

## **Pre-Visit Activities - K-1**

### **ITS ALIVE! ISN'T IT?**

For young children, having a clear idea of what constitutes life and what doesn't can be challenging. This activity presents students with the basic characteristics of living things then asks them to place objects into the appropriate living vs. non-living category.

#### **Materials**

- Poster board or construction paper (large size)
- Magazines containing pictures of a variety of living things as well as non-living things (magazines that promote nature or outdoor activities are a good source)

#### **Introduction**

- Living things grow and take in nutrients that they use to make energy.
- Many living things can move (under their own power).
- Crystals grow, wind and water can move and the sun can make energy (however, it doesn't convert nutrients into energy) but they are not living things.
- The BIG difference between living and nonliving things is that living things reproduce while nonliving things do not.

#### **Activity**

- Organize students into small groups
- Ask students to draw a line down the center of their poster board or construction paper. They will create a mural of living things on one side of the line and a mural of non-living things on the other side.
- Have students to look through the magazines available for examples of both living and non-living things
- Before they cut out a picture, they should ask themselves the following questions
  1. Can the object in the picture grow?
  2. Can the object in the picture move on its own?
  3. Can the object take in nutrients (eat or absorb through roots and leaves)?
  4. Can the object reproduce (have young)?
- Discuss group murals, asking students to explain why they placed certain pictures on the side that they did.

## RAINBOW RUN

There are a number of ways that animals protect themselves from being eaten by other hungry animals. (Brainstorm some of those way – hiding, attacking, running away, scaring predators, and camouflage). This activity explores the concept of camouflage as it relates to color.

### Materials

- Pictures of a variety of animals, including earth-toned and brightly colored animals (Ladybird beetles, Monarch butterflies, antelope, deer, bison, porcupine, ducks, hawks, coyotes, bears, fox, etc).
- Wallpaper samples or construction paper in a variety of colors (brights – orange, red, yellow, blue, etc. and earth-tone/camouflage – greens, tan, dark brown, etc.) cut into ~ 100 thin strips (~1"x 6").
- A small plastic bag or envelope (per child – to hold strips they collect)
- Area markers – orange cones, marking tape, etc.
- Whistle

### Preparation

- Display or have animal pictures at hand
- Determine boundaries for the activity (recommend ~ 50 yard sq. area) and scatter paper strips around. A mixed setting that includes grass, trees, shrubs, etc. is preferable but not necessary.
- Mark the boundary lines with cones or tape if necessary

### Activity

- Show animal pictures to the students. Ask students what colors the animals in the pictures are. Ask students why they think animals are different colors.
- Introduce the term and concept of camouflage – the ability to blend in with your surroundings. Certain colors allow animals to “hide” in their surroundings. Camouflage colors help prey (animals that are eaten) hide from their predators (animals that eat other animals). It can also work the other way by helping predators sneak up on prey.
- Instruct students that they will be going outside and that they will all be predators. Their goal is to search for 100 “prey” strips of construction paper (show an example of a strip). Each student is to find as many “prey” strips as possible in the designated area in the allotted time of one minute.
- Have students stand behind the “start” line. The teacher blows the whistle to indicate the start of the hunt time.
- The students collect as many strips as possible, then return to the classroom with strips in hand. (Optional 2<sup>nd</sup> round: Eliminate predators with bright coloration (students wearing colorful clothing). Have remaining students look for “prey” strips not found in the first round.)
- The teacher holds one color strip up at a time (or mounts one strip of each color on the board) and asks students to count their own strips of that color. Students having that “prey” color are to raise their hand and orally report their number of that prey

color. The teacher may choose to report class findings with tic marks or on a large graph. Repeat process until all colors have been counted.

- Discuss the findings. Which colors were easiest to find?
- Refer back to the animal pictures and remind students that animals come in all kinds of colors. Ask students what color they would want to be if they were a wild animal. Why? What could they do to protect themselves if they were brightly colored (hide, run fast, use protective adaptations such as sharp teeth, claws, antlers, horns, quills, or poisonous venom or smell or taste bad)?

## Post-visit Activities - K-1

### What Animal Am I?

Objective: Review/reinforce physical characteristics and/or behaviors viewed during fieldtrip.

#### Materials

Cards with the names of Pocatello zoo animals printed on them or pictures/drawings of the animals.

Tape or safety pin

#### Directions

Pin the name or a picture of a Pocatello zoo animal on a student's back. Explain that this is a guessing game and that the student should not see the picture or be told the name of the animal. Have the student turn around so that all the other classmates can see the name/picture of the animal. The student then asks questions to determine the identity of the animal. Classmates can answer only yes, no, or maybe to the student's questions. When the student correctly guesses the animal's identity, another classmate can take a turn at guessing the identity of another Pocatello zoo animal.

Younger students may need help in forming questions. Teachers may want to set a limit to the number of questions the student can ask before losing his/her turn as "it". A list of possible questions follows.

- Does the animal have two legs?
- Does the animal have four legs?
- Does the animal have feathers or fur?
- Does the animal have talons?
- Does the animal have webbed feet?
- Does the animal have flat teeth for eating plants?
- Does the animal have sharp teeth for eating meat?
- Does the animal have hooves?
- Does the animal have horns?
- Does the animal have antlers?
- Does the animal live in a nest?
- Does the animal live in a burrow?
- Is the animal active at night?
- Does the animal spend most of its time in the water?
- Can the animal fly?

(Source: Adapted from **What Animal Am I**, page 69, in *Sharing Nature with Children* by Joseph Cornell, published 1979 by Dawn Publications, Nevada City, CA.)

## Picture This Scavenger Hunt (K-1 activity)

People are able to deal with weather changes in a number of ways. We may change our activities or the type of clothes we are wearing. We go from shorts and sandals in summer to heavy coats and snow boots in winter. Wild animals must rely on their body covering for protection from the weather. They also may migrate from one area to another to escape hot or cold temperatures and to increase their chances of finding food. Using the word and picture clues below, find the zoo animals that match the clues.

My feathers help keep me warm and I use these for more than just walking. They help me capture prey.

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Both my male and female relatives have pronged horns. Even though warm fur covers my body, I migrate to warmer valleys in winter. These help get me there.

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My body is covered with fur that helps me stay warm in winter. In winter, I move to lower areas where the snow is not so deep. Even so, it is hard for me to find food. My large ears earned me my common name.

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My white fur is long and shaggy. Like other mammals that live high in the mountains, I need it to stay warm in the winter. These are built for steep climbing.

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My fur is long and can be yellow, brown or black. I am large and can capture large prey, like deer, or dig for roots with these.

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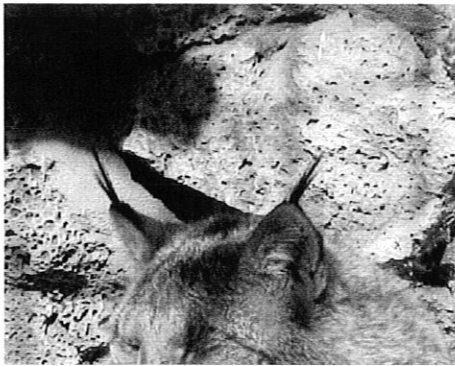
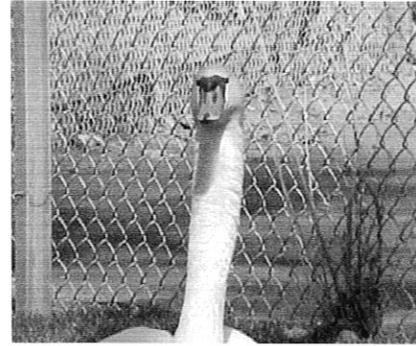
My heavy fur coat and built-for-climbing hooves allow me to live high in the mountains. You might recognize me by my thick, curled horns.

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My body is covered with feathers that allow me to stay dry even in the water. That is good because I spend a lot of time in the water. I spend spring and summer in the Arctic but migrate to warmer areas in the winter.



I may look to you like a house pet but don't let my looks fool you. I have long silky fur. My feet are large. They help me run on top of the snow. That is good because I do not migrate. Something about my ears should help you decide who I am. Try to find me.



I am a distant relative of "the family dog". My large ears allow me to hear very well. I can even hear rodents, one of my favorite foods, under a foot of snow.



The End



My head and neck are covered only by skin. Feathers cover the rest of my body and help keep me warm in the winter. I am too heavy to fly long distances so I do not migrate.

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My species has a thick coat of fur. It helps keep us warm in winter but we must still migrate from high areas to low areas during the winter to find food. We are the largest members of the deer family.

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Unlike my wild relatives, I don't usually have to worry about finding my own food or shelter. Those needs are taken care of for me. In return, people use the milk I make.

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# ZOO BINGO (K-1 Activity)

Find the animal that matches each picture below then mark the box with a large X. Can your group find all of the zoo animals in a column? Can you find all of the animals around the edge of the card? Challenge yourselves to a blackout!

