



## **SELF-GUIDED ZOO TREK: ADAPTATIONS**

### TEACHER OVERVIEW

*Welcome to the Maryland Zoo in Baltimore! This Zoo Trek is one in a series of themed self-guided tours prepared for your students by the Zoo's Education Department. The Adaptations Zoo Trek highlights the following species and exhibits:*

***Bald eagle***

***Cape porcupine***

***River otter***

***African elephant***

***Spur-thigh tortoise***

***Okapi***

***Addra gazelle***

***Panamanian golden frog***

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### HOW TO USE THE ZOO TREK

An adaptation is any feature of an organism (physical structure, behavior) that allows it to survive and reproduce in its environment. Focusing on animal adaptations is a great way to engage students in comparing, classifying, considering structure and function, and determining how an animal meets its needs.

Print at least one copy of the *Zoo Trek* for each chaperone. For younger students, have them use the animals and exhibits highlighted in this *Zoo Trek* to help guide and focus the students on their journey through The Maryland Zoo. For older students, have them read the materials themselves and engage in discussion with others in their group. Point out that the goal is not necessarily for students always to find the “right” answer, but to practice the skills of observation and questioning.

Encourage the students to ask questions about the animals and their exhibits, and to make observations to help them find answers. In addition, chaperones can help support student development of literacy skills by pointing out sight words on animal signage or guiding students to interpret parts of the Zoo map and directional signs.

Please keep in mind that every day is different at the Zoo. Some animals may be off exhibit during your visit.

## CURRICULUM CORRELATIONS

Participation in the Adaptations Zoo Trek supports the following Next Generation Science Standards (DCIs) and Common Core State Standards:

Grades K–2	Grades 3–5	Grades 6–8
<p>LS1.A LS1.B LS1.C LS1.D LS3.A LS3.B ESS2.E ESS3.A SL.K.3 W.1-2.8 K-1.MD.A.1 K.MD.A.2 K.MD.B3</p> <p><b>Science and Engineering Practices:</b></p> <ul style="list-style-type: none"> <li>• Obtaining, Evaluating, and Communicating Information</li> </ul> <p><b>Crosscutting Concepts:</b></p> <ul style="list-style-type: none"> <li>• Structure and Function</li> <li>• Patterns</li> </ul>	<p>LS1.A LS1.B LS1.D LS2.D LS4.B LS4.C</p> <p><b>Science and Engineering Practices:</b></p> <ul style="list-style-type: none"> <li>• Obtaining, Evaluating, and Communicating Information</li> </ul> <p><b>Crosscutting Concepts:</b></p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Systems and System Models</li> <li>• Energy and Matter</li> </ul>	<p>LS1.A LS1.B LS3.A LS4.B LS4.C WHST.6-8.9 SL8.1</p> <p><b>Science and Engineering Practices:</b></p> <ul style="list-style-type: none"> <li>• Obtaining, Evaluating, and Communicating Information</li> </ul> <p><b>Crosscutting Concepts:</b></p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Systems and System Models</li> <li>• Energy and Matter</li> <li>• Structure and Function</li> </ul>