ANIMAL CLASSIFICATIONS

Scavenger Hunt
GRADES K-3

Saint Louis Zoo
Animals Always®

Scavenger Hunt
Animal Classification (K-3)
Teacher's Guide

Updated Summer 2011

APPROXIMATE TIME: 60 Minutes

Because the animals at the Zoo are living creatures with very special needs, some of the animals referred to in this scavenger hunt may not be on public display. **Please remind adults/students to do their best to complete the hunt by carefully observing the animals they find.**

Suggestions for Teachers:

1. Allow approximately 60 minutes for this scavenger hunt. You will begin at the Fragile Forest/Jungle of the Apes, proceed to the Bird House, and finish at the Herpetarium.
2. Divide your class into groups of six or less, with an adult to guide them through the exercises.
3. Bring a tape measure to measure how far <u>your</u> "frogs" and "toads" jump.

Pre-visit activities:

1. The scavenger hunt deals with four groups of animals–MAMMALS, BIRDS, REPTILES, and AMPHIBIANS. It would be helpful to discuss the characteristics of these groups with your students before they visit the zoo.

   A. **MAMMALS**
   - they live on land and in water
   - they have hair or fur
   - they are warm-blooded
   - give live birth, but a very few lay eggs
   - mother feeds young with milk

   B. **BIRDS**
   - they have feathers
   - they have wings (but they don't all fly)
   - they are warm-blooded
   - most have hollows bones
   - they have beaks, and no teeth
   - they hatch from eggs

   C. **REPTILES**
   - they live on land and/or in water
   - they are dry and scaly
   - they are cold-blooded
   - most hatch from eggs, but some are born live
   - most have nails or claws
   - most have teeth, turtle's have beak-like structures

D. **AMPHIBIANS**

- they live on land and in water
- they are cold-blooded
- they can breathe through moist skin that can be smooth or bumpy
- they lay their eggs in water or moist places
- their young are larval (e.g. tadpoles, efts, polliwogs)
- they develop by metamorphosis
- they breathe through gills as tadpoles, and use lungs as adults

2. Read over the activities with your students, reminding them of the characteristics where necessary.
3. Discuss the animal on the cover with your students (it's a chameleon). Be ready to tell them about it. Give them the opportunity to color the picture.
4. Have the children work in groups to cut pictures of mammals, birds, reptiles and amphibians from old magazines. They can categorize the pictures and glue them to a chart for classroom display.
5. Begin a KWL chart (what we already **Know,** what we **Want** to know, what we **Learned**). Have the children complete the first two sections before the field trip.

Post-visit activities:

1. Discuss other groups of animals and their characteristics, e.g. fish, insects, worms.
2. Discuss the difference between VERTEBRATES and INVERTEBRATES. Be sure to illustrate the discussion with lots of examples. Have the students search for pictures of all kinds of animals and make a sorting exercise with them, "Backbones" and "No Backbones." Once the pictures are divided that way, see if they can further sort the "Backbone" animals into mammals, birds, reptiles, and amphibians.
3. Make one grand mural that includes many kinds of animals. Each student could draw in three different <u>kinds</u> of animals. Or students could make up an imaginary animal that fits the characteristics of the different groups.
4. Complete the KWL chart.
5. Have the children write and draw their ideas about the field trip and scavenger hunt in their journals. Possible topics:

   My favorite zoo animal is.....

   If I were a reptile, I would be a ....

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Answer Key

1.) The answers could be any of the defining characteristics of mammals such as: have hair or fur, give milk to their young, warm-blooded, and usually have live birth. The most common answer would be hair.

2.) The answers could vary but could include any of the defining characteristics of mammals such as: have hair or fur, give milk to their young, warm-blooded, and usually have live birth.

3.) Answers can be found on the signage in front of Fragile Forest/Jungle of the Apes and include any of the following: Social/culture interactions such fighting and making-up, Tool making, medicating themselves when sick.

Optional Question: Answers will vary

4.) Common Chimpanzee, Orangutan, and the Gorilla. The other two greats apes are the Bonobo (also called the pygmy Chimpanzee) and humans.

Optional Question: Humans

5.) The answers could vary but could include any of the following defining characteristics of birds such as: have feathers, lay eggs, have wings and most can fly, warm-blooded and have beaks.

6.) For eating different foods. (Birds have evolved many different types of beaks for eating different types of foods)

7.) The students drawing should focus on feathers and wings

8.) Camouflage

9.) Answers may vary.

10.) a, b

11.) The answers could vary, but could include any of the following: Hellbenders, Sirens, Grotto Salamanders, or any other amphibians on display that are listed as native to the United States. Note: Most of the native species are located in the back left corner of the building.

12.) Answers may vary.

Scavenger Hunt
The Animal Classification (K-3)
Adult-Leader's Guide

FRAGILE FOREST/JUNGLE OF THE APES

(At certain times of the year due to weather and other reasons the great apes may be on display in their indoor exhibits (Jungle of the Apes) or in their outdoor exhibits (Fragile Forest). Also, due to the nature of great apes they may not always be visible on display.

Mammals have fur or hair.
Mammals feed their young milk.
Mammals are warm-blooded.
Mammals usually give birth to live young.

1. The animals in these exhibits are all mammals. What is one thing about the animals that helps you to know that they are mammals?

   _____

   _____

2. Human beings are mammals too. What are at least two things that we share with other mammals?

   _____

   _____

3. Among all the mammals, we share the most in common with the great apes. (Fun Fact: We share 98.4% of our DNA with chimps.) What are at least 2 things that we share in common with the great apes?

   _____

   _____

(Optional) Investigate the Apes and the banners in front of the Fragile Forest Exhibit. Which Ape are you most like?

_____

_____

4. There are only 5 great apes left on earth. Our Zoo only houses 3 of the great apes. What are they?

_____

_____

(Optional) All the great apes except for one are endangered. Which great ape is not endangered? (Hint: look in a mirror)

_____

_____

BIRD HOUSE and GARDEN

Birds have feathers.
Birds lay eggs.
Birds have wings and most can fly.
Birds have beaks.

5. As you look at all the birds, name the features that make them **birds.**

_____

_____

6. Look at the birds carefully. They have lots of different **beaks.** Draw two different beaks in the boxes below.

a.	b.

Why do you think they have different kinds of beaks?

_____

_____

7. Draw the parts of the birds that help them fly.

8. Some birds have brightly colored feathers. Some have feathers that are **plain,** like dull brown or gray. How can plain feathers be helpful for a bird?

_____

_____

HERPETARIUM

Reptiles have dry, scaly skin.
Reptiles are cold-blooded.
Reptiles usually lay eggs, but some bear live young.
Reptiles have claws or nails–if they have legs.

9. Look for animals that have the features of a **reptile**. Draw a picture of a **reptile** and be sure you show its **scales.** How many different **reptiles** have you and your classmates drawn?

_____

_____

10. Which of these animals have scales?
    a. snakes
    b. crocodiles
    c. rabbits
    d. elephants

Amphibians have **moist** or **slimy** skin.
Amphibians are cold-blooded.
Amphibians lay their eggs in water.
Baby amphibians do not look like adult amphibians.

11. Amphibians must live in or near **water**. If they don't, their skin dries out and they die. You can spot them because they often have **smooth, moist** skin. List as many amphibians as you can find that are native to the United States. (Just because an animal is **in** water, it does not make it an amphibian.)

    _____

    _____

12. **Frogs** and **toads** are amphibians. They use their strong back legs to jump. Not all frogs and toads can jump the same distances. Can you jump like a frog? Your teacher will measure your jump. How far did you jump?

NAME_____

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Animal Classification (K-3)
Student Activity Page

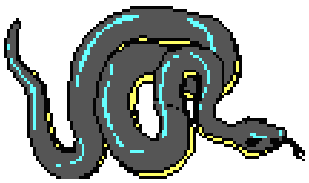
Review – Draw a line from the picture to the name of the proper group.

1.

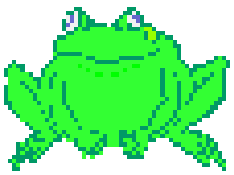
MAMMAL

2.

REPTILE

3. 

BIRD

4. 

AMPHIBIAN