

## FIELD TRIP ACTIVITIES FOR GRADES PRE-K CHAPERONES

### THEME: Similarities and Differences

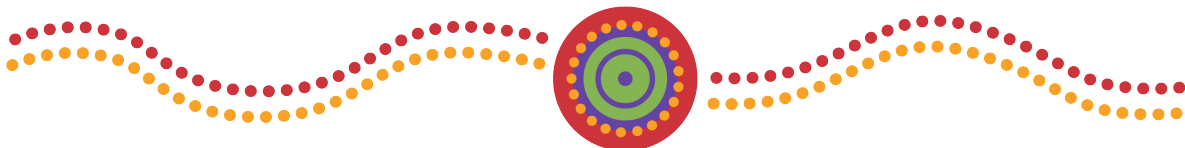
**Dear Chaperone:** Use these activities to add fun and focus as you guide your student group around the Zoo.

#### EXPLORE AND FIND

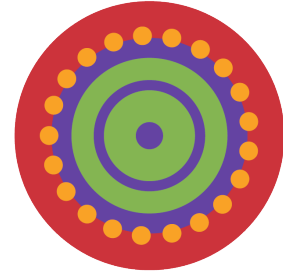
- **An exhibit with a gray koala.**
  - Was the koala easy or hard to find on the perch? Why?
  - What does the koala look like? How does its color help it survive?
  - Have you seen a koala before? At a zoo? In a book? In a movie?
  - What is the koala covered with?
  - Are koalas birds, reptiles or mammals?
  - How is the koala like you? How is it different?
  
- **A koala that is eating.**
  - Does a koala eat plants or animals?
  - What part of the plant is the koala eating?
  - What body parts do you think the koala uses to find and eat its food?
  - Which foods do you eat? What body parts do you use to find and eat your food?
  
- **A koala drinking water.**
  - How can a koala get a drink high in the trees?
  - If you don't see a koala drinking water, how could he get the water his body needs?
  - Are plants "juicy" foods? Which "juicy" plant foods do you like to eat?
  
- **A koala perched in a tree.**
  - What is the koala doing?
  - How does a koala move through the trees?
  - Do you think a koala moves around easier in the trees or on the ground?
  - Which body parts help the koala move from branch to branch?
  - Do you move around easier on the ground or in a tree? Which body parts help you move?

#### I wonder...

Can you find another exhibit with an animal from Australia? How is this animal the same as the koala? How is it different? Is this animal a bird, a reptile or a mammal?



## CLASSROOM ACTIVITIES: GRADES PRE-K-K



### THEME: Similarities and Differences

#### OBJECTIVES

1. Students will use their observation skills.
2. Students will describe the physical attributes of a koala.
3. Students will compare and contrast animals.
4. Students will investigate these concepts from the National Science Content Standards:
  - Science as Inquiry
  - The Characteristics of Organisms
  - Organisms and Their Environments

#### PREVISIT ACTIVITIES

- **Inquiry Lesson:** Ask the students what they know about koalas. Write down their answers. Ask the students what they would like to know about koalas. Write down their answers. Write these questions on the board: *How are koalas like you? How are they different?* Ask the students to “guess” some answers. Ask the students how they might find the answers to these questions (e.g. books, visit to a zoo, watch a movie or a television show, ask an expert, etc.)
- Read the non-fiction book **Koala** by Edana Eckart to your students. The koala is an amazing animal with many special body parts and behaviors. Ask the students to point out similarities and differences between themselves and the koala. After reading the book, ask students to share new facts they have learned about koalas?
- Read Mem Fox’s book **Koala Lou** to your students. Discuss similarities and differences among the animals in the story. What body parts or behaviors help the koalas and other forest animals move among the trees?

#### POSTVISIT ACTIVITIES

- Ask students what they have learned about koalas. Review the list of what they wanted to know about koalas to see if their questions were answered. Review the questions: *How are koalas like you? How are they different?*
- Ask students to draw a home for a koala. Is the koala living in a zoo exhibit or in the forest? Where will the koala sleep? What will the koala eat? Does the koala have friends, or live alone? What other animals might live nearby? What should they include so that their koala has everything he/she needs to survive?
- **Paw Prints:** Let’s compare paws and hands! Review the picture of a koala paw in the non-fiction book **Koala** by Edana Eckart. Fold a piece of construction paper in half, creating a center crease. Students will place their right hand (palm down) in tempera paint, making sure the paint stops at 2<sup>nd</sup> knuckle of pointer finger. While holding their thumb close to their pointer finger and away from their middle/other fingers the students will create a koala “paw print” on the right side of the page. Students will then repeat the painting process on the left side of the page, be sure to completely cover the hand (palm down) with paint. Splay fingers and push onto paper leaving a firm print. This time, the students will have a replica of their own human handprint. Compare each print. Who has more thumbs? How are the “paw” prints different? How are they the same? List how the paws help a koala survive. How do your hands help you survive?