

Grade Level: 3

Subject Area(s): Interdependent Relationships in Ecosystems

Goal(s): Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well and some cannot survive at all. Evidence can include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other

Objective(s): For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.

**Background Knowledge:**

Habitat  
Interdependence  
Producers/Autotrophs  
Consumers/Heterotrophs  
Food chain/webs  
Photosynthesis

**Vocabulary:**

Interdependence – ntk<sup>w</sup>els  
Trait  
Variation  
Camouflage  
Adaptation  
Niche

**Spokane Tribal Values/Tribal Connection:**

Honorable Harvest  
Respect( p'ut'em salish word, check with language pg.93 of dictionary)  
Land-Environment  
Relationships  
Value of life, take only what is needed, use all of what is taken

**Lesson Teaching Plan:****The teacher will:**

Teacher will discuss/define animal adaptations, include local animals, examples and non-examples of adaptations

Stories - How animals got their tails. How the fly saved the river.  
How chipmunk got their stripes. Why Spider has such long legs. Frogs all over the world.

Students will participate in one of the Animal Adaptation games

Teacher will introduce animal habitats and niche.

Students will choose a local animal from a given list to research and design a shoebox habitat, or create poster, life cycle timeline, story, play or skit to present to class that will include animals' food and water

**Materials Needed:**

<https://www.youtube.com/watch?v=Lz1vgfZ3etE>

Project Wild Trait Game  
Build a Habitat Game  
Animal Adaptations Game  
50+pics  
Food web/chains  
Storyteller for animal traits  
Songs (check with Bob)  
Dances  
List of local animals and habitats  
Shoebox, Poster, life cycle timeline,  
Story, Play or skit  
List of books to use as resources\*

sources, shelter, and the flora and fauna of the habitat. Must be creative and make the individual parts of the shoebox habitat.

Teacher will create a cause and effect chart to indicate responses to habitat changes and the adaptations of the animals.

Rehearse scenarios that demonstrate adaptive changes in animals as environmental changes/conditions occur.

**Activity:**

Story, song and dance

Interactive Games and Scenarios

Create Shoebox, poster, life cycle timeline, story, play, or skit

Present to class

Cause and effect chart

**Assessment:** *Pre-Test/Post-Test Instrument*

Periodic Cooperative group assessments

Project/presentation

Extra credit for enrichment activity

**Enrichment:**

Give 4 habitats and have students create an animal that is adapted to that specific habitat. Habitats can be alien, futuristic, present day or past.

**LESSON ALIGNED TO:**

**NGSS**

3-LS4-3

LS4.C

**COMMON CORE STANDARDS:**

RI.3.3

RI.3.2

SL.3.4

W.3.2

**Community Resources**

Storyteller

Songs (Bob Brisbois)

Dances (Robert Wynecoop)

Dances (Velma Brehm)

Dave BrownEagle