripes, or other notable color and pattern features
Bill	Sketch the bill shape
Legs and Feet	Sketch the legs and feet
Tail	Sketch the tail

Behavior:

Movement on the ground	Does the bird walk? Run? Run then stop? Hop? etc.
Movement above ground	Does it sit still in a tree? Hop from branch to branch? Is it flying?
Other behaviors	Is it feeding? Bathing? Preening? Nest building?

Habitat:

General habitat	Where is this bird found in the wild?

Song or Call:

Song or call description	Write anything that will help you remember the sounds this bird makes.

Bird Detective

Table 2:

Field Marks:

Size	
Shape	
Eye	
Color and Pattern	

Bill	
Legs and Feet	
Tail	

Behavior:

Movement on the ground	
Movement above ground	
Other behaviors	

Habitat:

General habitat	

Song or Call:

Song or call description	