

# **THE CASE OF THE CRAZY COVERINGS**

## **San Diego Zoo's Wild Animal Park**

### **Education Department**

#### **Pre K and Kindergarten Self-Guided Tour**

**Grade Level:** Pre K and K

**National Benchmarks:**

Science: NS.K-4.3, NS.K-4.7

Language Arts: NL-ENG.K-12.4, NL-ENG.K-12.12

Mathematics: NM-NUM.PK-2.1

**California Content and Performance Standards:**

Science: 2.a, c, 4.a, b, c, d, e

Written and Oral English Language Conventions: 1.1

Listening and Speaking: 1.1, 1.2, 2.1, 2.2 (if students help read the rhymes), 2.3

Number Sense: 1.2, 1.3

Measurement and Geometry: 1.1, 2.2

Statistics, Data Analysis, and Probability: 1.2

Theater: - 5.1

Visual Arts: – Pre K: 1.1, 1.2, 1.3, 2.6,

**NAEYC Standards:**

2.G.02, 2.G.03, 2.G.06, 2.G.07, 2.G.08

**Objectives:**

- Students will learn about body coverings and animal groups.
- Students will visit several animal exhibits throughout the Park.
- Students will share what they've learned with family and friends.

**Summary:**

“The Case of the Crazy Coverings” Self-Guided School Program offers a fun and engaging learning adventure for Preschool and Kindergarten students. Investigatory activities and riddles allow teachers an easy and interactive way to lead their students through the Park and visit several interesting animals as they explore body coverings and animal groups.

**Pre-visit activities:** One to two class periods

**Program Time:** *Variable, based on time available for the visit; minimum of 1 hour and up to 2 hours. The scavenger hunt can be stopped at any time based on the needs*

*of the group. To end the hunt, just read the final rhyme. Also note that animals can be skipped based on time limitations or group interest. Following the clues in this order will provide the least amount of back-tracking.*

**Post-visit activities:** One to two class periods

**Materials:**

- Self-guided material packet with pictures of African animals (examples listed within the procedure section), illustrations and maps
- Teachers may opt to bring reproducible coloring sheets, crayons and clipboards

**Resources:**

Books:

- *National Geographic Animal Encyclopedia* published by the National Geographic Society
- *The Encyclopedia of Animals* published by Fog City Press
- *The Natural World of Bugs and Insects* by Ken & Rod Preston-Mafham

Web Sites:

- San Diego Zoo  
[www.sandiegozoo.org](http://www.sandiegozoo.org)

**Procedure:**

1. *Teachers should conduct pre-visit activities in class, prior to the Wild Animal Park visit.*
2. *Prior to entering the Park, teachers will review self-guided rules for school groups.*
3. *Teachers will use the self-guided materials packet to lead their students on a journey throughout the Park.*
4. *Teachers should conduct post-visit activities in their classroom within one week of the visit to the Wild Animal Park.*

**Pre-Park Introduction:**

*Teachers should read the following before entering the Park.*

Thank you for visiting the Wild Animal Park!  
Please keep it clean and leave no mark.  
Today you are sure to have lots of fun.  
Animals are exciting, but try not to run.

We've given your teachers a great game to play,  
With instructions for you-so listen up; don't delay!  
Today we are learning about body coverings,  
So look closely at each animal and you'll be discovering

Amazing colors, patterns, and textures of all kinds.  
If you watch the animals quietly, they won't mind.

## **Introduction Inside the Wild Animal Park:**

*Teachers – read this once inside the Park.*

If it is a world of African animals you seek,  
You're in the right place – it won't take you all week.

*Show the students the map of the world, and point out where we live. Next, point out to the students the continent of Africa. Talk about how long it would take if we were really traveling from here to Africa, which is almost half way around the Earth! (25 hours to two days!). Show several pictures of African animals (lions, elephants, gorillas, cheetahs, rhinos, flamingos). Ask students to name the animal as you hold up each picture. Explain that there are many different kinds of animals in Africa, and many of them look very different than the ones they just saw in the pictures. Segue into the next rhyme by telling the students there is a lot we don't know about Africa – there are many more animals there than just lions and giraffes, so let's learn something new.*

Three animal groups are what we're looking for today.  
Can you find these mystery animals while we play?  
The first animal you are searching for is covered with scales,  
But it lives on land and has a very long tail.  
Head towards the Animal Care Center to explore  
A group of animals that look like dinosaurs.

*Head towards the Animal Care Center, making a few stops along the way in search of scales & tails. At each exhibit, stop and explore what that animal's body covering is and anything else that's interesting about the animal. Focus on the letter at the beginning of each animal's name. Look for colors & patterns, count the number of animals in each exhibit, and count how many legs each one has. Listen for animal sounds, and have students (quietly) imitate the sounds that they hear. Once the students find the Nile monitor, let them look for a few moments and then read the following:*

### **Nile Monitor:**

Good job! You have found me. I live near a river called the Nile.  
I'm in a group of animals that are called REPTILES!  
My cousins are turtles, snakes, crocodiles, and alligators.  
If you are lucky, you might see, one of them later.  
We have a lot in common, like cold-bloodedness and scales.  
Specifically I'm a lizard with a really long tail.

It helps me protect myself – I can give a good lashing  
And sharp claws I use for climbing, digging, and slashing.  
I stick out my forked tongue to help me smell and find food.  
I can swim; I can climb, and run fast when in the mood.  
Look carefully at my scales. What colors do you see?  
If you were a reptile, what color would you like to be?

*Spend a few minutes having the kids think about what color they might want to be if they were a reptile. Would they want to have spots or stripes, speckles or lines, blotches or patches, etc? Then move on with the following:*

Thank you for visiting the Animal Care Center!  
Are you excited to continue your animal adventure?  
More animals you seek, specifically two types.  
One is brightly colored, and the other has stripes.  
Be on the lookout for fur and feathers.  
Body coverings help animals in all kinds of weather.

*Before continuing on, read the next clue. Let the students make a couple of guesses, then start walking towards the next animal.*

### **Scavenger Hunt Animal Rhymes:**

I'm related to a pig, and that's no joke.  
My fur is red; I'm not the prettiest bloke.  
White tusk-like teeth help me root around  
For yummy food I find in the ground.  
I usually walk and sometimes jog.  
Have you found me yet? I'm the red river \_\_\_\_\_. (HOG)

*Count the legs of the red river hog together, and count the number of animals in the exhibit. Ask students if it is a reptile and ask them to explain why or why not (and help them get to the correct answer by reminding them to look at the body covering, and that reptiles have scales).*

*Walk the group over to the Hidden Jungle. Before entering, read the next clue:*

In the cave you're sure to see,  
Creepy crawly creatures with lots of knees.  
Insects have six legs, spiders have eight.  
But none of them have bones to keep them straight.  
Their body covering is a crunchy shell.  
A skeleton on the outside that protects them well.

*Bring the group into the Crevasse (cave) area. (You may need to break the group up a bit as the area is tight with large groups).*

*Point out all of the invertebrates that are from Africa, and pull out the world map to remind them where that is. Ask if they know of any similar animals here in California. Compare and contrast the invertebrates to birds and reptiles, specifically noting their body coverings and movements.*

*Read the next clue:*

Another animal group has moist, wet skin.  
If you tried to eat them, you would not win.  
Their skin is poisonous and would make you sick.  
So don't even touch them or give them a lick!  
Repeat this animal group's name if you can.  
It's a big word. Ready? AMPHIBIAN

Find the poison dart frogs. These frogs are not from Africa, but live in rainforests like the rainforests in Africa. Instead of frogs, guess what lives in African rainforests? Gorillas!!

*Show photos of amphibians from Africa such as the clawed frog and the goliath frog. Talk about how the bright colors of the poison frogs let other animals know 'DANGER! DANGER!' Ask students what they think would happen if you tried to trick other animals with warning colors but you weren't really poisonous. Review body coverings they have seen so far – scales, fur, crunchy skeletons on the outside, and moist skin.*

*Before moving into the aviary portion of the Hidden Jungle, read the next clue.*

In the Hidden Jungle, please try to find  
Any beautiful creature of the feathered kind.  
We all have wings with which we fly.  
Some prefer the ground, the trees, or the sky.  
We're not reptiles, our group starts with the letter 'B'.  
What kind of animals are we? We are called BIRDS!

*Ask students to count each bird's wings and feet, as well as how many birds they see. Compare the birds to the reptiles – talk about their scaly feet and their feathers, different mouths, body shapes, etc.*

*Exit the Hidden Jungle in the direction of the Village (where you just came from) Read the next clue:*

On your way, please try to find,  
A land animal of the largest kind.  
I'm grey and wrinkly, and my nose rhymes with 'junk',  
My super long nose is called a \_\_\_\_\_.  
What animal am I? ELEPHANT

*Take the road down the hill and under the bridge. Cross the road, turn right, and walk about 30 feet up the road.*

*Ask students to tell you the differences between the African and Asian elephants by comparing and contrasting what they see. Instruct students to count how many of each type of elephant they see. Ask students to count how many total elephants they see, and then reiterate by reciting their two previous numbers and adding them together. Talk about elephants' body covering, and ask the students to look very closely for feathers or hairs – this is a clue to which animal group elephants belong.*

*Read the next clue:*

The next animal on your journey is the color tan.  
In Hollywood, we have many fans.  
I don't live in the jungle, but they call me king.  
Our girls find our food, which to us they bring.  
I sleep and I sleep and I sleep some more.  
And to talk and to scare I like to \_\_\_\_\_.  
What animal am I? LION

Head down the hill towards the balloon. Lion Camp is located close by.

*Have students use the graphics at Lion Camp to compare their own hands to a lion's paw print, and their teeth to a lion tooth. Ask students what type of body covering a lion has and how to tell the boys from the girls. Review mammal characteristics, and introduce the word 'camouflage.'*

*If the group is tired or your time is short, stop the scavenger hunt here. You can take the Great Rift Lift elevator (located across from the balloon) back up to the village level. The remaining portion of the scavenger hunt will take approximately one hour and will cover about the same distance your group has traveled so far. Exit Lion Camp towards the Heart of Africa, passing Simba Station along the way. Once the group has passed the restrooms, gift shop, and restaurant and has reached the grassy area, read the next clue.*

Look for tracks on the ground.  
The cat-like ones will help me be found.

I have white fur, tan fur, and spots of black.  
And a little mohawk from neck to back.  
Black streaks mark my face to keep the sun out of my eyes.  
And a long tail helps me balance when I run to the side.  
What animal am I? CHEETAH

Bring group over to the cheetah exhibit.

*Talk about the cheetah's body covering and coloration, and discuss how these help the cheetah survive. Count the number of cheetahs they can find. Instruct students to count one cheetah's spots, and see how many they can "spot." high they can get.*

Read the next clue:

Have you found the very long word,  
That starts with an 'F' and describes this bright bird?  
On long legs we stand with water all around.  
With our strange beaks we eat and drink upside-down!  
Our webbed foot paddles are really neat.  
And our bright colors can't be beat!  
What animal am I? FLAMINGO

*Head to the flamingos. Once there read the following rhyme:*

You've found a member of our next animal group!  
Flamingos are birds, and what you smell is their poop!  
All birds have feathers, and they all lay eggs.  
But their beaks are all different and so are their legs.  
Birds come in all different colors, shapes and size.  
Some live alone, in pairs, or colonize.  
Some make funny noises, whistle, or sing.  
Build nests on the ground or in trees, like to walk or to fly on the wing.  
Whatever bird you see above or below  
If it has feathers, it's a bird for sure you know.

*Stop to count the flamingos. Ask students to find the one-legged flamingos, and explain that they all have two legs, but they are hiding one leg to help keep warm*

*Before departing flamingos, read the next clue:*

Your last animal is close at hand.  
It starts with the letter 'O' and lives on land.  
With stripes like a zebra, don't be tricked!  
It has a super long tongue with which to be licked.

Its closest relative has the longest neck you've ever seen.  
Its tongue is long and purple to eat and to clean.  
Look for bumps on its head and fur of velvety brown  
And you will find the coolest mammal around.

*Play 'I Spy With My Little Eye...' in search of an animal with fur of velvet brown, stripes, and a long tongue. Stop at each exhibit to count animals, check out body coverings, and talk about what letter each animal's name starts with.*

WARTHOG:

Eye spy with my little eye something that has thick brown skin, shaggy hair, and big teeth!

BAT-EARED FOX:

I spy with my little eye a furry animal with great big ears!

ABYSSINIAN GROUND HORNBILL:

I spy with my little eye a big black bird with a bright (blue or red) neck and long eyelashes!

SECRETARY BIRD:

I spy with my little eye a tall grey bird with super long legs, a sharp beak, and funny feathers on its head!

*Read the next clue once you have reached the okapi exhibit*

Hooray! You have found me! Okapi's my name.  
Thank you for playing this really fun game!  
I am a mammal just like you.  
I breathe air and have short hair too.  
I'm warm-blooded, and my babies drink milk.  
But my hair is fur that's as soft as silk.  
Those things and more make me a mammal,  
Along with cats, bears, deer, and even the camel!

*Spend a few moments watching the okapi, looking at its characteristics and adaptations, and talk about why it is related to a giraffe and not a zebra – it's not so much what's on the outside that's important; it's what's on the inside.*

Now you know the difference between reptiles, mammals, and birds.  
Hopefully you've also had fun with all of our rhyming words.  
Now that you know more about the animals at the Park,  
We hope that in you we have lit a spark.  
Whatever you do and wherever you go,

Think of how to help our numbers grow.  
Reduce, Reuse, Recycle, and Respect  
Are all ways to keep our homes from being wrecked.  
You can make a difference the more you learn and care  
About the amazing creatures on this Earth that we all share.

*Talk about what each of the 4 R's mean and how they can help by doing simple things every day. Empower them to help all of the animals they met today.*

*Congratulate the students for using their senses so well to help find all of the mystery animals. Review the three animal groups that they learned about, and continue the learning journey throughout the Park.*

### **Pre-Visit Activities:**

1. Explore creature colors using books, pictures, and the Wild Animal Park's Web site. Ask the students to describe the colors they see on the animals? . Which animals have more colors: ones with fur, ones with feathers, or ones with scales? (Answer: feathers or scales (fish more colorful than reptiles))
2. Safari sounds: Have students think of animals they might see during their visit to the Wild Animal Park, then have them try to make those animal sounds. Some examples are:
  - Elephants
  - Lions
  - Tigers
  - Zebras (horses)
  - Ankole cattle (cows)
  - Parrots
  - Warthogs (pigs)
  - Bat-eared foxes (dogs)
  - Or other animals discovered during activity number one.

### **Post-Visit Activities:**

1. Students can draw or create their own amazing animals using what they have learned paired with their imaginations, using the attached worksheet. The teacher or parent can ask the students these questions and fill in the blanks for them, or have each student present their animal to the class, and the teacher can ask each child the listed questions. (assessment activity)
2. Animal alphabet: Name an animal whose name starts with each letter of the alphabet.

By Tammy Rach Sept 08  
Updated 11/18/08  
By Andy S.

My name is: \_\_\_\_\_

| My favorite animal at the Wild Animal Park is: \_\_\_\_\_

*Draw your favorite animal below.*



My animal's body covering is \_\_\_\_\_.

That makes it a \_\_\_\_\_.

Its color is \_\_\_\_\_.

My animal has \_\_\_\_\_ to help it move.

The way it moves is to use its \_\_\_\_\_ to \_\_\_\_\_.

It has \_\_\_\_\_ to help it catch food,

and \_\_\_\_\_ to help it eat its food.

