

21C Project – Virtual Field Trip

Teacher/School: Abigail Mahoney at Outlook Elementary School

Subject: Science **Grade:** Two

Curriculum Outcomes

Life Science: Animal Growth and Changes (AN) All outcomes in this unit contribute to the development of all K-12 science goals.

Outcome: AN2.1 - Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles. [CP, SI]

Outcome: AN2.2 - Compare the growth and development of humans with that of familiar animals. [CP, SI]

Outcome: AN2.3 - Assess the interdependence of humans and animals in natural and constructed environments. [CP, DM]

Summary:

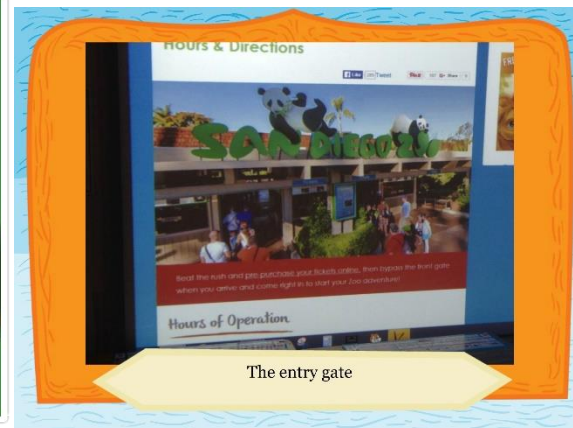
In the fall, we studied our Science unit on Animal Growth. As an opportunity to bring technology into the classroom, I chose to take my students on a virtual field trip to the San Diego Zoo. It was a fun way to review some of the learning that we did in the fall. It also allowed me to introduce a new way of experiencing the zoo and a field trip to the students. We used several of the zoo's live cameras, and actually observed the animals, and then used the videos and web pages to discuss mammals, amphibians, birds, arthropods, and reptiles. Students had a snack, and brought a stuffed animal that they used to share the type of animal, the interactions with humans, and the life cycle as well as the habitat and diet of their animal.

Lesson Plans:

To begin, I sent home a letter to parents to have students dress up for the trip, bring a special snack, and a stuffed animal to share about. On the afternoon, when we were leaving for San Diego, we looked at the map of the zoo, and walked to the “cages”. Then, we sat down in front of the SMART board, and observed the animals. We were able to talk about each animals. I interspersed the live cameras, which they really enjoyed, with the web pages where we learned more about the type of animals. At about half way through our “trip”, we all sat in a circle and enjoyed a special snack, and students shared about their stuffed animals. Each child shared the following: habitat, diet, type of animal, life cycle, and human interactions. This was a great review of a unit that we had completed in the fall.

Competencies: Creativity, Collaboration and Critical Thinking

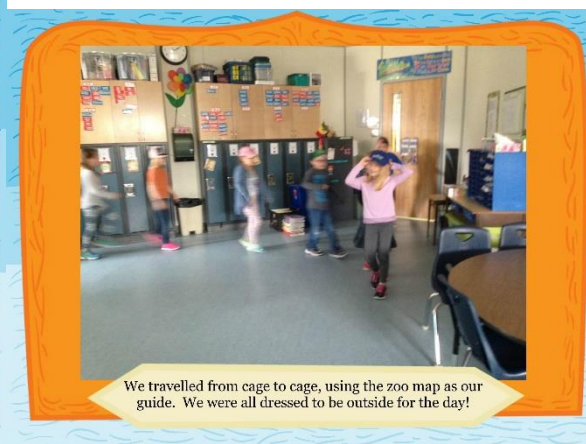
Pictures:



The entry gate



The day was hot and sunny in San Diego, so we wore our hats, and good shoes for walking around.



We travelled from cage to cage, using the zoo map as our guide. We were all dressed to be outside for the day!



Then, we would stop and explore a cage. We saw condors, tigers, pandas, polar bears, elephants, apes and the koalas on live cameras.



We also learned about mammals, amphibians, reptiles, birds and insects.



Then, we stopped for a picnic, and enjoyed a snack.



We shared about the stuffed animal we had brought with us.



Then, it was time to head home to Outlook.

Benefits:

This was a very positive experience in our classroom. We made a lot of memories, and the kids were so enthusiastic and it is definitely something I will do again! It was a fun way to review a unit that we did close to the beginning of the year, and to ensure that the learning that occurred then was sticking.

Roadblocks

The only roadblock that occurred was that it took a very long time to upload the live feeds and videos. Next time, I would go in and upload several of the cameras before we even began the trip. This time, I just had the students “walk” a little further between cages while the next video was loading.

Assessment:

This was a review activity for us, so I had a simple checklist that I kept on my clipboard (it was part of my costume as the tour guide from the zoo) where I ensured that each student that each student shared all of the requirements about the stuffed animals. I also kept a tally on the number of prompts or hints that I had to give the student.

Name	Animal	Diet	Habitat	Type of Animal	Life Cycle	Human Interaction