

# PRIDE OF THE PLAINS



## BACKPACK ADVENTURE

**First & Second Grade**

Name \_\_\_\_\_

**Dear Teacher/Leader:**

Hello and welcome to the Pride of the Plains backpack adventure! Throughout this journey your students will be observing, counting, adding, collecting information, describing, and inquiring about many different species of animals. All of the answers for the questions will be provided for you below each mission. Help your students if they have questions—but don't give them the answers! NOTE: ALL ANIMALS MAY NOT BE EXHIBIT DUE TO WEATHER OR OTHER CIRCUMSTANCES; THE TOTALS BELOW EACH MISSION ARE OF THE NUMBER OF ANIMALS IN OUR COLLECTION.

# MISSION #1

Welcome to the Pride of the Plains exhibit! The first animals you will see are beautiful—but they do not move! Look at the statues on top of the rocks and use your ruler to take some measurements.

CHECK WHICH ONE IS LARGER/LONGER (X indicates correct answer)

	Baby Lion	Adult Lion	You
Feet			X
Head		X	
Tail		X	
Legs		X	X (depends on size of the child)
Body		X	
Teeth		X	
Ears		X	

How many baby lions do you see in the statue?

Four (4)

How many adult lions do you see?

Three (3)

What is the mommy lion doing?

Licking/cleaning one of the baby lion cubs.

(Giving him/her a bath.)

TEACHER/LEADER:

Please be cautious when your students perform this mission. Children are allowed to get on the rocks by the lions—but for their own safety, keep them from “climbing” on the lions. Have them compare themselves to both the adult lions and the cubs. They can use a ruler to measure their body and compare it to the statues, or just stand next to the statues and compare.

## **STANDARDS**

### **SCIENCE (1.1.3, 1.1.4, 1.1.5, 2.1.1)**

#### **STANDARD 1 (SCIENCE AS INQUIRY)**

**BENCHMARK 1** All students will be involved in activities that develop skill necessary to conduct scientific inquiry.

**INDICATOR 3** Use appropriate materials and tools to collect information.

**INDICATOR 4** Ask and answer questions about objects, organisms, and events in their environment.

**INDICATOR 5** Describe an observation orally or pictorially.

#### **STANDARD 2 (PHYSICAL SCIENCE)**

**BENCHMARK 1** All students will develop skills to describe objects.

**INDICATOR 1** Observe properties and measure those properties using age appropriate tools and materials.

### **MATH (1.2.3, 3.2.2A, 3.2.2B, 3.2.2C)**

#### **STANDARD 1 (NUMBERS & COMPUTATION)**

**BENCHMARK 2** Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.

**KNOWLEDGE BASED INDICATOR 3** counts subsets of whole numbers from 0 through 100 both forwards and backwards.

#### **STANDARD 3 (GEOMETRY)**

**BENCHMARK 2** Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

**KNOWLEDGE INDICATOR 2 A, B, C** Compare two measurements using these attributes: longer, shorter  
taller, shorter  
heavier, lighter

## MISSION #2

Are you ready to see some animals! As you walk through the Pride of the Plains, count how many animals you can see. The first animals you should see are the meerkats!



How many meerkat(s) do you see?

There are 8 (eight) total, 2 (two) on the south side and 6 (six) on the north side.

Draw a picture of what one of the meerkats is doing.

Meerkats have sharp teeth and claws and can move very quickly to get food. What do you think they eat?

Meerkats eat meat (bugs, rodents, snakes, birds, etc.)

Grab the thermometer out of your pack. Is it closer to **(COLD)** 40°F, 60°F, 80°F, or 100°F

**(HOT)**? (circle one)

TEACHER/LEADER:

The meerkat exhibit is separated into two parts by a glass wall, on the south side are two (2) meerkats and on the north side there are six (6) meerkats. **NOTE: they may not all be out at the same time, just have your students count how many they see that day. Meerkats are predators and eat anything they can catch in the wild—from bugs and spiders to snakes and bird eggs!**

## STANDARDS

### SCIENCE (1.1.1, 1.1.4, 1.1.5, 2.1.1, 3.1.3)

#### STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All students will be involved in activities that develop skill necessary to conduct scientific inquiry.

INDICATOR 1 Identify characteristics of objects.

INDICATOR 4 Ask and answer questions about objects, organisms, and events in their environment.

INDICATOR 5 Describe an observation orally or pictorially.

#### STANDARD 2 (PHYSICAL SCIENCE)

BENCHMARK 1 All students will develop skills to describe objects.

INDICATOR 1 Observe properties and measure those properties using age appropriate tools and materials.

#### STANDARD 3 (LIFE SCIENCE)

BENCHMARK 1 All students will develop an understanding of the characteristics of living things.

INDICATOR 3 Observe living things in various environments.

### MATH (1.2.3, 3.2.2D, 3.2.4)

#### STANDARD 1 (NUMBERS & COMPUTATION)

BENCHMARK 2 Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special **emphasis on place value in a variety of situations.**

KNOWLEDGE BASE INDICATOR 3 counts subsets of whole numbers from 0 through 100 both forwards and backwards

#### STANDARD 3 (GEOMETRY)

BENCHMARK 2 Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATOR 2D hotter, colder (temperature)

KNOWLEDGE BASE INDICATOR 4 selects appropriate measuring tools for length, weight, volume, and temperature for a given situation

# MISSION #3

As you walk through the Pride of the Plains exhibit, look carefully at all of the animals. Mark what you think is true for each animal below.

	Warthog	Meerkat	Lion	Hunting Dog
Eats meat		X	X	X
Eats veggies	X			
bigger than you	X		X	X
smaller than you		X		
mostly one color	X	X	X	
many colors				X
sleeps a lot	X		X	
has a tail	X	X	X	X
has claws		X	X	X
doesn't have claws	X			

What is something that ALL of these animals share/have in common?

They are all mammals, they are all warm blooded, they all have hair, they all live in Africa, they all live where it is warm, and they all have a tail, etc.

**TEACHER/LEADER:**

Your students will have to use their eyes, ears, and brains for this activity. All answers are marked with an X above. They might have trouble with what the meerkat and warthog eat, but if you ask them questions (e.g. Would a warthog eat grass or a lion?) you should be able to steer them in the right direction.

# STANDARDS

## SCIENCE (1.1.1, 1.1.4, 2.1.1, 2.1.3, 3.1.3)

### STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All students will be involved in activities that develop skills necessary to conduct scientific inquiry.

INDICATOR 1 Identify characteristics of objects

INDICATOR 4 Ask and answer questions about objects, organisms, and events in their environment.

### STANDARD 2 (PHYSICAL SCIENCE)

BENCHMARK 1 All students will develop skills to describe objects.

INDICATOR 1 Observe properties and measure those properties using age appropriate tools and materials.

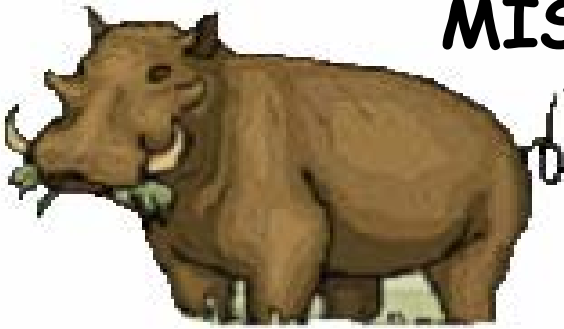
INDICATOR 3 Separate or sort a group of objects or materials by properties.

### STANDARD 3 (LIFE SCIENCE)

BENCHMARK 1 All students will develop an understanding of the characteristics of living things.

INDICATOR 3 Observe living things in various environments.





# MISSION #4



Warthogs!

How many do you see?

I see 2 (two) warthog(s).

Use your binoculars to watch closely and see what the warthogs are doing! Draw a  if they're sleeping, a  if they are in the mud, a  if they are eating, and a  if they are doing anything else. Watch them for four minutes and record what they are doing every minute.

(Example     )

1 minute \_\_\_\_\_ 2 minutes \_\_\_\_\_ 3 minutes \_\_\_\_\_ 4 minutes \_\_\_\_\_

Look at your thermometer and see what the temperature is currently.

The temperature is 60°F.

Some people think the warthog is a funny looking animal. Write down some words to describe the warthogs (e.g. brown & cute).

*(ugly, pig-like, hairy, smelly, dirty, sharp teeth, muddy, sleepy, lazy)*

**TEACHER/LEADER:**

We have two female/girl warthogs in this exhibit. They should be out on exhibit, but it does depend on the weather. More than likely you will find them laying in the mud/water just resting or sleeping. The students will have to do some observations of the warthogs for several minutes during this mission. NOTE: The warthog is not often called a "beautiful" animal—but it depends on who's describing them—have your students write down as many descriptive words as they can while they wait to make observations.



## STANDARDS

### SCIENCE (1.1.1, 1.1.3, 1.1.4, 1.1.5, 3.1.3)

#### STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All students will be involved in activities that develop skills necessary to conduct scientific inquiry.

INDICATOR 1 Identify characteristics of objects

INDICATOR 3 Use appropriate materials and tools to collect information.

INDICATOR 4 Ask and answer questions about objects, organisms, and events in their environment.

INDICATOR 5 Describe an observation orally or pictorially.

#### STANDARD 3 (LIFE SCIENCE)

BENCHMARK 1 All students will develop an understanding of the characteristics of living things.

INDICATOR 3 Observe living things in various environments.

### MATH (1.2.3, 2.1.1B, 2.1.2H, 3.2.2D)

#### STANDARD 1 (NUMBERS AND COMPUTATION)

BENCHMARK 2 Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.

KNOWLEDGE BASE INDICATOR 3 counts subsets of whole numbers from 0 through 100 both forwards and backwards

#### STANDARD 2 (ALGEBRA)

BENCHMARK 1 Patterns—The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATOR 1B uses concrete objects, drawings, and other representations to work with types of patterns growing (extending) patterns

KNOWLEDGE BASE INDICATOR 2H uses the following attributes to generate patterns: things related to size, shape, color, texture, or movement

#### STANDARD 3 (GEOMETRY)

BENCHMARK 2 Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATOR 2D hotter, colder (temperature)

# MISSION #5

## Lions!



How many lions do you see?

Draw a picture of one on the back of this piece of paper. Two (2)

During the day, lions sleep a lot more than us. Can you figure out how much more they sleep than you?

I sleep 8 (eight) hours in a day. A lion sleeps 20 hours in a day. How much longer does a lion sleep? 20-8 = 12 hour more, or 8 + X = 20 hrs.

Grab the thermometer out of your pack. Is it closer to **(COLD)** 40°F, 60°F, 80°F, or 100°F **(HOT)?** (circle one)



Can you tell the difference between the boy and girl lion? What are two ways they look different?

Boy lions are larger and have a mane of hair around their neck

### TEACHER/LEADER:

We did have three lions in the past—two females and one male. One female was sent to Garden City in January 2003. We now have one female (Nemesis) and one male (Majola). The lions usually hang around the viewing window on the rocks during the colder months (the rocks are heated). During the summertime, Majola is on Pride Rock (large rock in the center of the exhibit) or if it's really hot they try to get in the shade. NOTE: Lions are very lazy, just like housecats—they will sleep up to 20 hours a day (so don't be surprised if they're sleeping)!

## **STANDARD**

### **SCIENCE (1.1.1, 1.1.3, 1.1.4, 3.1.3)**

#### **STANDARD 1 (SCIENCE AS INQUIRY)**

**BENCHMARK 1** All students will be involved in activities that develop skills necessary to conduct scientific inquiry.

**INDICATOR 1** Identify characteristics of objects

**INDICATOR 3** Use appropriate materials and tools to collect information.

**INDICATOR 4** Ask and answer questions about objects, organisms, and events in their environment.

#### **STANDARD 3 (LIFE SCIENCE)**

**BENCHMARK 1** All students will develop an understanding of the characteristics of living things.

**INDICATOR 3** Observe living things in various environments.

### **MATH (1.2.3, 1.4.6B, 2.2.2, 3.2.2D)**

#### **STANDARD 1 (NUMBERS AND COMPUTATION)**

**BENCHMARK 2** Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.

**KNOWLEDGE BASE INDICATOR 3** counts subsets of whole numbers from 0 through 100 both forwards and backwards

**BENCHMARK 4** Computation -- The student models, performs, and explains computation with whole numbers using concrete objects in a variety of situations.

**KNOWLEDGE BASE INDICATOR 6B** subtracts two-digit whole numbers without regrouping using concrete objects

#### **STANDARD 2 (ALGEBRA)**

**BENCHMARK 2** Variable, Equations, and Inequalities—The students solves addition and subtraction equations using concrete objects in a variety of situations.

**KNOWLEDGE BASE INDICATOR 2** finds the unknown sum or difference of the basic facts using concrete objects

#### **STANDARD 3 (GEOMETRY)**

**BENCHMARK 2** Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

**KNOWLEDGE BASE INDICATOR 2D** hotter, colder (temperature)

# MISSION #6

## Hunting Dogs!

I see 4 (four) hunting dog(s).

How many different COLORS do you see on the hunting dogs' fur? What colors are they?

Draw a picture of one on the back of this paper.

Why do you think the hunting dog(s) have such BIG ears?

So they can listen for prey when hunting, and communicate with each other over long distances.



You have seen a lot of animals on your journey today! Can you count how many animals you have seen?

MEERKATS 8 (eight).

+

WARTHOGS 2 (two) (10 total animals)

+

LIONS 2 (two) (12 total animals)

+

HUNTING DOGS 4 (four) (16 total animals)

= 16 (sixteen) ANIMALS.

### TEACHER/LEADER:

Sedgwick County Zoo has four African hunting dogs (sometimes called African wild dogs) and they are all brothers from one litter. It may be hard to believe, but the keepers can tell them apart very easily by looking at their markings. Just like zebras and tigers, no two hunting dogs have the exact same markings. If it is a hot day, the hunting dogs will probably be laying down in back of the exhibit by the rocks—in the cool shade. **NOTE:** If you see the dogs "fighting" don't be alarmed, most of the time they are just playing.

## **STANDARDS**

### **SCIENCE (1.1.1, 1.1.4, 3.1.3)**

#### **STANDARD 1 (SCIENCE AS INQUIRY)**

**BENCHMARK 1** All students will be involved in activities that develop skills necessary to conduct scientific inquiry.

**INDICATOR 1** Identify characteristics of objects

**INDICATOR 4** Ask and answer questions about objects, organisms, and events in their environment.

#### **STANDARD 3 (LIFE SCIENCE)**

**BENCHMARK 1** All students will develop an understanding of the characteristics of living things.

**INDICATOR 3** Observe living things in various environments.

### **MATH (1.2.3, 1.4.6A)**

#### **STANDARD 1 (NUMBERS AND COMPUTATION)**

**BENCHMARK 2** Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.

**KNOWLEDGE BASE INDICATOR 3** counts subsets of whole numbers from 0 through 100 both forwards and backwards

**BENCHMARK 4** Computation—The student models, performs, and explains computation with whole numbers using concrete objects in a variety of situations.

**KNOWLEDGE BASE INDICATOR 6A** adds whole numbers with sums through 99 without regrouping

## READING STANDARDS (for entire booklet)

STANDARD 1 (READING) The student reads and comprehends text across the curriculum.

BENCHMARK 1 The student uses skills in alphabets to construct meaning from text.

INDICATOR 3 Identifies and distinguishes between letters, words, and sentences.

INDICATOR 6 Uses knowledge of letter-sound correspondences when reading unknown words.

BENCHMARK 2 The student reads fluently.

INDICATOR 1 Applies concepts of print when reading (e.g. front-to-back, top-to-bottom, left-to-right, capitalization).

INDICATOR 2 Uses knowledge of conventions (e.g. periods, question marks, exclamation points, commas, quotation marks, parentheses, apostrophes) to read fluently at instructional or independent reading levels.

INDICATOR 4 Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.

BENCHMARK 3 The student expands vocabulary.

INDICATOR 2 Determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.

INDICATOR 5 Determines meaning of words through knowledge of word structure (e.g. base words, compound nouns, contractions, inflectional endings).

BENCHMARK 4 The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

INDICATOR 1 Recognizes the differences between narrative, expository, and technical texts. (2<sup>nd</sup>)

INDICATOR 2 Locates and discusses text features (e.g. title, illustrations, graphs and charts, boldface type, italics, etc.) to understand information.

INDICATOR 3 Uses pictures, content, and prior knowledge to make predictions.

INDICATOR 4 Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after listening to or reading text.

INDICATOR 5 Uses illustrations, text, and prior knowledge to make inferences and draw conclusions.

INDICATOR 6 Develops awareness and identifies text structure (e.g. sequence, problem-solution, comparison-contrast, description, and cause-effect).

INDICATOR 10 Uses words and pictures to write a retelling providing the important events and main ideas from a narrative and expository texts.

(STANDARD 2 DEALS WITH EXHIBIT GRAPHICS)

STANDARD 2 (LITERATURE) The student responds to a variety of text.

BENCHMARK 1 The student uses literary concepts to interpret and respond to text.

INDICATOR 2 Identifies and describes setting.

INDICATOR 3a Uses words and/or pictures to write a retelling providing the character(s) setting, problem and resolution of narrative text.

STANDARD 4 (RESEARCH) The student applies reading and writing skills to demonstrate learning.

BENCHMARK 1 The student uses effective research practices.

INDICATOR 2 Asks questions about a topic being studied or an area of interest.

INDICATOR 4 Locates, with guidance, appropriate information (e.g. print and non-print).

INDICATOR 5 Records information.

INDICATOR 6 Organizes and shares information.

INDICATOR 7 Selects relevant information.

BENCHMARK 2 The student uses ethical research practices.

INDICATOR 2 Expresses information in own words using complete sentences.