

Classroom Connections for Kindergarten



FOCUS: Animal Characteristics

EALR 1 Systems: Grade Level Expectations (GLE)

- ☞ Understand the characteristics of living organisms.
 - (K) Identify observable characteristics of living organisms (e.g. spiders have eight legs, birds have feathers, plants have roots, stems, leaves, seeds, flowers)
- ☞ Know that most living things need food, water and air.
 - (1) Observe and record that most living things need food, water, and air.

EALR 2 Inquiry: Grade Level Expectations (GLE)

- ☞ Understand how to ask a question about objects, organisms, and events in the environment.
 - (K, 1, 2) Wonder and ask questions about objects, organisms, and events based on observations of the natural world.

Before you visit the Zoo:

1. Studies show that the more familiar your students are with their field trip destination, the more prepared they will be to learn during their visit. Show students a selection of slides from our **Zoo Preview** presentation on our website at www.pdza.org. To request a CD of this PowerPoint presentation, contact us at cmccconnell@pdza.org.
2. Choose some books that address plant and animal characteristics for survival in their habitat to read to your students. Habitats that students will see represented at the Zoo include the Arctic tundra, Southeast Asian forests, North Pacific rocky shores, the Puget Sound and South Pacific coastal reefs.
3. Lead a discussion about animal needs. All animals need food, water, shelter and air. Some animals might have special needs. For example, the apes that live at the Zoo need to have things to climb on since they would live in the trees in their wild habitat.

After your Zoo visit:

1. Ask students to name two animals that they saw during their field trip. Have students compare these animals. How are they the same? How are they different?
2. Ask students to name characteristics that they saw such as fur, beaks, paws, webbed feet, fins, wings and claws. Discuss how these characteristics help animals to eat, move, or stay safe.
3. If you are using the FOSS *Animals Two by Two* curriculum, have students compare their classroom animals to the animals they saw at the Zoo. Comparisons can also be made about the enclosures and care provided for the animals that live at the Zoo versus their classroom animals.
4. Ask students if there is anything that they wonder about the animals they saw at the Zoo. Encourage students to ask questions and discuss how they might find answers to their questions.

Field Investigations at the Zoo for Kindergarten Chaperones



Theme: Animal Characteristics

Dear Chaperone,

Please guide your students through the following observations. As you ask them the following questions allow them to think about their answers and encourage them to come up with questions of their own. The purpose of this activity is not for them to get all the “right” answers but rather to allow them to practice questioning and observation skills.

Explore the Zoo and Find:

- An animal that is bigger than you.
 - How is this animal like you?
 - Besides being bigger, how else is it different from you?
- An animal that is smaller than you.
 - How is this animal like you?
 - Besides being smaller, how else is it different from you?
- An animal with fur.
 - What color is the animal's fur?
 - How does having fur help the animal to survive?
- An animal with feathers.
 - What kind of animal has feathers?
 - What can this animal do that you can't do?
- Two animals that can swim.
 - How are these animals the same?
 - How are these animals different from each other?
- An animal exhibit to observe.
 - Is there a special feeding place for the animal?
 - Is there water for the animal to drink or swim in?
 - Where would the animal go to find shelter?

Taking Care of animals:

- Name at least one thing that is very important to do when you are taking care of animals.

Possible answers: Make sure they have enough water and the right kind of food. Make sure they have a place to sleep. Make sure they have a place to go to get out of the rain, the hot sun or cold weather.