



Grades K-3 Education Programs

Our mission: to provide close-up animal experiences which inspire connections to wildlife and action toward conservation in our region and around the world.

Whether your class comes to the zoo or the zoo comes to you, our programs are sure to inspire student learning and add "life" to your curriculum! Zoo programs support Minnesota and Wisconsin State Science Standards (listed below) and include live animals, interactive activities, and natural artifacts such as feathers, furs and skulls. Groups larger than 30 people will be split into multiple groups. Costs listed below are in addition to zoo admission. There is no additional program fee for adults attending programs with a student group. Programs with the z symbol are also available as Zoomobile programs in your classroom (program length and fee will be different).

Book a program by contacting Jessamy at jschwartz@lszoo.org or 218-730-4500 ext. 205.

Attention 3rd grade teachers: More programs available for 3rd grade are described in the "Grades 3-5 Education Programs" listing on our website!

Program Title	Description	Length	Fee
Animal Adaptations z	From deserts to tropical rainforests, students will discover what adaptations animals have that help them survive in some incredible natural places.	1 hour	Add \$2.00 per student (\$35 min.)
<u>Minnesota</u> 0.4.2.1.1. Observe a natural system or its model, and identify living and nonliving components in that system. 1.4.2.1.1. Recognize that animals need space, water, food, shelter and air. 1.4.2.1.2. Describe ways in which an animal's habitat provides for its basic needs. 2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.			
<u>Wisconsin</u> B.4.4 List the components of an ecosystem, including the qualities of a healthy habitat (EE) B.4.6 Cite examples of how different organisms adapt to their habitat (EE) C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S) C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S) F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive (S) F.4.2. Investigate how organisms, especially plants, respond to both internal cues and external cues (S) F.4.4 Using the science themes, develop explanations for the connections among living and nonliving things in various environments (S)			
Animal Life Cycles z	Who hatches from an egg? Who sheds their skin? Students will explore the stages an animal goes through after being born, and how they must learn and develop skills and behaviors in order to survive.	1 hour	Add \$2.00 per student (\$35 min.)
<u>Minnesota</u> 1.1.3.1.1. Observe that many living and nonliving things are made of parts and that if a part is missing or broken, they may not function properly. 1.4.3.1.1. Demonstrate an understanding that animals pass through life cycles that include a beginning, development into adults, reproduction and eventually death. 1.4.3.1.2. Recognize that animals pass through the same life cycle stages as their parents.			

2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.
 3.4.3.2.1. Give examples of likenesses between adults and offspring in plants and animals that can be inherited or acquired.
 3.4.3.2.2. Give examples of differences among individuals that can sometimes give an individual an advantage in survival and reproduction.
Wisconsin
 C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S)
 C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S)
 F.4.3 Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type (S)
 F.4.4 Using the science themes, develop explanations for the connections among living and nonliving things in various environments (S)

Program Title	Description	Length	Fee
<p>Bats in Our Backyard z</p> <p><u>Minnesota</u> 0.4.1.1.2. Identify the external parts of a variety of plants and animals including humans. 1.4.1.1.1. Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors. 3.4.1.1.2. Identify common groups of plants and animals using observable physical characteristics, structures and behaviors. 3.4.3.2.2. Give examples of differences among individuals that can sometimes give an individual an advantage in survival and reproduction. <u>Wisconsin</u> C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S) C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S)</p>	<p>Stay up all night, sleep all winter, eat insects—learn what it’s like to be a bat! We’ll visit with Webber the African fruit bat while learning about how important bats are in our own backyard. Each student will receive a free activity book and pencil!</p>	<p>1 hour</p>	<p>Add \$2.00 per student (\$35 min.)</p>
<p>Creature Categories z</p> <p><u>Minnesota</u> 0.4.1.1.1. Observe and compare plants and animals. 0.4.1.1.2. Identify the external parts of a variety of plants and animals including humans. 0.4.1.1.3. Differentiate between living and nonliving things. 1.1.3.1.1. Observe that many living and nonliving things are made of parts and that if a part is missing or broken, they may not function properly. 1.4.1.1.1. Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors. 2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others. 3.4.1.1.1. Compare how the different structures of plants and animals serve various functions of growth, survival, and reproduction. 3.4.1.1.2. Identify common groups of plants and animals using observable physical characteristics, structures and behaviors. <u>Wisconsin</u> B.4.6 Cite examples of how different organisms adapt to their habitat (EE) C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S) C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S) F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive (S) F.4.2. Investigate how organisms, especially plants, respond to both internal cues and external cues (S) F.4.4 Using the science themes, develop explanations for the connections among living and nonliving things in various environments (S)</p>	<p>Furry or scaly, feathered or slimy—we can see and feel many similarities and differences between animals! Students will discover how scientists sort animals into groups based on how they look and behave.</p>	<p>1 hour</p>	<p>Add \$2.00 per student (\$35 min.)</p>

Program Title	Description	Length	Fee
<p>Insect Investigation z</p> <p><u>Minnesota</u> 0.4.1.1.2 Identify the external parts of a variety of plants and animals including humans 1.1.1.1.1 When asked "How do you know?", students support their answer with observations 1.1.3.1.1 Observe that many living and nonliving things are made up of parts and that if a part is missing or broken, they may not function properly 1.4.1.1.1 Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors 2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others. 3.4.1.1.1. Compare how the different structures of plants and animals serve various functions of growth, survival, and reproduction. 3.4.1.1.2. Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.</p> <p><u>Wisconsin</u> B.4.6 Cite examples of how different organisms adapt to their habitat (EE) C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S) C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S) F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive (S) F.4.3 Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type (S)</p>	<p>Get a close look at live insects and other invertebrates. Hands-on activities will allow students to investigate insect characteristics and the important role they play in our world.</p>	<p>1 hour</p>	<p>Add \$2.00 per student (\$35 min.)</p>
<p>Nocturnal Animals z</p> <p><u>Minnesota</u> 0.4.1.1.1. Observe and compare plants and animals. 0.4.1.1.2. Identify the external parts of a variety of plants and animals including humans. 1.4.1.1.1. Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors. 2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others. 3.4.1.1.1. Compare how the different structures of plants and animals serve various functions of growth, survival, and reproduction. 3.4.1.1.2. Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.</p> <p><u>Wisconsin</u> B.4.6 Cite examples of how different organisms adapt to their habitat (EE) C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S) C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S) F.4.2. Investigate how organisms, especially plants, respond to both internal cues and external cues (S)</p>	<p>Students will discover why some animals stay awake at night and what adaptations they have that help them survive.</p>	<p>1 hour</p>	<p>Add \$2.00 per student (\$35 min.)</p>
<p>Animal Care</p> <p><u>Minnesota</u> 0.4.1.1.3. Differentiate between living and nonliving things 1.4.2.1.1. Recognize that animals need space, water, food, shelter and air. 1.4.2.1.2. Describe ways in which an animal's habitat provides for its basic needs.</p> <p><u>Wisconsin</u> F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive (S) F.4.2. Investigate how organisms, especially plants, respond to both internal cues and external cues (S)</p>	<p>Students will learn how zookeepers care for the animals and what it takes to keep them healthy. Activities include caring for barn animals, taking a peak behind the scenes, preparing diets, and meeting animals up close!</p>	<p>1.5 hours</p>	<p>Add \$2.50 per student (\$45 min.)</p>

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<p>Raptors z</p> <p><u>Minnesota</u> 0.4.1.1.1. Observe and compare plants and animals. 0.4.1.1.2. Identify the external parts of a variety of plants and animals including humans. 1.4.1.1.1 Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors 2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others. 3.4.1.1.1. Compare how the different structures of plants and animals serve various functions of growth, survival, and reproduction. 3.4.1.1.2. Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.</p> <p><u>Wisconsin</u> B.4.6 Cite examples of how different organisms adapt to their habitat (EE) C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S) F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive (S)</p>	<p>Close encounters with birds of prey provide a memorable experience to learn about bird adaptations and ecological concepts.</p>	<p>1 hour</p>	<p>Add \$2.00 per student (\$35 min.)</p>
<p>Guided Zoo Tour</p>	<p>An experienced tour guide will take your group on a tour around the zoo while sharing stories and “behind the scenes” information about our animals. Groups larger than 15 people will be split into multiple groups. Optional add-on: Animal Encounter – Meet three of our outreach animals during a 30-minute animal encounter after the tour.</p>	<p>1.5 - 2 hrs</p>	<p>Add \$2.50 per student (\$45 min.) Add Animal Encounter for an extra \$1.00 per student</p>