

**ANIMAL ADAPTATIONS/PREDATOR, PREY FIELD TRIP OVERVIEW**

For Whom	Strategies / Activities	Objectives	Skills Utilized	Mass. Standard Addressed
<p>3<sup>rd</sup> and 4<sup>th</sup> graders from BPS</p>	<p>Facilitate fun, hands-on, interactive activities in Olmsted Park that exposes students to animal adaptations and predator, prey relationships</p> <p>Students will explore woodlands reinforcing what information they have been exposed to</p>	<p>Students will be exposed to:</p> <ul style="list-style-type: none"> <li>• the definition of the word adaptation</li> <li>• different animal adaptations and how these adaptations help them live (webbed feet, long beak, etc.)</li> <li>• the definition of predator and prey</li> <li>• different types of prey and predators</li> <li>• predator prey relationships</li> <li>• predator, prey populations dynamics</li> <li>• the fact that a clean environment is important for wildlife and humans</li> </ul>	<p>Ordering, and Arranging</p> <p>Identifying relationships and patterns</p> <p>Critical thinking</p> <p>Identifying attributes and components</p> <p><i>Students will be drawn deeper into their observations by the use of guiding questions</i></p>	<p>3-LS3-2. Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Give examples of characteristics of living organisms that are influenced by both inheritance and the environment.</p> <p>3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.</p> <p>4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.</p>