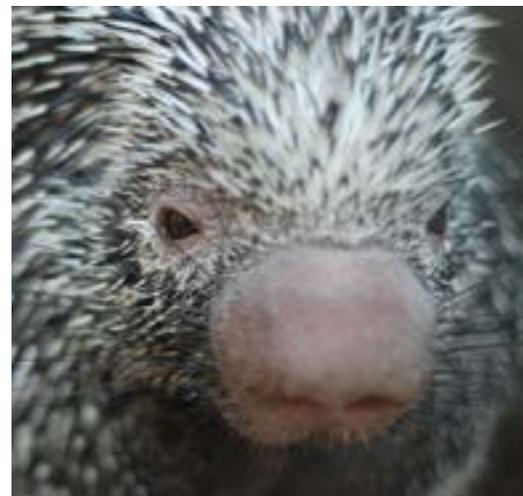




Noah's Landing

Preparing for Your Classroom Program



Classroom Program Guide

Thank you for booking your classroom program with Noah's Landing! We've pulled together this short guide to help you prepare for your classroom visit. If you have additional questions, please do not hesitate to contact us at: info@noahslanding2x2.com.

Frequently Asked Questions

1) What can I expect during the program?

Our "Ark on Wheels" classroom programs are designed to introduce your class to a group of animals that can reinforce science lessons. Our guide will bring a group of animals into the classroom (each animal travels in its own carrier) and offer a short introduction to the class. Then, they will bring out each animal individually, talk about it, and bring it around for kids to touch. Because of the interactive nature of our programs, we limit most hour-long programs to one classroom.

2) How should the classroom be set up?

Our guide will just need space to house the animals away from curious hands. Typically, this means that they can set up in the front of the classroom. If there is space, you might arrange the students in rows that make it easy for the guide to move between individual rows with the animals. (Most standard classroom setups work fine for this!) We only ask that there is enough space between the guide and the first row of students that they cannot reach the animals.

3) How can provide the right environment for the animals?

Animals, just like people, can get nervous in new spaces. To make it comfortable for the critters, we ask that kids stay quiet during the program and "snap" rather than clap when they are excited. During the program, we just ask that the students stay seated so sudden movement does not frighten the animals.

4) Wait... animals are dirty. Should I be concerned?

We will ensure that all students use hand sanitizer during the program to limit the spread of germs. We do not allow children to touch our primates for safety reasons. (A monkey can actually catch a hold from a student!)

5) Are there specific themes for the programs?

Our most popular program is our general introduction to the animal kingdom. During this program, we will bring in a variety of different kinds of animals (reptiles, birds, mammals, etc.) and use them to point out the different characteristics of specific types of animals. However, we can build a program



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to meet your curricular needs. (We have included a list of topics and corresponding standards in this guide.)

6) Can we take photos?

Yes! Just give Molly the cockatoo enough time to fluff her feathers.

7) How can we prepare?

After selecting your group of animals, take some time to introduce the kids to the animals before your program. They might work in groups to research basic facts and key questions to ask the guide.

You can also take time to review key vocabulary before the program.

Top terms:

Adaptations

Nocturnal and Diurnal

Diversity

Endangered and Extinct

Mammals, Reptiles, Amphibians, Birds, and Fish

Invertebrates and Vertebrates

Survival Skills

Defense Mechanisms

You can also review teacher resources on our website at:

<http://www.noahslanding2x2.com/Resources.html>

8) How will transitions work?

If you are planning multiple programs on the same day, it's easiest if you build at least 15 minutes between programs for our guide to answer any final questions and prepare for the next program. It's often easiest if the guide can stay in one classroom. However, we understand that it may work best for our guide to move. In those situations, it's helpful to have a classroom cart handy to move animals from place to place.



Our Traveling Animals

Each of the animals at Noah's Landing has a story to tell. Some are rescues from the exotic pet trade, others are local wildlife that cannot be released back into the wild. Some come from zoos, some from private breeders. We have assembled our herd with an eye toward animals that can teach key science concepts (like camouflage, adaptations, dimorphism, etc.) and are open to human interaction.

Our Noah's Landing staffers will work to assemble a group of animals for your program that meets your educational needs. Here is a list of our favorite traveling critters. (Many more live at the zoo!)

Kinkajou

Green Tree Iguana

Striped Skunk

African Spur-Thigh Tortoises

Fennec Foxes

Leopard Tortoises

Russian Tortoises

Virginia Opposum

Chinchilla

Capuchin Monkey

Hedgehogs

Kookaburra

Short Tail Opposums

Ball Python

Blue Tongue Skink

Uromastix

Fat Tail Gecko

King Snake

Leopard Gecko

Giant Millipede

Hairy Armadillo

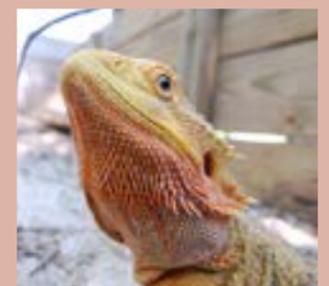
American Alligator

Madagascar Hissing Cockroaches

Bird Eating Tarantula

Rose-Haired Tarantula

Tegu



Standards Guide

Standards Guide

Grade Level	Relevant Objectives	Suggested Programs
Kindergarten	<p>K.L. 1 Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.</p> <p>K.L.1 Compare characteristics of living and nonliving things in terms of their: structure, changes, movement, and basic needs</p>	Classroom programs on “Scales and Tails” that bring in diverse groups of animals to emphasize characteristics and differences. (Reptile, bird, mammal, etc.)
First Grade	<p>1.L.11 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.</p> <p>1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.</p> <p>1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).</p>	<p>Classroom programs with animals from the same biome to explain what resources they receive from that biome and how they have adapted (For example, using the fennec fox, scorpion, and leopard gecko to demonstrate life in the desert)</p> <p>Classroom programs with examples of animals that are endangered in the wild and how humans have impacted their survival (Examples might include Moluccan cockatoo, American Alligator)</p>
Second Grade	<p>2.L.1.1 Summarize the life cycle of animals.</p> <p>2.L.1.2 Compare the life cycles of animals.</p>	Classroom programs showing different types of animals and their unique reproductive cycles (Example: mammal, marsupial, bird, amphibian, reptile)

Fourth Grade	<p>Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.</p> <p>4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats</p>	<p>Classroom program showcasing different types of adaptations (behavioral, etc.)</p> <p>Classroom program on “survival of the fittest” with survival and defense skills</p>
Fifth Grade	<p>Understand the interdependence of plants and animals with their ecosystem.</p> <p>5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).</p> <p>5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.</p>	<p>Classroom program showcasing animals in the same ecosystem and how they relate to one another (predator vs. prey, competition, parasitism)</p> <p>Classroom program with animals from same food web to discuss flow of energy with our “Food Web” activity guide</p> <p>Classroom program that demonstrates what can happen when food webs are disrupted (Key themes: invasive species, food webs, competition, predation)</p>

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For More Information

<p>Eighth Grade</p>	<p>Understand how organisms interact with and respond to the biotic and abiotic components of their environment.</p> <p>8.L.3.1 Explain how factors such as food, water, shelter and space affect populations in an ecosystem.</p> <p>8.L.3.2 Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including:</p> <ul style="list-style-type: none"> • Coexistence and cooperation • Competition (predator/prey) • Parasitism • Mutualism <p>8.L.3.3 Explain how the flow of energy within food webs is interconnected</p>	<p>Classroom program showcasing different types of adaptations (behavioral, etc.)</p> <p>Classroom program showcasing animals in the same biome and how they relate to one another (predator vs. prey, competition, parasitism)</p> <p>Classroom program with animals from same food web to discuss flow of energy with our “Food Web” activity guide</p> <p>Classroom program that demonstrates what can happen when food webs are disrupted (Key themes: invasive species, food webs, competition, predation)</p>
<p>High School Biology</p>	<p>Analyze the interdependence of living organisms within their environments.</p> <p>Bio.2.1.2 Analyze the survival and reproductive success of organisms in terms of behavioral, structural, and reproductive adaptations.</p> <p>Bio.2.1.3 Explain various ways organisms interact with each other</p> <p>Bio.2.1.4 Explain why ecosystems can be relatively stable over hundreds or thousands of years, even though populations may fluctuate</p>	<p>Classroom program showcasing different types of adaptations (behavioral, etc.)</p> <p>Classroom Program showcasing animals in the same biome and how they relate to one another (predator vs. prey, competition, parasitism)</p> <p>Classroom Program with animals from same food web to discuss flow of energy</p>

On the Web:

Zoo Website: <http://noahslanding2x2.com>

Facebook: <http://www.facebook.com/NoahsLanding>

Twitter: <http://www.twitter.com/NoahsLanding>

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