

Classroom Connections for 5th Grade

FOCUS: Wildlife Investigations



EALR 1 Systems: Grade Level Expectations (GLE)

- ❑ Understand that living things need constant energy and matter. W
 - (5) Explain how plants and animals obtain food (e.g., plants make food from air, water, sunlight, mineral nutrients; animals obtain food from other living things).
- ❑ Understand that that an organism's ability to survive is influenced by the organism's behavior and the ecosystem in which it lives. W
 - (5) Describe how an organism's ability to survive is affected by a change in an ecosystem (e.g., the loss of one organism in a food chain affects all other organisms in that food chain).
 - (5) Describe the path of substances (i.e., air, water, mineral nutrients) through a food chain.

EALR 2 Inquiry: Grade Level Expectations (GLE)

- ❑ Understand how to ask a question about objects, organisms, and events in the environment. W
 - (3, 4, 5) Identify the question being answered in an investigation.
 - (3, 4, 5) Ask questions about objects, organisms, and events based on observations of the natural world.
 - (5) Develop a new question that can be investigated with the same materials and/or data as a given investigation.

Before you visit the Zoo:

1. Studies show that that 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 cmcconnell@pdza.org.
2. Have students choose an ecosystem exhibited at the Zoo that they are most interested in. Ecosystems that students will see represented at the Zoo include the Arctic tundra, Southeast Asian forests (scrub, broadleaf and bamboo), North Pacific rocky shores, and the Puget Sound and South Pacific coastal reefs. Have students research their chosen ecosystem including climate and wildlife. During their Zoo visit students will take notes about the animals they see from that ecosystem and identify each as a **predator**, **prey** animal or **scavenger**.
3. If you are using the FOSS *Environments* curriculum, have your students read “Terrestrial Environments Around the World” or “Aquatic Environments Around the World,” depending on the ecosystem they have chosen to study.

After your Zoo visit:

1. Ask students to create a list of factors that might influence the health of their chosen ecosystem. Students should consider factors such as climate change, disease, habitat encroachment and pollution (air and water). Direct students to focus on how food chains would be affected.
2. Tell students that they will be creating an imaginary investigation based on the animal that they chose to draw during their Zoo visit. Students will generate a list of questions about that animal. Have students design an investigation that could theoretically be done at the Zoo or in the animal’s natural habitat. This investigation should include how they would set up their investigation, the question that they hope to answer with this investigation and a hypothesis related to their question. You may even ask students to create imaginary results base on their knowledge of the animal, its ecosystem and the investigation process.

Field Investigations at the Zoo

Theme: Wildlife Investigations

Explore the Zoo and Find:



An interesting animal from your chosen ecosystem (or any animal, if you have not studied a particular ecosystem before coming to the Zoo):

My animal: _____

My animal can be found in this ecosystem: _____

- Is your animal a predator or a prey animal?
- If your animal is a prey animal, what do you think it eats? Who do you think would eat it?
- If your animal is a predator, what kinds of animals do you think it eats?
- Draw your animal in the box below. Label special features that would help your animal to find food, catch prey, or keep from being eaten.

- Do you think your animal might be an endangered species? If so, please explain why you think so.
- What else would you like to know about your animal?
- What can you do to help protect wildlife and natural ecosystems? (Use the back of this paper for your answer.)