

## WILDLIFE DEFENDERS

### LESSON 3 Animal Adaptations

**Learning Goal (write on board): To learn the characteristics of a prey animal skull and a predator skull.**

NGSS: SEP Engaging in argument from evidence

IN CLASS PREP – On board write SEC & instructor name, presentation overview, set up 4 stations (one for hawk, mountain lion, squirrel, and gray fox) and corresponding animal photo at each skull

MATERIALS – Student worksheets, skulls (hawk, mountain lion, squirrel, fox), laminated pictures of all animals, clothes to rest skulls on

#### **PART 1: QUICK REVIEW (3 minutes)**

- Review lesson 2 by asking what are the ways that seeds travel that we learned last time?

#### **PART 2: INTRODUCE ANIMAL ADAPTATIONS (10 minutes)**

- Read the learning goal, explain that when the class is over they will be able to look at a skull and know what the animal eats and whether it is a predator or prey animal. Isn't that cool?
- Try to keep talking part brief. Use the deer skull to introduce animal adaptation: what an animal has or does to survive. TEETH: Show the teeth and ask what do we know about what deer eat? Contrast with the bobcat skull teeth. Ask how they are different.
- EYES: Bring attention to deer eyes. Ask are the eyes more on the side of the head or the front. They say side. Ask why would it be helpful for their eyes to be more on the side? Contrast with bobcat skull.
- Read over Adaptation Investigation worksheet chorally. Ask for students to clarify what their task is at each skull.
- Explain expectations with each skull- they touch with one finger only. If they want the skull opened, they raise their hand and have a teacher do it. Break students into four groups and tell them which skull to start on.

#### **PART 3: ADAPTATION EXPLORATION (20 minutes)**

- Students investigate skulls and fill out worksheet in their groups. You circulate and ask questions. Have them rotate as they finish each skull, about every 5 minutes.

#### **PART 4: STUDENTS SHARE (10 minutes)**

- Ask student volunteers to share what they put for each skill. If possible, they can show their work to the class on the document camera. Ask for volunteers to either agree with or disagree with what was shared.
- Ask if they class met the learning goal by voting on their thumbs.