Animal Adaptation
4th grade

Overview
This class program introduces students to adaptations, and they learn the difference between physical and behavioral adaptations in animals. Students complete a data table, grouping animals by their family and adaptations. Lastly, students conduct a science experiment based on animal burrows.

Vocabulary
- **Adaptation** - something a plant or animal has or does to help it survive.
- **Physical adaptation** - something an animal has on or in its body to help it survive.
- **Behavioral adaptation** - something an animal does to help it survive (i.e. migration).

**NM Science Standards Addressed**
1-1-1-3 Conduct multiple trials to test a prediction, draw logical conclusions, and construct and interpret graphs from measurements.
1-1-2-1 Communicate ideas and present findings about scientific investigations that are open to critique from others.
1-1-2-3 Understand how data are used to explain how a simple system functions (e.g., a thermometer to measure heat loss as water cools).
1-1-3-1 Conduct multiple trials using simple mathematical techniques to make and test predictions.
2-2-2-1 Know that in any particular environment some kinds of plants and animals survive well, some survive less well, and others cannot survive at all.
2-2-2-2 Know that a change in physical structure or behavior can improve an organism’s chance of survival (e.g., a chameleon changes color, a turtle pulls its head into its shell, a plant grows toward the light).
2-2-2-3 Describe how some living organisms have developed characteristics from generation to generation to improve chances of survival (e.g., spines on cacti, long beaks on hummingbirds, good eyesight on hawks).
3-1-1-4 Know that both men and women of all races and social backgrounds choose science as a career.

**CCSS Language Arts Standards Addressed**
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

**Next Generation Science Standards Addressed**
LS.1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.