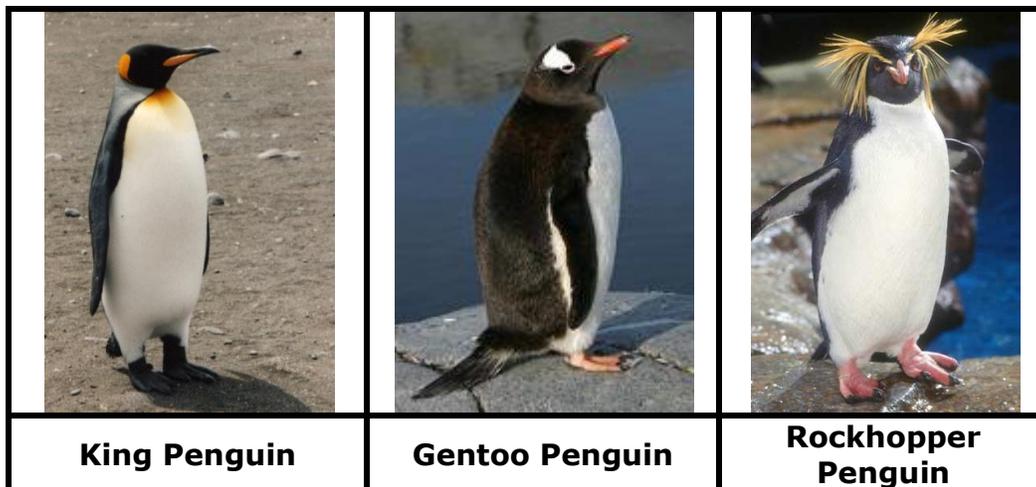


SLPS – 2nd Grade
Eyes and Ears at the Zoo
Teacher/Chaperone Guide

Your adventure will begin as you exit the Living World onto Zoo grounds. Turn left and head for the Bear Pits and Penguin Puffin Coast. **Bolded print highlights questions or comments to share with students.**

1. When you get to Penguin Puffin Coast, stop a minute and watch the Humboldt penguins outside. Compare the way the penguins walk and swim. **Which action seems easier for them?** Look at the shape of their bodies. **Would that have anything to do with making walking or swimming easier or harder?** *(Their oval-shaped bodies make it easier for them to swim, while moving on land is more cumbersome for them. Because their legs are short they can only take small steps.)*
2. Proceed inside. **Watch and Listen!** Again, compare the penguins walking and swimming. **Which action seems easiest for them?** Using the signs and observing closely, **can you spot the 3 different kinds of penguins?**



Listen carefully for the sounds the penguins make when they communicate with one another. They can make very loud noises for such “quiet” birds.

3. When you leave Penguin Puffin Coast follow the path but veer left across the train tracks. At the carousel, turn right. Keep the train on your left and Fragile Forest on your right and go straight until you see the Cyprus Swamp. Cross the train tracks and enter the flight cage.

Be very still and listen for the swamp noises. As you listen, look at the different birds in the water, on the ground and in the trees. **How many different kinds can you spot? What kinds of things are they doing?**

Find a bird that's being still and draw its picture in your journal. Can you find its name and add that to your picture?

Look carefully at the beaks of the birds. (Be sure to look at the birds in the trees.) **What can you say about these beaks?** (There are duck bills, long slender beaks, and even spoonbills. The birds with flat beaks use them to move material under the surface of the water to find insects and the tender parts of plants to eat. The birds with long, pointed beaks use them to spear fish and small animals like frogs.)

4. Exit the Cypress Swamp and walk up the hill. On the right, look at the **bongo**. **Notice its stripes. In your booklet, add stripes to the picture of the bongo.**

Watch the bongo's ears. Are they still or do they move? (The bongo's ears are quite large and they move independently of one another. Because of that they are able to hear in more than one direction at the same time.)



Bongo

After you have carefully observed the okapi, draw the stripe pattern on the picture in you booklet. How are the patterns different?

(The bongo's stripes run up and down over its body, but not on its legs; the okapi's stripes are only on its legs. Both animals live in the forest and their stripes and dark coloration provide camouflage.)

Keeping the Bongo on your right, walk slowly ahead until you see the Okapi on your left.



Okapi

5. **Giraffes are on your left. Look carefully at the giraffe and tell what you think are its most useful senses.** (Eyes and ears. Giraffes are the "lookouts" of the grasslands in Africa because their long necks are high above everything and they can see and hear without interference.)

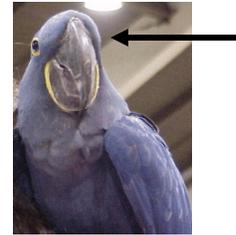
6. Turn right when the path splits and stay to the right past the Takin. At the top of the hill, just past the sculpture, go right towards the Bird Garden and enter the Bird House on your left.

Not long after you enter the Bird House, you will see the Hyacinth Macaw on the left. It's the largest of the flying parrots. **What do you notice about its eyes?** *(They are on the sides of the bird's head which means it cannot see straight ahead.)*

Put your hands together and put them right in the center of your face with your thumbs laying along either side of your nose.

Can you see what's on your left side with your right eye?

(No, your hands are in the way. The only way you can see what's on the other side is to turn your head. That's how the Macaw sees.)



7. Continue walking to the right until you come to the white-cheeked turaco. **Do you see its "white cheeks?"** Watch the bird as it hops from branch to branch. **What do you see that surprises you? Write your answer in your booklet.** *(You should see bright crimson wing feathers that only show up when the bird opens its wings to balance as it hops from branch to branch.)*
8. As you walk **quietly** around the bird house, listen carefully to the sounds the birds are making. If you move very slowly and quietly, you can actually come up to a cage while the bird is making the sound, but you have to sneak.
9. When you get to the front door, exit. Go straight down the hill, crossing the bridge and continuing up the hill to the Primate House. Enter and stay to the left.

Look at the cotton top tamarin. How do you think it got its name? *(It got its name because of the fluffy white hair on its head.)*

Find the Coquerel's Sifaka. **These animals love to leap and swing. Can you see their hands? How are they different from yours?** *(Their fingers are long and slender and their thumbs are smaller, compared to ours. This allows them to hold and swing. But their favorite way to move is to leap, using the strong muscles in their back legs.)* **How far can you leap?**

Exit the Primate House, heading back the way you came. When you get to the hill in front of the Bird House, turn left and head down the hill towards the Living World. If you choose to go to the Insectarium turn left as you approach the building and keep going till you get to the big beetle.

Extension Activity – Monsanto Insectarium

Before you enter the Insectarium, **stop and allow the students to observe the model of the large beetle located in front of the building. Encourage the students to observe the model and tell some of the characteristics they**

see. (*Six legs, three body parts, two antennae,*).

Insects are masters of disguise and can hide easily. **Enter the Insectarium and find the walking sticks. Have the students try to count the number of sticks they see.** Expect students to give different answers. **Ask why some of the walking sticks are hard to find? How could looking like a "stick" help these insects?**

Follow the path and look for the phones. Insects do not talk like we do, but they do communicate. **Have the students pick up the phone receivers and listen to the sounds insects can make. Ask the students to try to demonstrate the sounds they heard. Next, discuss ways we can communicate without using words. Allow the students a chance to respond.** (Examples: wave, snap finger, wink, raise eyebrows, etc...).

Enter the Mary Ann Lee Butterfly Wing. Please instruct the students to take special care while visiting the butterfly exhibit. Please discourage children from trying to chase or catch the butterflies. It is also necessary to watch where you step; they may land on the pathway. Using the I.D. card, try to identify three different species. After leaving the Butterfly wing, have the students draw a picture of their favorite butterfly.

Back at school, using a Venn diagram, have the students compare the beetle model and a butterfly, or two insects they saw while visiting the Insectarium.