



DESCRIPTION

In this lesson students will use the power of observation and deduction to decide where the animals at Wildlife World Zoo would best survive on their own in Arizona.



OBJECTIVE:

Learners will-

assess an animal's ability to survive on its own in Arizona, determined by adaptations.

SETTING THE STAGE:

Ask students to give some examples of animal adaptations and write them on the chalkboard, if possible.

Propose that adaptations enable animals to live in certain environments.

Ask students if they know the five basic survival needs of all animals: food, water, shelter, space, and a mate.

Discuss how adaptations enable animals to get their survival needs.

CUB-LEVEL ACTIVITY:

Divide class into groups.

Have each group choose five animals to study during their visit to the zoo.

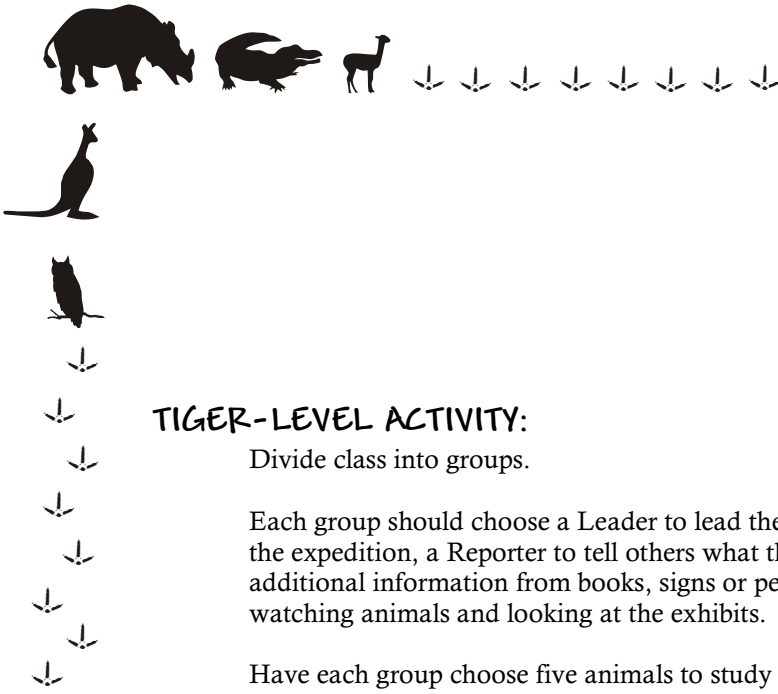
Let each group describe the animals to their adult chaperone while at the animals' exhibits. The description should include physical adaptations, behavioral characteristics, and any other information gleaned from the animal's interpretive sign.

Have each group decide where in Arizona each animal would best survive if it were living out in the wild.

Have each group choose a representative and one animal they studied to share their findings with the rest of the class.

ZOO ACTIVITY





TIGER-LEVEL ACTIVITY:

Divide class into groups.

Each group should choose a Leader to lead the expedition, a Recorder to take notes during the expedition, a Reporter to tell others what the group discovered, a Researcher to gather additional information from books, signs or people, and observers to gather information by watching animals and looking at the exhibits.

Have each group choose five animals to study during their visit to the zoo.

Let each group describe the animals to their adult chaperone while at the animals' exhibits. The description should include physical adaptations, behavioral characteristics, and any other information gleaned from the animal's interpretive sign.

Have each group decide where in Arizona each animal would best survive if it were living out in the wild.

Let each group write down their findings and use their chaperone as a reference. The findings should explain how each adaptation/characteristics would affect the animal's survival chances, what it would eat, where it would live, get water, etc. or why the animal would not be able to obtain its basic needs.

Have each group choose one animal they studied to share their findings with the rest of the class.

CLOSURE:

Encourage students to assess their abilities/adaptations/characteristics and decide where they would best survive in Arizona on their own.

MATERIALS:

CUB: None

TIGER: Writing utensil, paper



ZOO ACTIVITY

