



What about the Zoo?

Lesson at a Glance:

This activity will allow students to share what they already know and what they want to learn about Utah's Hogle Zoo. It will also provide a pre-and post-assessment tool for your visit.

Materials:

- ❑ A pen or pencil for each student or if done as a class for the teacher
- ❑ A large sheet of paper for each student
- ❑ If done as a class for the teacher, a large sheet of paper divided into two columns. Write, "What We Know about the Zoo" and "What We Want to Learn about the Zoo" at the top of each column.

Background Information:

This activity will allow the students to begin thinking about their fieldtrip to the Zoo. No prior instruction is necessary before beginning this activity.

Activity:

1. Students can do this project individually or the class can be divided into cooperative-learning groups of 4-5 students. For younger students this can be a class project.
2. Give each student or group of students a marker and sheet of paper. Or for younger students, the teacher can record the information for the class.
3. Have the groups designate a recorder.
4. Have the students or the recorder divide the paper in half.
5. At the top of one half of the paper have the student or recorder, write, "What We Know about the Zoo." On the other half of the paper, have the student or recorder write, "What We Want to Learn about the Zoo."
6. Give the students 5-10 minutes to brainstorm what they know about the Zoo.
7. Give the students 5-10 minutes to brainstorm what they want to learn about the Zoo.
8. Have each group designate a presenter. For younger students, have the teacher review with the students what they came up with.
9. On the large sheet of paper record the information shared by each student or presenter. Use this for review.

Summary:

1. Review what the students already know about the Zoo.
2. Discuss what they want to learn.
3. Write down their list of questions about the Zoo. Use these as an activity for the students to do while they are at the Zoo.

Continuation:

- As the unit progresses, continue to add to the list.

Assessment:

1. Have the students list what they learned about the Zoo during the unit. This can be done individually or in the cooperative learning groups. Compare this to their original list.
2. For younger students have them draw a picture of what they knew about the Zoo at the beginning of the unit and a second picture of what they learned at the conclusion of the unit.
3. Have your students choose 10 to 30 words or topics from their list and write story or poem that uses them.



Utah Science Content Standards Addressed:

Biology Core Science Benchmark

Ecosystems are shaped by interactions among living organisms and their physical environment. Ecosystems change constantly, either staying in a state of dynamic balance or shifting to a new state of balance. Matter cycles in ecosystems, and energy flows from outside sources through the system. Humans are part of ecosystems and can deliberately or inadvertently alter an ecosystem.

Standard 1: Students will understand that living organisms interact with one another and their environment.

- **Objective 1:** Summarize how energy flows through an ecosystem.
- **Objective 2:** Explain relationships between matter cycles and organisms.
- **Objective 3:** Describe how interactions among organisms and their environment help shape ecosystems.

Science Core Benchmarks

Grade 3 Science Benchmark

For any particular environment, some types of plants and animals survive well, some survive less well and some cannot survive at all. Organisms in an environment interact with their environment. Models can be used to investigate these interactions.

Standard 2: Students will understand that organisms depend on living and nonliving things within their environment.

- **Objective 1:** Classify living and nonliving things in an environment
- **Objective 2:** Describe the interaction between living and nonliving things in a small environment.

Grade 4 Science Benchmark

Utah has diverse plant and animal life that is adapted to and interacts in areas that can be described as wetlands, forests and deserts. The characteristics of the wetlands, forests, and deserts influence which plants and animals survive best there. Living and nonliving things in these areas are classified based on physical features.

Standard 5: Students will understand the physical characteristics of Utah's wetlands, forests, and deserts and identify common organisms for each environment.

- **Objective 1:** Describe the physical characteristics of Utah's wetlands, forests and deserts.
- **Objective 2:** Describe the common plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live.
- **Objective 3:** Use a simple scheme to classify Utah plants and animals
- **Objective 4:** Observe and record the behavior of Utah animals.