



# Weekly Recap - Zoo Elective

November 26th-30th

Journeys & Upper School

## Monday, November 26th

### Group 1

***Ms. Mikael and Ms. Jessica H.***

***Ayrton, Carson, Chance, Chase, Dublin, Maddox, Hendrik, Sebastian, Zander***

Students began their day with a program led by Brevard Zoo educators and were taken on a “journey” from swamp and wetlands to forests and scrubs to learn how Florida habitats are home to many animals. Students explored the Florida exhibit and with careful observations, investigated animals and their exceptional features.

Students used their five senses (see, hear, smell, touch, taste) to explore the zoo and help them to think like biologists, zoologists, ecologists and botanists.

### Group 2

***Ms. Jenn and Ms. Michelle***

***Charli, Eva, Gio, Zoey, Xavier, Jacob, Ricky, Grady, Ian***

Students began their day with a program led by Brevard Zoo educators and were taken on a “journey” from swamp and wetlands to forests and scrubs to learn how Florida habitats are home to many animals. Students explored the Florida exhibit and with careful observations, investigated animals and their exceptional features.

Students learned basic definitions of what a food web is and created Florida food webs from different habitats in the students nature journals. We also looked through the Florida loop to gather information on animals and how species might relate to each other in the food web.

### Group 3

***Ms. Amanda Rose (Mr. Kris and Ms. Natalia Subs)***

***Athena, Christian, Harper, Jonas, Keonte, Olivia, Selena, Sarah, Charlotte***

Students explored natives and invasives, created seed collection bracelets and were introduced to their Nature Journals. Students participated in a Native Plant scavenger hunt and joined atour and identification activity of florida animals.

### Group 4

***Mr. Dave***

***Avery, Brie, Damian, Grace, Kenley, Nate, Neven, Samuel, Landen***

Students investigated runoff by mapping waterways and runoff at the site. Students were tasked to answer the following questions: Where does water collect? Where does water drain? Students noted sites of pervious and impervious surfaces and measured/estimated/calculated stream lengths using a tape measure.

## Tuesday, November 27th

### Group 1

***Ms. Mikael and Ms. Jessica H.***

***Ayrton, Carson, Chance, Chase, Dublin, Maddox, Hendrik, Sebastian, Zander***

Students explored the world of animal coverings, coats, skins and more. Students worked with zoo educators to discover the difference between reptiles, fish, birds, amphibians and mammals.

Students used shapes to create animal and plant ecosystems.

### Group 2

***Ms. Jenn and Ms. Michelle***

***Charli, Eva, Gio, Zoey, Xavier, Jacob, Ricky, Grady, Ian***

Students explored the world of animal coverings, coats, skins and more. Students worked with zoo educators to discover the difference between reptiles, fish, birds, amphibians and mammals.

Students explored basic characteristics of predators and prey and how oftentimes food choices will be reflected in an animal's anatomy and physiology. Students played the Thicket Game to illustrate predator/prey dynamics.

### Group 3

***Ms. Amanda Rose***

***Athena, Christian, Harper, Jonas, Keonte, Olivia, Selena, Sarah, Charlotte***

Students made connections between ecology and animals and how invasives can affect animals within an ecosystem. Students played a Food Web game and enjoyed an owl pellet dissection.

### Group 4

***Mr. Dave***

***Avery, Brie, Damian, Grace, Kenley, Nate, Neven, Samuel, Landen***

Students investigated the affects of plastic and trash on each of the waterways they mapped on day 1. They categorized the trash and answered the following questions:

What type of trash? What material? Where did it come from? Students noted location of trash cans on their maps and decided if there could be a better design for trash can layout. Students collected litter and discussed recycling. Students calculated the average number of pieces of trash located by group and the total number of dangerous pieces of trash.

### Wednesday, November 28th

#### Group 1

***Ms. Mikael and Ms. Jessica H.***

***Ayrton, Carson, Chance, Chase, Dublin, Maddox, Hendrik, Sebastian, Zander***

Students learned about the biotic and abiotic factors that make up an ecosystem. Using their nature journals and comparing/contrasting animals in the La Selva and Florida loop they went on a habitat scavenger hunt.

#### Group 2

***Ms. Jenn and Ms. Michelle***

***Charli, Eva, Gio, Zoey, Xavier, Jacob, Ricky, Grady, Ian***

Students explored species that have a special importance and are considered “keystone species.” We talked about what makes these organisms so important to keeping the ecosystem in tact.

Students explored the population biology of Florida species, defined a population and discussed population dynamics such as population size, reproduction and survivorship.

#### Group 3

***Ms. Amanda Rose***

***Athena, Christian, Harper, Jonas, Keonte, Olivia, Selena, Sarah, Charlotte***

Students discovered the Brevard Zoo’s diverse wetlands and wild animals with the zoo education team. Students became familiar with animals they might find in their own backyard and the importance of the wetlands.

Students participated in a habitat design challenge using their nature journals.

#### Group 4

***Mr. Dave***

***Avery, Brie, Damian, Grace, Kenley, Nate, Neven, Samuel, Landen***

Students discovered the Brevard Zoo’s diverse wetlands and wild animals with the zoo

education team. Students became familiar with animals they might find in their own backyard and the importance of the wetlands.

Students discovered Florida Flowers and collected samples of fallen flowers at each site. Flowers were added to each nature journal and the location was marked on their maps.

Students identified and labeled each flower's stem, petal, leaves, colors and approximate size/width.

## **Thursday, November 29th**

### **Group 1**

***Ms. Mikael and Ms. Jessica H.***

***Ayrton, Carson, Chance, Chase, Dublin, Maddox, Hendrik, Sebastian, Zander***

Students explored animal niches, how organisms get their energy and whether an organism is a producer or consumer.

### **Group 2**

***Ms. Jenn and Ms. Michelle***

***Charli, Eva, Gio, Zoey, Xavier, Jacob, Ricky, Grady, Ian***

Students defined what a watershed is and looked at maps of the Florida watersheds. We drew in our nature journals maps of the different parts of a watershed.

We discussed the importance of the Everglades, the species that are most present in the Everglades and walked through the Florida loop to see them. We discussed the specific food web in the Everglades and how this has been affected over the years.

### **Group 3**

***Ms. Amanda Rose***

***Athena, Christian, Harper, Jonas, Keonte, Olivia, Selena, Sarah, Charlotte***

Students embarked on an Invasive Case Study, visited the Australia and Africa loop, played a survival of the fittest game and participated in a komodo Dragon "what if".

### **Group 4**

***Mr. Dave***

***Avery, Brie, Damian, Grace, Kenley, Nate, Neven, Samuel, Landen***

Students explored Florida Trees and collected 3 samples of tree leaves at each site. Students added each sample to their nature journal and marked the location of each tree leaf on the already created maps. Students identified each trees approximate height/width and labeled each leaf's stem, colors and approximate size/width.

## Friday, November 30th

### Group 1

***Ms. Mikael and Ms. Jessica H.***

***Ayrton, Carson, Chance, Chase, Dublin, Maddox, Hendrik, Sebastian, Zander***

Students learned how adaptations help species to survive in their ecological niches. Students explored behavioral and physical adaptations.

### Group 2

***Ms. Jenn and Ms. Michelle***

***Charli, Eva, Gio, Zoey, Xavier, Jacob, Ricky, Grady, Ian***

Students discussed how watersheds affect the coastal outlets and talked about issues such as red tide, pollutants and impacts to coastal areas. We repeat our watershed activity to see how adding pollutants into the watershed impacts downstream areas like the ocean.

Students discussed how quickly sea level rise is happening and talked about how this might affect the species and systems we've talked about so far.

### Group 3

***Ms. Amanda Rose***

***Athena, Christian, Harper, Jonas, Keonte, Olivia, Selena, Sarah, Charlotte***

Students continued their introduction to invasives and made "Wish you were here" invasive postcards. They played a "Who doesn't belong here" game and completed a weekly seed round up and identification exercise.

### Group 4

***Mr. Dave***

***Avery, Brie, Damian, Grace, Kenley, Nate, Neven, Samuel, Landen***

Students explored Florida Grasses and collected 5 samples of grasses at each site. Students added each sample to their nature journal and marked the location of each grass sample on the already created maps. Students identified and labeled each sample's color and approximate size.