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ZAP!

Zoo Activity Packet

Related to Reptiles

A Teacher's Resource Packet
for Grade 2

Related to Reptiles

ZAP!

Zoo Activity Packet

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Related to Reptiles Zoo Activity Packet
Learning Objectives

The worksheets and activities in this Zoo Activity Packet are suggested to help students learn that:

1. Reptiles are a class of animals sharing certain characteristics: dry, scaly, skin; cold-blooded, vertebrate; usually laying eggs with a leathery shell.

2. Reptiles and dinosaurs have characteristics which are similar.

3. Animals may become extinct for many reasons. Overhunting and loss of habitat are two examples. Dinosaurs may have become extinct due to a sudden change in the earth's temperature or a catastrophic event.

Background Information for the Teacher

Dinosaurs

Dinosaurs were reptiles that roamed the earth for millions of years. Dinosaurs ranged from the size of a four-story building to the size of a rabbit. In Greek, dinosaur means "terrible lizard." These reptiles became extinct long before there were any people living on earth.

After the dinosaurs died, their bones were left untouched for millions of years. Recently, scientists began to discover large bones and fossils buried in rocks and in many parts of the world. Scientists were able to assemble the bones into complete skeletons, then to make models of how the dinosaurs might have looked. Scientists know that dinosaurs existed, but they are not sure exactly how they looked. Our concept of dinosaurs is based only on the fossils that have been found. No one has ever seen a real dinosaur!

Scientists who have studied the fossils have many different ideas about why dinosaurs became extinct, but no one knows exactly why. Some believe their extinction was due to a temperature change on the earth. Plant-eating dinosaurs may not have had enough to eat when the winters turned cold and the swamps became dry land. Dinosaurs were probably cold-blooded. Like the reptiles of today, their body temperature fluctuated with the changes in temperature in their environment.

Another theory holds that an asteroid crashed into the earth causing a great cloud of dust. The dust may have blocked the suns rays to such an extent that plants, which were the food source of many dinosaurs, died. Many animals today, like the birds, migrate when their food source dies, but the dinosaurs were too large, and possibly too clumsy, to do that. As the plant-eating dinosaurs died, the meat-eaters' food source was cut off, and they began to die, too.

Some paleontologists (scientists who study fossils) think the earth may have become too warm for the dinosaurs. Volcanic eruptions may have destroyed part of the earth's atmosphere, letting in too many of the sun's hot rays. Scientists still have much to learn about dinosaurs and the way they lived. New technologies are helping scientists discover more about dinosaurs every day.

REPTILES

There are five types of reptiles living today: turtles, lizards, snakes, crocodilians, and the tuatara. All reptiles have a backbone, breathe with lungs, and have dry, scaly skin. Reptile eggs are covered with a leathery shell that prevents them from drying out. The development of this type of egg allowed reptiles to live away from water, unlike amphibians, whose jelly-covered eggs must be laid in moist places. Reptiles must shed their skin in order to grow. This also helps rid the reptile of parasites and mites.

Turtles

The turtle is the only reptile that carries its "house" on its back. The shell is soft when the turtle hatches, but hardens as the turtle grows. The shell is made of bone, covered by keratin (the same substance that makes up your fingernails). Most turtles, when threatened, pull their limbs and head into their shell for protection. They have no teeth, but they have a horny beak-like structure to tear their food apart. The Tornier's

tortoise of Africa has a shell too soft to protect it from enemies. For protection, it crawls into a crack between rocks, wedging itself tightly. The Galapagos tortoise is a huge reptile, weighing over 500 pounds as an adult.

The word "tortoise" usually refers to a land-dwelling turtle, most of which are slow-moving plant-eaters. The front legs of sea turtles are modified into flippers for swimming. They feed on fish. All sea turtles are endangered.

Lizards

Lizards and dinosaurs have much in common. Bones of fossil lizards have been found in rocks formed during the period when dinosaurs were alive. Lizards usually have movable eyelids (snakes do not) and an ear opening on the side of the head. Most lizards eat insects.

There are almost 3,000 different kinds of lizards, possessing a wide array of protective devices. Geckos are small lizards which, when their tails are grabbed by a predator, can detach them by separating the tail vertebrae. Skinks hide under stones and leaves for protection. Two kinds of lizards have venom: the Mexican beaded lizard and the Gila monster.

The draco is a tiny lizard that can glide from tree to tree with the help of brightly-colored flaps of skin that stretch between its front and hind legs. The draco is camouflaged because it looks similar to a green twig.

The frilled lizard of Australia has a fold of loose skin around its neck that is erected when the lizard is threatened. The frill opens behind the lizard's head like an umbrella. By standing on its back legs and showing its teeth, the lizard intimidates its enemy.

Snakes

Snakes lack limbs, ear openings, and movable eyelids. Snakes have a special organ in the roof of their mouth called the Jacobsen's organ. Snakes "smell" molecules in the air which are picked up by the tongue and transmitted to this organ. The tongue is forked to provide a greater surface area, and is harmless. Snakes do not hear as we do. Their entire body picks up vibrations through the ground. Snakes have good eyesight.

Snakes feed on live animals. They strike at their prey and kill it either with poison or by constriction. All snakes swallow their food whole. The lower jaw of a snake is attached to the upper jaw with an elastic ligament, permitting the snake to swallow prey larger than its head.

Snakes have a freely moving rib system, hundreds of vertebrae, and large scales on the underside of their bodies. The typical snake moves by moving its body from side to side in a series of curves. The snake gains traction by pushing against exposed roots, pebbles, grass, or the ground. Boa constrictors can move in a straight line without curving their bodies; the muscles of the belly contract to move the stomach scales forward in waves.

Snakes use a variety of defense methods. The hognose snake puffs up its body, hisses and lashes its tail for protection. If this does not work, the hognose rolls over and plays dead. The ball python of Africa curls itself into a tight ball for protection. The spitting cobra can spit venom into its enemies' eyes for protection.

Crocodilians

The crocodilians include crocodiles, alligators, and gharials. Most reptiles are voiceless, but the crocodile's roar thunders through the swamps. Crocodilians have been unchanged for thousands of years. They are one of the few reptiles which, as mothers, care for their young. A mother alligator will guard her nest from predators and protect her newly hatched young by carrying them on her back.

Other Reptile Characteristics

Colors and coat patterns protect animals by helping them to blend their surroundings. The turtle's green coloring serves as camouflage. Most snakes are camouflaged.

Most reptiles retained the short legs of their amphibian ancestors, but they developed more powerful muscles for walking on land. Their legs are placed closer to the middle of the body to support their weight more carefully. Some reptiles have developed larger hindlimbs than forelimbs, giving them greater acceleration power. No reptile alive today compares in size with the large dinosaurs.

VOCABULARY

Students can be expected to understand and properly use the vocabulary words listed below:

Cold-blooded: An animal whose body temperature is controlled by the temperature of its environment. Examples: fish, amphibians, reptiles.

Dinosaur: Literally means "terrible lizard;" a group of large, extinct reptiles.

Endangered: Threatened with extinction.

Environment: One's surroundings, including all objects (plants, rocks, animals, water, etc.) and conditions (weather, temperature, humidity, etc.).

Extinct: Animals that no longer exist (such as the dinosaur).

Fossil: A remnant or a trace of an animal or plant from past geologic ages.

Habitat: Place where a plant or animal is most likely to be found; its environment.

Nocturnal: Active at night.

Predator: An animal that lives by hunting other animals for food.

Prey: An animal hunted or caught for food by a predator.

Reptile: A cold-blooded, usually egg-laying vertebrate such as a snake, turtle, lizard, crocodile, tuatara, or dinosaur; has dry scales, breathes with lungs its entire life.

Vertebrate: An animal with a backbone; includes fish, amphibians, reptiles, birds, and mammals.

Pre-Visit Activities

☞ Have the students complete the first part of the “I used to think/Now I know” activity included in this packet. This can be used as a pre-unit assessment if you wish.

☞ Make a collection of pictures of snakes, lizards, turtles, alligators, crocodiles, and dinosaurs. Label and place the pictures on the bulletin board.

☞ Describe the characteristics of reptiles. List the characteristics on chart paper and display in the classroom.

☞ Have the students classify animals as reptiles and nonreptiles by completing the “What is a Reptile?” work sheet included in this packet.

☞ Have students classify pictures of the different types of reptiles by completing the “Classifying Reptiles" work sheet in this packet.

☞ Have students make a diorama or draw a picture showing a reptile and the habitat in which it lives.

☞ Create bumper stickers by using permanent markers on contact paper.

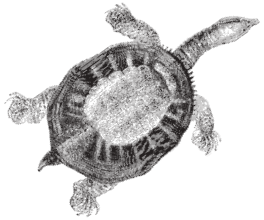
Example:

☞ Have students complete the reptile word search. Many of the reptiles listed can be found in Dr. Diversity’s Rain Forest Research Station at the Zoo's Indonesian Rain Forest exhibit. This word search is included in this packet on page 17.

☞ Use the enclosed dinosaur picture sheets to make a dinosaur dictionary. Have the children cut out dinosaur cards and glue to a larger piece of paper. The children could alphabetize each page and assemble into book form, or have the children classify the dinosaurs according to type of food eaten (plants or animals) or habitat.

☞ Have students gather facts from the library about their favorite dinosaur or reptile.

☞ Make your own dinosaur fossils using plaster of Paris. Have the children make a cast of their handprints in sand. Explain that the fossils we find of dinosaur footprints were made in a similar way long ago.



Reptiles: I Used to Think That/Now I Know That

Name_____

Draw a picture of a reptile in the box. Complete the first statement at the beginning of the reptile unit. Complete the second statement at the end of the reptile unit.

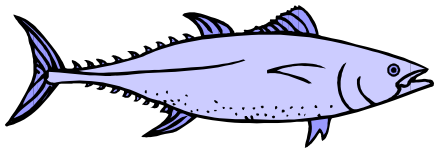
I used to think that _____ (name of pictured reptile)	Now I know that _____ (name of pictured reptile)

What is a Reptile?

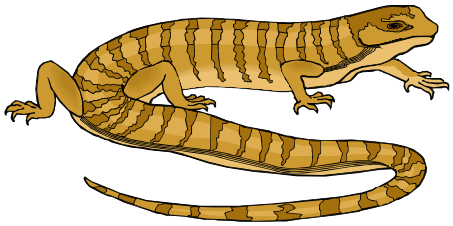
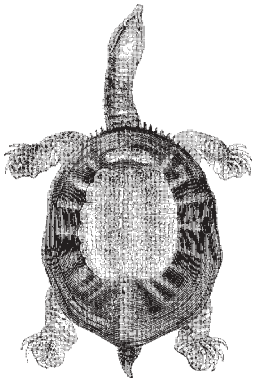
Name_____

A reptile has dry, scaly skin, a backbone, breathes air through lungs, and is cold-blooded. Turtles, lizards, and snakes are reptiles. Crocodiles and alligators are also reptiles.

Look at the pictures of the animals below. Circle the pictures of animals that are reptiles.





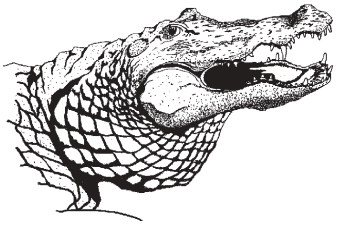
Classifying Reptiles

Name_____

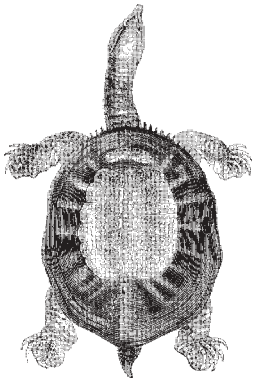
Glue pictures of reptiles in the correct categories below.

Turtles	Snakes
Lizards	Crocodilians

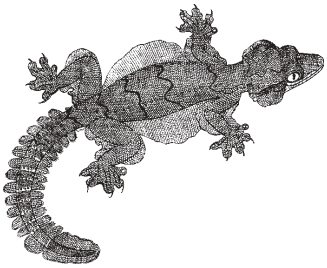
Cut out the reptiles below. Glue them in the correct box on the "Classifying Reptiles" chart.



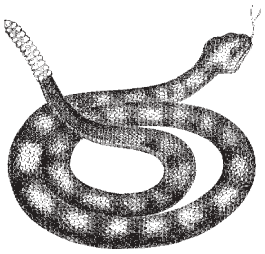
Alligator



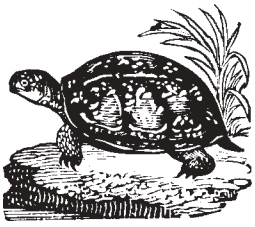
American River Turtle



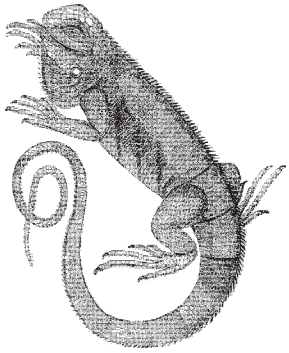
Smooth-head Gecko



Rattlesnake



Box turtle



Iguana

Boa Constrictor

Crocodile

Reptile Word Search

Name _____

Find the names of the following reptiles in the puzzle below.

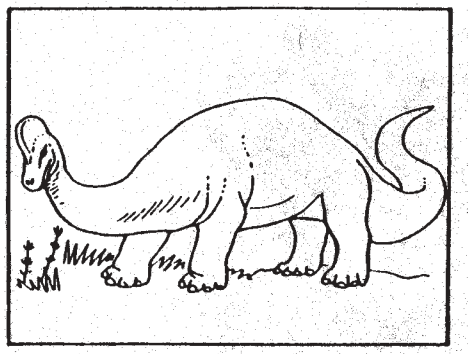
Timor Monitor Lizard
Reticulated Python
Green Tree Python
Komodo Dragon
Bent-toed Gecko
Tokay Gecko
Asian Vine Snake

Q Y A S L D Y I B Q H B B W Z C M J R A
T O K A Y G E C K O N R X M V K L P W G
G Y O A P Z H L I P J X Y W U Q R S W R
P B F A S I A N V I N E S N A K E Y B E
H Z B M C W N G D R F B M E I O Z X T E
Q B S H K S E K L T T E B Y Q M G Y X N
P Z S U P G B J W V B N V G J O S C F T
K C E S T K W W Z Z U T J U W D S H R R
R T T H A B M T X A U T F H N O K M G E
O E V A S Q B Z M V U O T D G D P D P E
F J K R J D H U A Q K E K M H R V P W P
P V F E C I H H L L O D G P D A G F Z Y
R K R X O C K U K X S G O X U G G R R T
F N N G G F Q Q T C G E X K N O M O G H
E R Y B G V I O Y B Q C Q S F N T X U O
P F K T B X H S B B D K F U N H C M Y N
B P R D Q A T S S N R O E B F A G F F P
W T I M O R M O N I T O R L I Z A R D Q
A E F K S I O G M Z O J K C J Q I L D B
T Q R E T I C U L A T E D P Y T H O N P

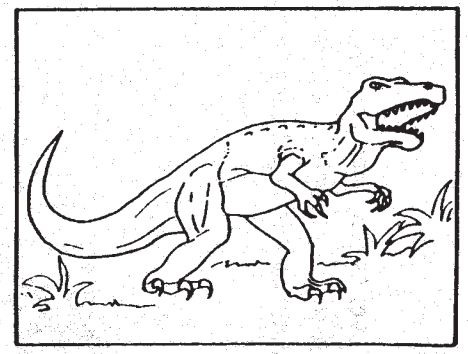
Name

Dinosaur Descriptions

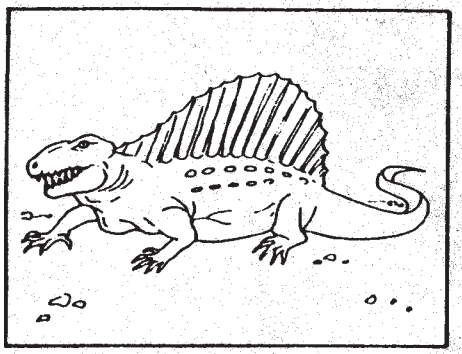
Dinosaurs



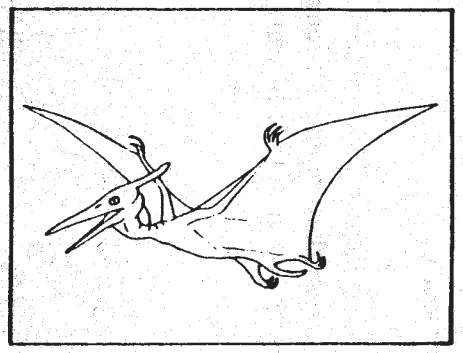
Brachiosaurus (**brăk** e ə sôr əs) at 81 tons was one of the heaviest dinosaurs. Brachiosaurus walked on huge, column-like legs. This slow-moving plant-eater had nostrils on top of its small head.



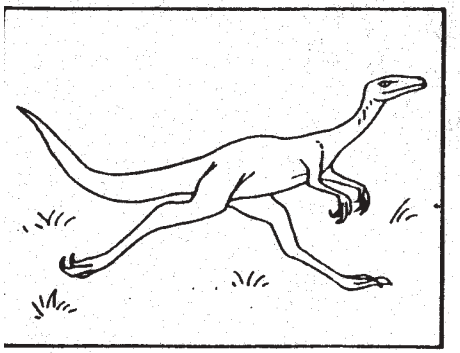
Allosaurus (**ăl** ə sôr əs) was a meat-eating dinosaur about 30 feet long. Huge jaws, sharp teeth and claws, and the ability to run swiftly made it a fearsome enemy.



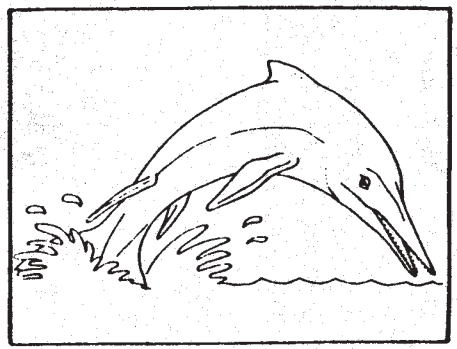
Dimetrodon (dī **mĕt** rə dän), a long, low dinosaur resembling an iguana, had a compact head and sharp teeth for eating meat. Dimetrodon is recognized by the fantastic "sail" along its backbone.



Pteranodon (**tĕr ăn** ō dän), one of the largest flying reptiles, had a wingspan of about 27 feet. Pteranodons soared over the sea catching fish in their toothless, beak-like jaws.



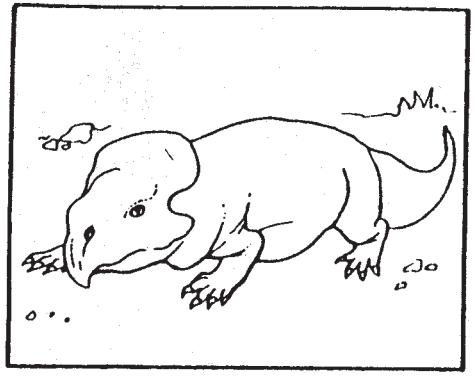
Compsognathus (**kämp** sŏg nă thəs) was probably the smallest dinosaur. About the size of a chicken, it fed on insects and small reptiles. This bird-like dinosaur had delicate legs and hollow bones.



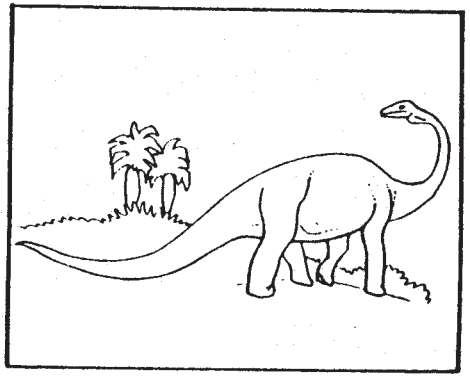
Ichthyosaurus (**ĭk** thē ə sôr əs) or "fish-lizard" was a fast-swimming, fish-eating dinosaur resembling a porpoise. Ichthyosaurus used its strong tail fin to swim and leap out of the water.

Name

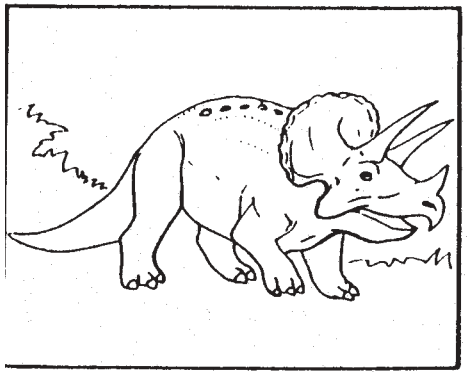
Dinosaurs



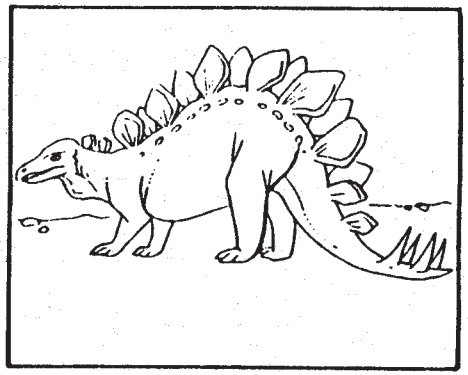
Protoceratops (prō tō **sĕr** ə tŏps) at 6½ to 8 feet long was one of the smaller dinosaurs. This plant-eater had a bony collar and turtle-like beak. Baby Protoceratops were hatched from eggs.



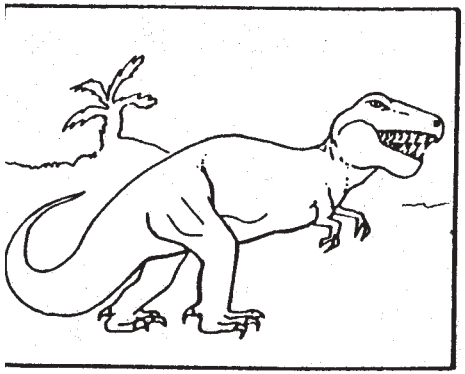
Diplodocus (dĭ **plăd** ə kəs), one of the largest dinosaurs, weighed about 25 tons and was 100 feet long. Plant-eating Diplodocus used its long, snaky neck to reach for leaves in the treetops.



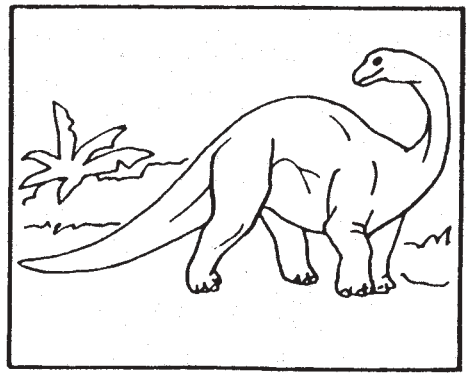
Triceratops (trī **sĕr** ə tŏps), was a rhinoceros-like reptile with a bony collar and three horns on its head. This plant-eater's armor plate helped protect it from predators.



Stegosaurus (**stĕg** ə sôr əs) or "roof-lizard" had bony plates down its back and long spikes on its tail. This dinosaur had two small brains—one in its head and the other near its hip.



Tyrannosaurus (tī **răn** ə sôr əs) walked upright on large, powerful hind legs. This "terrible lizard" had strong jaws and razor-sharp teeth, making it the most ferocious of the dinosaurs.



Brontosaurus (**brän** tə sôr əs), also known as Apatosaurus (ä **păt** ə sôr əs), was a massive, long-necked, plant-eating dinosaur. These reptiles herded together for protection from meat-eaters like Tyrannosaurus.

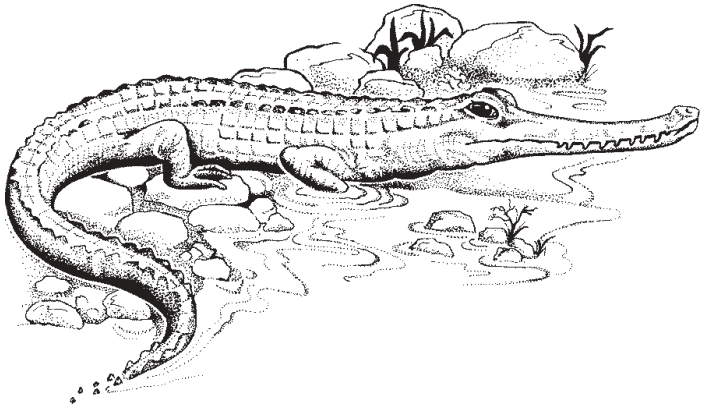
At the Zoo Activities

☞ Have the children complete the enclosed “Reptile Observation Sheet” while at the zoo.

☞ Have the students complete the “Reptile Scavenger Hunt” while at the zoo.

☞ Have each group of children and their adult leader be responsible for collecting facts on a certain reptile at the zoo. Devise a check sheet listing color, size, type of food eaten, movement, and a place for a drawing of the reptile. The children can share their observations with the rest of the class when they return to the classroom.

☞ Assign each child or group a Reptile Treasure to discover as they move through the zoo, for example, the heaviest reptile, the smallest reptile, the longest reptile, a reptile with three colors, etc. The children should report on the results of their treasure hunt when they get back to school.

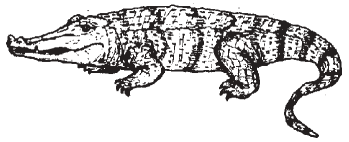


Reptile Scavenger Hunt

Name_____

During your visit to the zoo, look for:

a snake that is known as the world's longest	a lizard that eats insects
a relative of the Komodo dragon	a large land-dwelling reptile that has a shell
a four-legged crocodilian	a snake with a noisy tail
the largest known lizard	a lizard with pads on its toes that help it walk on smooth surfaces

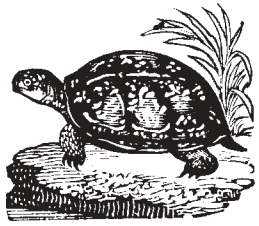


Reptile Observation Chart

Name_____

Observe the following reptiles in Dr. Diversity's Rain Forest Research Station while you are at the zoo. Fill in your observations on the chart.

Name of Reptile	Kind of Reptile	What it Looks Like	What it Eats	Interesting Facts
Komodo Dragon	snake lizard turtle crocodilian			
Reticulated Python	snake lizard turtle crocodilian			
Timor Monitor Lizard	snake lizard turtle crocodilian			



Reptile Observation Chart

Name_____

Observe other reptiles in Dr. Diversity's Rain Forest Research Station. Look for the green tree python, Asian vine snake, bent-toed gecko, and tokay gecko. Fill in your observations on the chart.

Name of Reptile	Kind of Reptile	What it Looks Like	What it Eats	Interesting Facts
	snake lizard turtle crocodilian			
	snake lizard turtle crocodilian			
	snake lizard turtle crocodilian			

Reptile Observation Chart

Name_____

Observe reptiles in other areas of the zoo. Look for the boa constrictor, American alligator, turtles, and the giant tortoise. Fill in your observations on the chart.

Name of Reptile	Kind of Reptile	What it Looks Like	What it Eats	Interesting Facts
	snake lizard turtle crocodilian			
	snake lizard turtle crocodilian			
	snake lizard turtle crocodilian			

Post Visit Activities

☞ Have the children write about a reptile observed at the zoo. They can use the information recorded on their observation chart while at the zoo.

☞ Make a class “Zoo Book” telling about your field trip.

☞ Have the students complete the second part of the “I used to think/Now I know” activity included in this packet. This can be used as a post-unit assessment if you wish.

☞ Write an acrostic poem. A form for using the word reptiles is included in the packet. When writing an acrostic poem, a word or phrase beginning with the indicated letter that describes the subject of the poem is written next to the letter. Names of reptiles (snakes, turtles, lizards, etc. could also be used following the same format.

Example:
R epulsive
E xciting
P leasing
T errible
I ntriguing
L oathesome
E nchanting
S plendid

☞ Have students write a riddle about their favorite reptile. Have them draw a picture of the reptile and then write three to five sentences describing the reptile to be used as clues. The riddles can be ended with the words who am I?”

☞ Have students apply what they have learned about reptiles by inventing their own reptile. Have them draw a picture and describe their reptile. Don’t forget to have them name their reptile! Use the enclosed "Invent a Reptile" sheet if you like.

☞ Have students read about crocodiles and alligators, turtles and tortoises, or lizards and dinosaurs. Have them find ways the pairs of reptiles are alike and different.

☞ Discuss theories of what happened to the dinosaurs. Have the children write what they think caused the disappearance of dinosaurs.

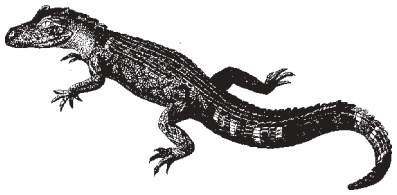
☞ Have the children write a cinquain about their favorite reptile. Cinquain (sing-KANE) is a five line oriental poetry form that will help students capture the essence of an animal in just a few words. Examples:

Ostrich
long-necked
Always looking confused
You seem so silly
"Stretch"

Polar bear
Shaggy, white
Swims in ice-water
Brrr, a cold life
Arctic

Reptile Poem

Written by:_____



Reptile Riddle

Who Am I?

Name _____

In the box, draw a picture of one of the reptiles you saw on your visit to the zoo. On the lines below, write 3-5 sentences describing the reptile you chose. End the description with the words "Who Am I?" Have your classmates guess what reptile you wrote about.

Animal Cinquain

(1 word - animal)

--- ---

(2 words that describe the animal)

--- --- ---

(3 words expressing action)

--- --- --- ---

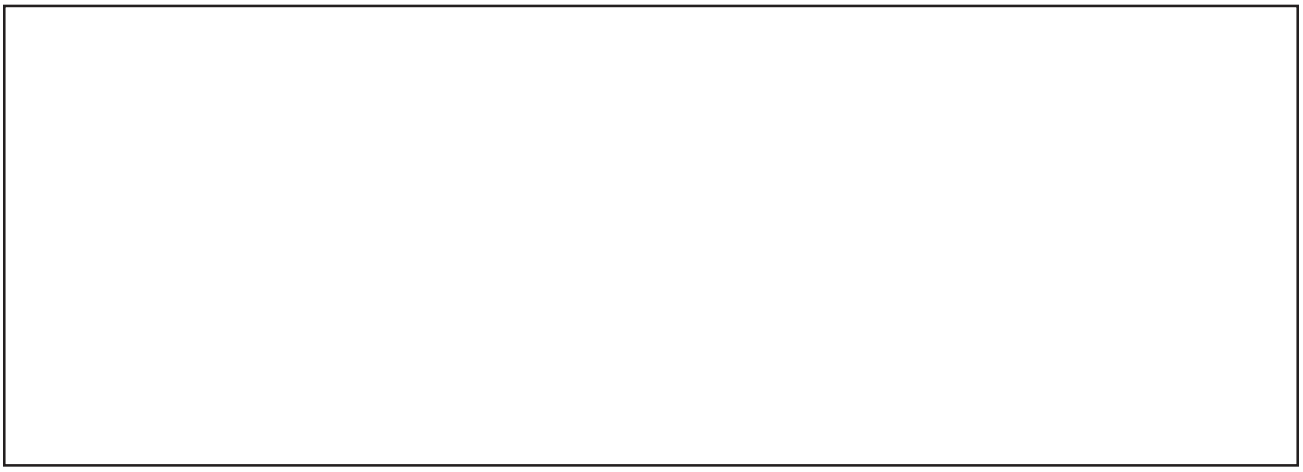
(4 words telling how you feel about it)

(sum up with 1 word)

Invent A Reptile

Name _____

Using what you know about reptiles, invent your own species. Draw a picture of it and write a description. Be sure to tell what it eats and where it lives. Draw a picture of your "invention" in the box below. Write your description on the lines.

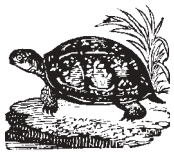


TREE BOA

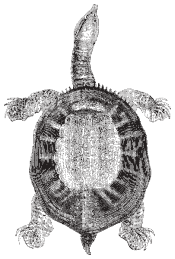
Find the apple , light bulb , lizard , postage stamp , and umbrella .

Classifying Reptiles ANSWER KEY

Turtles



Box Turtles



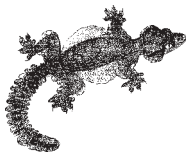
American River Turtle

Snakes

Boa Constrictor

Rattlesnake

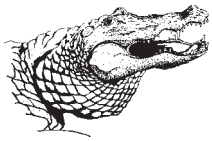
Lizards



Smooth-head Gecko

Iguana

Crocodilians



Alligator

Crocodile

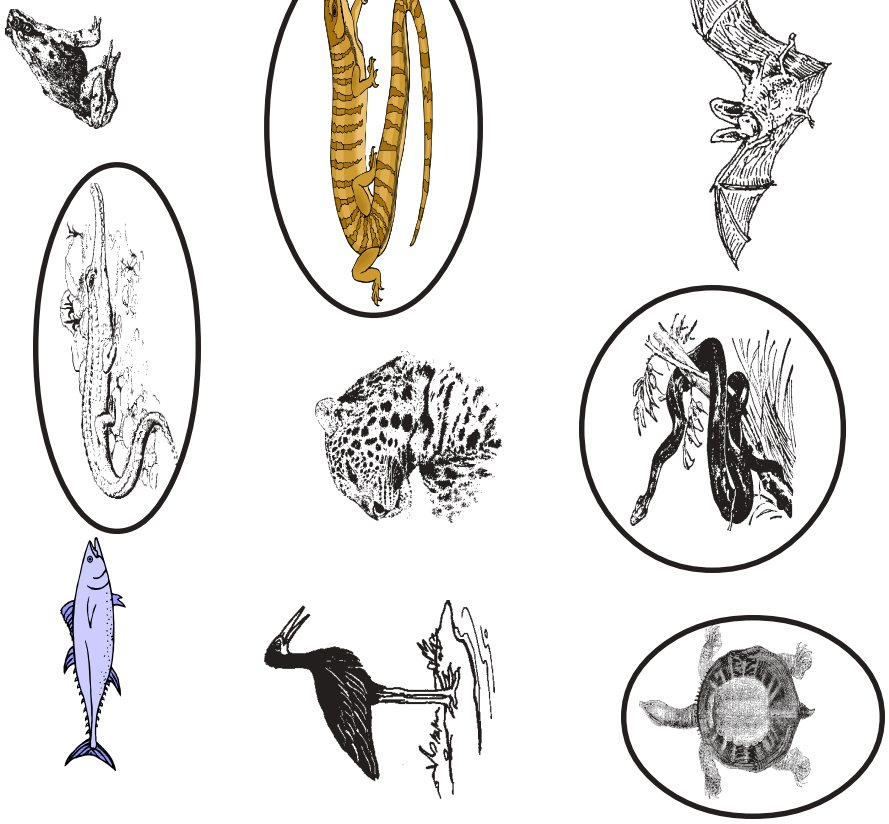
Q	Y	A	S	L	D	Y	I	B	Q	H	B	B	W	Z	C	M	J	R	A
T	O	K	A	Y	G	E	C	K	O	N	R	X	M	V	K	L	P	W	G
G	Y	O	A	P	Z	H	L	I	P	J	X	Y	W	U	Q	R	S	W	R
P	B	F	A	S	I	A	N	V	I	N	E	S	N	A	K	E	Y	B	E
H	Z	B	M	C	W	N	G	D	R	F	B	M	E	I	O	Z	X	T	E
Q	B	S	H	K	S	E	K	L	T	T	E	B	Y	Q	M	G	Y	X	N
P	Z	S	U	P	G	B	J	W	V	B	N	V	G	J	O	S	C	F	T
K	C	E	S	T	K	W	W	Z	Z	U	T	J	U	W	D	S	H	R	R
R	T	T	H	A	B	M	T	X	A	U	T	F	H	N	O	K	M	G	E
O	E	V	A	S	Q	B	Z	M	V	U	O	T	D	G	D	P	D	P	E
F	J	K	R	J	D	H	U	A	Q	K	E	K	M	H	R	V	P	W	P
P	V	F	E	C	I	H	H	L	L	O	D	G	P	D	A	G	F	Z	Y
R	K	R	X	O	C	K	U	K	X	S	G	O	X	U	G	G	R	R	T
F	N	N	G	G	F	Q	Q	T	C	G	E	X	K	N	O	M	O	G	H
E	R	Y	B	G	V	I	O	Y	B	Q	C	Q	S	F	N	T	X	U	O
P	F	K	T	B	X	H	S	B	B	D	K	F	U	N	H	C	M	Y	N
B	P	R	D	Q	A	T	S	S	N	R	O	E	B	F	A	G	F	F	P
W	T	I	M	O	R	M	O	N	I	T	O	R	L	I	Z	A	R	D	Q
A	E	F	K	S	I	O	G	M	Z	O	J	K	C	J	Q	I	L	D	B
T	Q	R	E	T	I	C	U	L	A	T	E	D	P	Y	T	H	O	N	P

What is a Reptile?

Name_____

A reptile has dry, scaly skin, a backbone, breathes air through lungs, and is cold-blooded. Turtles, lizards, and snakes are reptiles. Crocodiles and alligators are also reptiles.

Look at the pictures of the animals below. Circle the pictures of animals that are reptiles.



Reptile Scavenger Hunt

KEY

A snake that is known as the world's longest:	Reticulated Python
A relative of the Komodo dragon:	Timor Monitor Lizard
A four-legged drocodilian that lives in water:	American Alligator
Largest known lizard:	Komodo Dragon
A lizard that eats insects:	Tokay Gecko or Flying Gecko
A large land-dwelling reptile that has a shell:	Aldabra Giant Tortoise
A snake that drinks dew and rainwater from leaves:	Green Tree Python or Asian Vine Snake
A lizard with pads on its toes to help it walk on smooth surfaces:	Tokay Gecko or Flying Gecko

Reptiles at the Fort Wayne Children's Zoo

Dr. Diversity's Rain Forest Research Station (Indonesian Rain Forest)
Asian Vine Snake
Tokay Gecko
Flying Gecko
Komodo Dragon
Timor Monitor
Reticulated Python

Australia Welcome Center
Frilled Dragon

Australian Adventure
Murray River Turtle

Central Zoo
American Alligator
Aldabra Giant Tortoise
Eastern Box Turtle
Rattlesnakes

Please note:
The list of animals exhibited is subject to change without notice.

Animal Facts: **Reticulated Python**

Family: Boidae (boas and pythons)

Scientific Name: *Python reticulatus*

Range: Southeast Asia, Philippines, Indonesia

Habitat: Tropical forests

Natural Diet: Hares, rats, wild pigs, sometimes antelope; a large meal will last the snake for several weeks.

Zoo Diet: Chickens, rabbits

Physical Characteristics: Heavy build with broad, flat head. Reaches lengths up to 33 feet, average length is about 20 feet; can weigh up to 440 pounds. Known as world's longest snake, while the anaconda of South America is the world's heaviest.

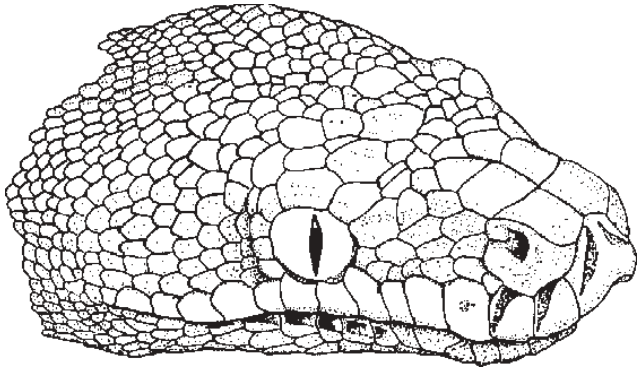
Color varies from tan to purplish brown with a network of dark, diamond-shaped markings.

Heat sensitive pits located on lower and upper lips assist in detecting warm-blooded prey in total darkness.

Behavior: Largely arboreal in habit but frequently descends to the ground to feed on rodents or domestic animals in the vicinity of villages. Quick and skillful travelers. Often lie in wait for prey, then spring out with front of body. Grip prey with teeth, then constrict prey with body coils to suffocate prey.

Reproduction: Egg-laying; may produce 15 -100 leathery-shelled eggs. Female pythons are among the few snakes which incubate their eggs by coiling their body around the eggs. By twitching the muscles in her body, the female may be able to raise the temperature in the immediate vicinity of the eggs by as much as 12 degrees above air temperature.

Conservation: Many large snake species are endangered due to habitat destruction and illegal hunting for their skins, which are made into purses, shoes, and belts.



Animal Facts
American Alligator

Class: Reptilia

Scientific Name: *Alligator mississippiensis*

Range: Southeastern United States

Habitat: Banks of lakes, streams, swamps, sluggish rivers

Natural Diet: Fish, birds, mammals that come to the water to drink; young alligators eat insects, crustaceans

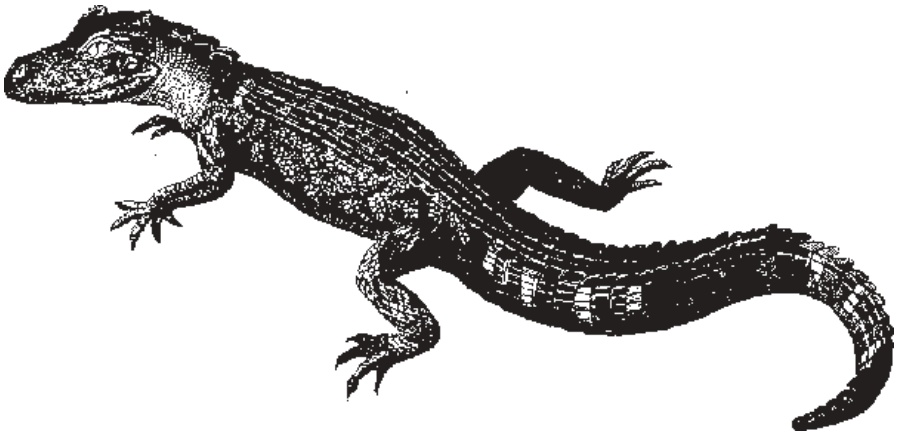
Zoo Diet: Fish

Physical Characteristics: Can reach a maximum length of 6 1/2 to 18 feet. Record length of 19 feet, 2 inches. Snout broad, more blunt than that of crocodiles. Feet webbed with sharp claws.

Behavior: Alligators can run quickly on land for short distances. They often bask in the sun. They can use their tail to knock down prey, then take it underwater. An alligator also use its tail to propel itself through the water.

Reproduction: In the spring, the female lays 20-60 eggs in a 3-foot-high nest mound. She covers the eggs with grass and leaves, so that as the leaves and grass decompose, they will produce heat to incubate the eggs. The female carefully guards the nest during the 65 day incubation. The hatchlings peep when they are ready to emerge, and the mother tears the nest open.

The young are about 8 inches long at hatching. They may ride on the mother's back and stay with her for 1-3 years. Alligators can live for up to 50 years.



Animal Facts
Komodo Dragon

Class: Reptilia

Scientific Name: *Varanus komodensis*

Range: Several small islands, including Komodo Island, in the country of Indonesia

Habitat: Grasslands, open forests near water

Natural Diet: Carrion (dead animals), deer, pigs, eggs, young of their own species. Young dragons eat insects, birds, rodents

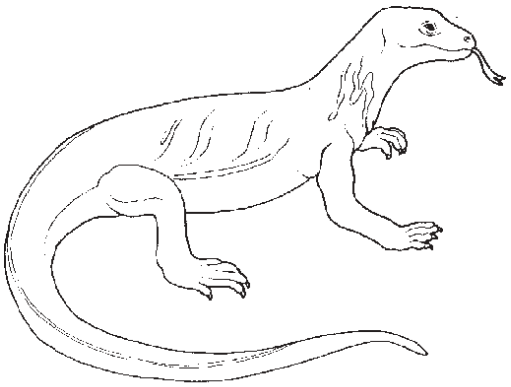
Zoo Diet: Mice

Physical Characteristics: Largest of all lizards, the Komodo dragon can reach a length of 10 feet and weigh 330 pounds. They have a heavy body, large head, long neck, and five-toed feet with sharp claws. The dragon's teeth are jagged and can inflict painful wounds. The saliva is septic and can cause infection in a bite victim. They reach adult size in about five years.

Behavior: Komodo dragons are fast-moving, as well as good climbers and swimmers. They hide and wait for prey. A lash from the tail can cause bone fractures in victims; their bites are powerful.

Reproduction: Clutches of 7 to 60 eggs are laid in hollow trees or termite mounds. The incubation is usually 130 to 220 days.

Notes on the zoo's Komodo Dragon: Hatched in February 1994 at the Cincinnati Zoo, our dragon was one of a clutch of 18, and part of the third clutch to be hatched in the United States. The zoo is part of a breeding/conservation program administered by the National Zoo in Washington, D.C.., and supports studies of the 3,000 - 5,000 Komodo dragons remaining in the wild.



Animal Facts
Aldabra Giant Tortoise

Class: Reptilia

Scientific Name: *Geochelone gigantea*

Range: Aldabra and Seychelles Islands, located off the east coast of Africa

Habitat: Dry, barren areas near water holes

Natural Diet: Plants and grasses

Zoo Diet: Primate biscuits, raw meat diet, kale or spinach, carrots, banana peels

Physical Characteristics: The Aldabra giant tortoise may weigh up to 500 pounds and have a shell length of 32-48 inches. The tortoise's small head is supported by a long neck to easily reach vegetation. The stumpy, elephant-like legs have powerful claws and are covered with thick scales.

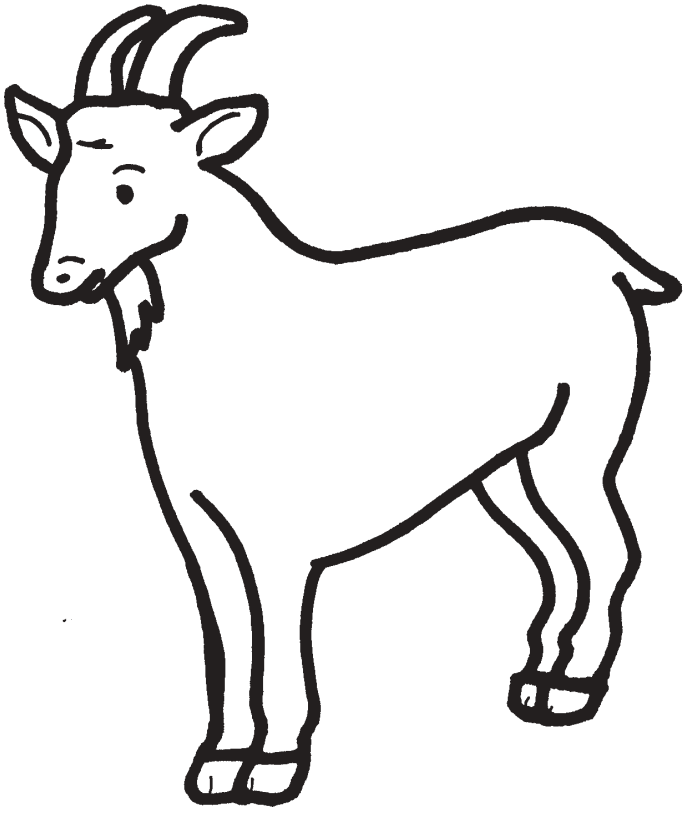
Behavior: Aldabra giant tortoises dig deep burrows and crawl into them during the heat of the day. They cannot swim, but may enter water to feed on seaweed. They can pull the head and legs completely inside the shell.

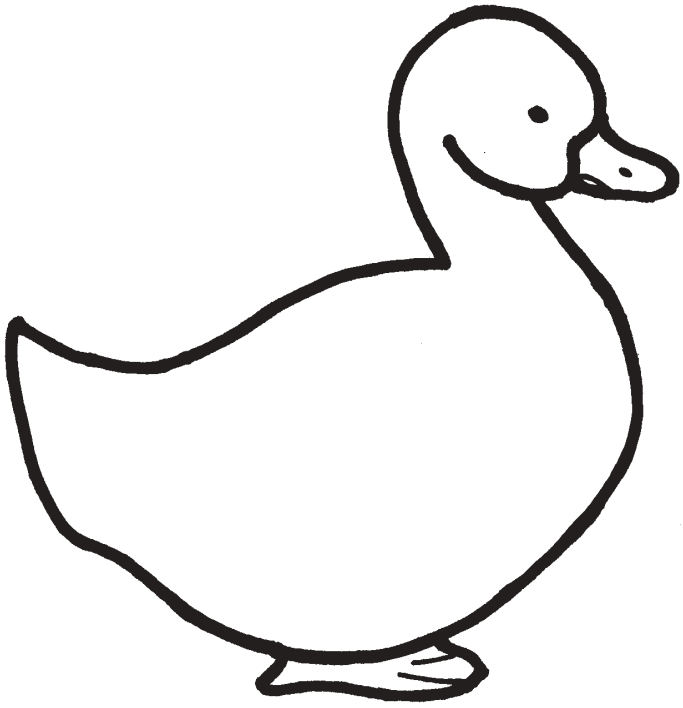
Aldabra giant tortoises are very similar to the Galapagos giant tortoises found on the opposite side of the globe, on the Galapagos Islands.

Reproduction: The female buries 1 - 50 soft-shelled eggs in the soil. The young claw their way to the surface after hatching. It takes 40 years for them to reach their full adult size; they may live for more than 150 years.

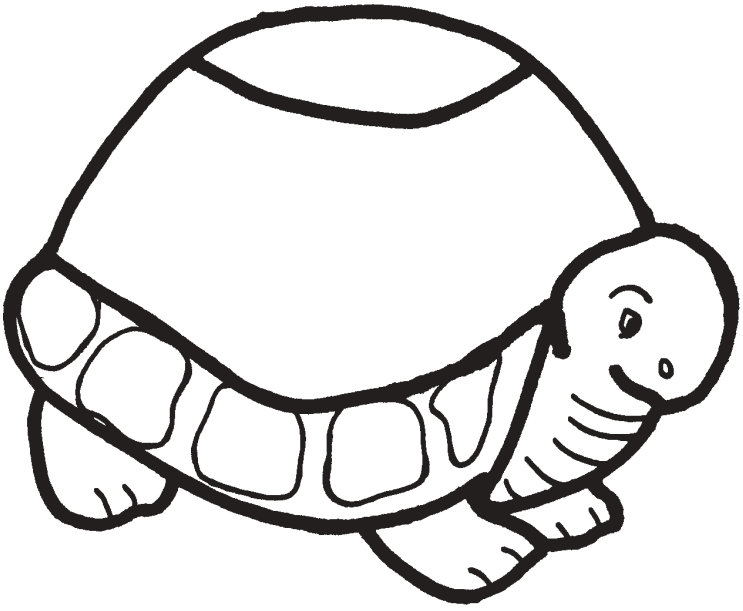
Notes: Once threatened, the population of Aldabra giant tortoises has stabilized.

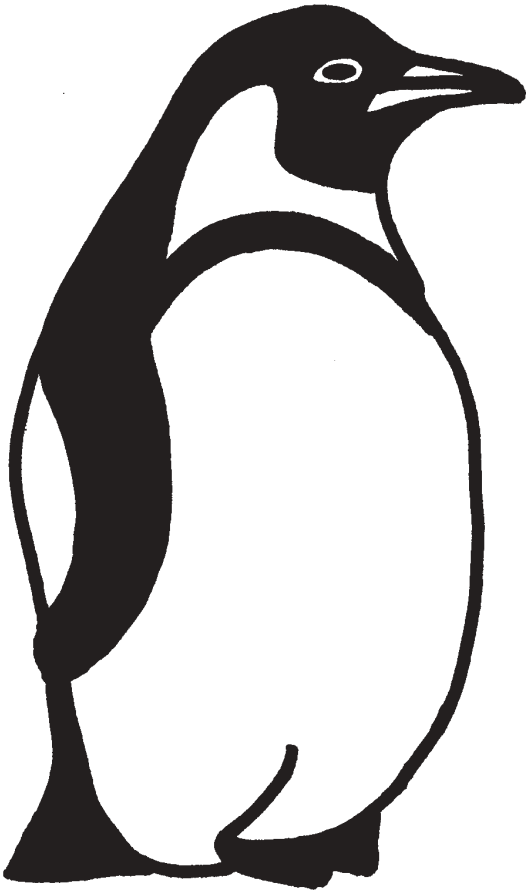
Name Tag Patterns





Name Tag Patterns





Resources for Related to Reptiles -- Grade 2

Alligators and Crocodiles. Lynn M. Stone. Children's Press. 1989.
Scaly Babies. Ginny Johnston and Judy Cutchins. morrow Junior Books. 1988.
What is a Reptile? Susan Kuchalla. Troll Associates. 1982.
Turtles. Janet Craig. Troll Associates. 1982.
Amazing Lizards. Trevor Smith. Alfred A. Knopf. 1990.
Amazing Snakes. Alexandra Parsons. Alfred A. Knopf. 1990.
The Turtle. Hidetomo Oda. Raintree Publishers. 1986.

General Resources for Students and Teachers

BOOKS:

All About Alligators. Jim Arnosky. Scholastic Inc. 1994.
Amazing Animal Disguises-Eyewitness Jr. Sandie Sowler. Alfred Knopf. 1992.
Amazing Armored Animals-Eyewitness Jr. Sandie Sowler. Alfred Knopf. 1992.
Amazing Cats-Eyewitness Junior. Alexandra Parsons. Alfred Knopf Co. 1990.
Amazing Wolves, Dogs, & Foxes-Eyewitness. Mary Ling. Alfred Knopf Co. 1991.
And Then There Was One. Margaret Facklam. Little Brown & Co. 1990.
Animals A to Z. David McPhail. Scholastic. 1988.
Animal Homes- Jungles. Shirley Greenisky. Newington Press. 1991.
Animal Inventors. Thane Maynard. Franklin Watts. 1991.
Animals of the Night. Lionel Bender. Gloucester Press. 1989.
Animal Specialists. Nathan Aaseng. Lerner. 1987.
Big Animals. Anne Priestley. Random House Look and Learn. 1987.
Big Birds. Denise Casey. Cobblehill Books. 1993.
Big Book of Amazing Animal Behavior. Tison and Taylor. Grosset and Dunlap. 1987.
Big Cats. Bobbie Kalman. Crabtree Publishing Co. 1994.
Big Cats - Picture Library. N.S. Barrett. Franklin Watts. 1988.
Changing Shape - Nature's Secrets. Paul Bennett. Thomson Learning. 1994.
Cheetah. Caroline Arnold. Morrow Junior Books. 1993
Cheetahs - Nature's Children. Alia Smyth. Grolier. 1989.
Conserving Rainforests. Martin Banks. Steck-Vaughn Co. 1990.
Egg, A Photographic Story of Hatching. Robert Burton. Dorling Kindersley Inc. 1994.
Flightless Birds - Picture Library. Norman Barrett. Franklin Watts. 1991.
Frogs and Toads. Helen Riley. Thomson Learning. 1993.
Gazelles - Nature's Children. Sheila Dalton. Grolier. 1990.
Giraffe. Caroline Arnold. Morrow Junior Books. 1993.
Giraffes - Nature's Children. Merebeth Switzer. Grolier. 1990.
Here Is the Tropical Rain Forest. Madeleine Dunphy. Hyperion Books. 1994.
How Speedy Is a Cheetah? Fascinating Facts About Animals. Knapp. Grosset and Dunlap. 1987.
I Spy at the Zoo. Maureen Roffey. Four Winds. 1988.
Journey Through A Tropical Jungle. Adrian Forsyth. Simon & Schuster. 1988.

Kangaroo. Caroline Arnold. Morrow Junior Books. 1993.
Kangaroos and Other Marsupials. Lionel Bender. Gloucester Press. 1988.
Kids' World Almanac of Animals & Pets. Deborah Felder. Pharos Books. 1989.
Llama. Caroline Arnold. Morrow Junior Books. 1993.
Making A Nest -- Nature's Secrets. Paul Bennett. Thomson Learning. 1994.
Mammal Eyewitness Books. Steve Parker. Alfred Knopf. 1989.
Midnight Animals. Christopher Tunney. Random House All-About Books. 1988.
Monkey. Caroline Arnold. Morrow Junior books. 1993.
Nature Close-Up, The Turtle. Hidetomo Oda. Raintree Publishers. 1986.
New Zoos. Madelyn Anderson. Watts. 1987.
Old World Monkeys - Nature's Children. Bill Ivy. Grolier. 1990.
One-Hundred Words About Animals. Harcourt Brace. 1987.
Orangutan. Caroline Arnold. Morrow Junior Books. 1993.
Orangutan. Carl Green. Crestwood House. 1987.
Orangutans. Sheila Dalton. Grolier. 1990.
Penguin. Caroline Arnold. Morrow Junior Books. 1993.
Rain Forest. Rene Mettler. Scholastic. 1994.
Rain Forest. Gallimard Jeunesse. Cartwheel Books-Scholastic. 1992.
Rain Forest. Barbara Taylor. Dorling Kindersley. 1992.
Rain Forests - Eco Zone. Lynn Stone. Rourke Enterprises Inc. 1989.
Rainforest Secrets. Arthur Dorros. Scholastic Inc. 1990.
Really Radical Reptiles & Amphibians. Leslie Elliott. Sterling Publishing. 1994.
Sea Otters, Jane Goodall's Animal World. Ruth Ashby. Antheneum. 1990.
Secrets of the Animal World . National Geographic Society. 1986.
Snake. Caroline Arnold. Morrow Junior Books. 1991.
Snakes. Helen Riley. Thomson Learning. 1994.
Strange Animals of Australia . Toni Eugene. National Geographic Society. 1991.
Tasmanian Devil On Location. Kathy Darling. Lothrop, Lee, and Shepard Books. 1992.
The World of Fishes. Hiroshi Takeuchi. Raintree Publishers. 1986.
Tigers - Nature's Children. Bill Ivy. Grolier. 1990.
Visit to the Zoo. Sylvia Tester. Children's Press. 1987.
Weird & Wonderful Fish. Colin Milkens. Thomson Learning. 1994.
Where's That Reptile - Hide & Seek Science. Barbara Brenner. Cartwheel Scholastic Books. 1993.
Wonders of the Jungle. National Wildlife Federation. 1987.
Zebra. Caroline Arnold. Morrow Junior Books. 1993.
Zoo. Gail Gibbons. Crowell. 1987.
Zoos. Miriam Moss. Bookwright Topics. 1987.

MAGAZINES:

National Geographic World
National Geographic Society
P.0. Box 2330
Washington, D.C. 20013-23

Wildlife Conservation
Available as part of Fort Wayne Zoological Society membership or from Bronx Zoo/Wildlife Conservation Park
Bronx, NY 10460

Science and Children
National Science Teachers Assoc.
1742 Connecticut Ave., N.W.
Washington, D.C. 20009-1171

Ranger Rick
National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22184-0001

Your Big Backyard
National Wildlife Federation
P.O. Box 777
Mt. Morris, IL 61054-0777

Owl Magazine
25 Boxwood Lane
Buffalo NY 14227

Dolphin Log
The Cousteau Society
870 Greenbrier Circle, Suite 402
Chesapeake, VA 23320

3-2-1 Contact
Children's Television Workshop
P.O. Box 53051
Boulder CO 80322-3051

Scienceland
Scienceland Inc.
501 Fifth Ave., Ste. 2108
New York. NY 10017-6165

Project Learning Tree
American Forest Council
1250 Connecticut Ave., N.W.
Washington, D.C. 20036

Project WILD/Aquatic Project WILD
Western Regional Environmental Education Council
Salina Star Route
Boulder, CO 80302

Ranger Rick's Naturescope
National Wildlife Federation
1400 16th Street, N.W.
Washington, D.C. 20036-2266

3-2-1-Contact
E=Mc Square
P.O. Box 51177
Boulder, CO 80322-1177

ZOOBOOKS.
P.O. Box 85384
San Diego, CA 92103.

VIDEOS

3-2-1 Classroom Contact: Australian Mammals - Life Down Under. 3-2-1 Contact Classroom Video Series. 1991. 15 min.
3-2-1 Classroom Contact: Social Behavior -- Living Groups. 3-2-1 Contact Classroom Video Series. 1991. 15 min.
African Animals -- Nature Series, Educational Favorites. Trans Atlantic Video. 1988. 30 min.
African Wildlife. National Geographic Society. 1990. 60 min.
Animals of the Night, Children's Series Animal in Action. Kodak Video Programs. 1988. 30 min.
Big Cats of the World. Aims. 1994. 19 min.
Cool Creatures: Reptiles. Rainbow. 1994. 22 min.
Dive to the Coral Reefs. Reading Rainbow. 1990. 30 min.
Food Chains -- Eat and Be Eaten. 3-2-1 Contact Classroom Video Series. 1991. 15 min.
Giraffes and How They Live. Aims. 1994. 19 min.
How We Classify Animals. Aims. 1990. 14 min.
Lions of the African Night. National Geographic Society. 1986. 60 min.
Mountain Animals, Children's Series Animals in Action. Kodak Video Programs. 1988. 30 min.
Penguins, Nature Series, Education Favorites. Trans Atlantic Video. 1988. 30 min.
Rain Forest: More Complicated Than You Thought. Aims. 1993. 15 min.
Reptiles, Nature Series, Educational Favorites. Trans Atlantic Video. 1986. 30 min.

VIDEOS, continued

Shooting Africa, A Photo Safari Video. Questar Travel Network Productions. 1988. 60 min.
Snakes and How They Live. Aims. 1988. 12 min.
Stellaluna. Reading Rainbow. 1990. 30 min.
The Turtle Family, Children's Series Animals in Action. Kodak Video Programs. 1988. 30 min.
Tree Living Animals, Children's Series Animals in Action. Kodak Video Programs. 1988. 30 min.
You Can't Grow Home Again. 3-2-1 Contact Classroom Video Series. 1991. 60 min.
Zoo, Zoo, Zoo: Animal Groups. Agency for Instructional Technology (AIT). 1993. 15 min.

SOFTWARE

TITLE	GRADE	TYPE	PUBLISHER
ABC's Wide World of Animals	4 - 12	MAC/CD/Windows	Creative Wonders
Destination Rain Forest	K - 6	MAC/CD	Edmark
Discovering Endangered Wildlife	4 - 12	CD/Windows	Queue
ECO Adventures in the Rainforest	3 - 12	MAC/Windows	Chariot Software
How Animals Move	4 - 12	MAC/CD/Windows	Discovery Channel
How We Classify Animals	3 - 6	MAC/CD/Windows	ClearVue
Introduction to Vertebrates	3 - 6	MAC/CD/Windows	ClearVue
Learning All About Animals	3 - 6	MAC/CD/DOS	Queue
Mammals of Africa	4 - 12	MAC/CD/Windows	RE Media (Sunburst)
Ocean Explorers and Zoo Explorers	K - 5	CD	Compton's
Ocean Life -- Great Barrier Reef	4 - 12	MAC/CD	Sumeria
Odell Down Under -- Great Barrier Reef	3 - 12	MAC/Windows	MECC
Rainforest Bundle	4-8	MAC/Windows	Sunburst
Rainforest Explorer	4 & up	MAC/CD/Windows	Orange Cherry
San Diego Zoo Presents The Animals 2.0	2 - 12	MAC/CD	Mindscape
Scavenger Hunt Adventure Series: Africa	3 - 12	MAC/CD/Windows	Swe
The Great Ocean Rescue	5 - 8	MAC/Windows	Tom Snyder Prod.
The World of Reptiles	3 - 6	MAC/CD/Windows	ClearVue
Virtual Reality Bird	4 - 12	CD/Windows	DK Multimedia
Virtual Reality Cat	4 - 12	CD/Windows	DK Multimedia
Zoo Keeper	3 - 8	MAC/Windows	Davidson
Zootopia	3 - 12	MAC/CD/Windows	Lawrence
Zurk's Rainforest Lab	K - 3	MAC/CD/Windows	Soliel Software

Evaluation Form
Zoo Activity Packet

Dear Teacher:

Please take a few minutes to fill out and return this evaluation form. Your input will help us improve our teacher resource materials in the future.

Return in the envelope provided or mail to Education Department, Fort Wayne Children's Zoo, 3411 Sherman Blvd., Fort Wayne, IN 46808. Thank you for your time and effort!

SCHOOL or GROUP NAME: _____

GRADE LEVEL: _____ DATE OF VISIT: _____

1. Were the materials and activities appropriate for your grade level? _____

_____

2. Which worksheets did you use? _____

_____

3. Which activities did you try? _____

_____

4. Which of these were enjoyed most by your students? _____

_____

5. Did you create or modify any activities to supplement this packet? If so, we would appreciate receiving a copy to include in future packets or to distribute to teachers on request.

6. What other materials would you like to see included in the packet? _____

_____

7. Additional comments: _____

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