

## Animal Attire

**Grades: Pre-K – K**

The following chart is intended to help teachers understand how the “Animal Attire” presentation connects the NGSS with their curriculum.

### Performance Expectation

Following this presentation, students will use their observation skills to *identify* an animal’s adaptations based on its appearance and *describe* how those adaptations help it to survive.

Disciplinary Core Idea	Crosscutting Concepts	Examples	Evidence Statements in Presentation
<p style="text-align: center;"><b>K-LS1-1</b> <b>Structures and Processes</b></p>	<p style="text-align: center;"><b>Patterns</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p style="text-align: center;"><i>Compare and contrast</i> the different types of skin, fur, scales, or feathers of different animals.</p>	<ul style="list-style-type: none"> <li>• Hedgehogs use sharp quills to protect themselves from getting eaten.</li> <li>• Armadillos have armor to protect themselves from being eaten by predators.</li> </ul>
<p style="text-align: center;"><b>K-ESS3-1</b> <b>Earth and Human Activity</b></p>	<p style="text-align: center;"><b>Patterns</b> Events have causes that generate observable patterns.</p>	<p style="text-align: center;"><i>Connect</i> animals to their specific habitats.</p>	<ul style="list-style-type: none"> <li>• Chinchillas have so much fur, they must live in cold regions.</li> <li>• Lorikeets have bright colors with lots of green to blend in to the rainforest environment.</li> </ul>
<p style="text-align: center;"><b>K-ESS3.A</b> <b>Natural Resources</b></p>	<p style="text-align: center;"><b>Systems and System Models</b> Systems in the natural and designed world have parts that work together.</p>	<p style="text-align: center;"><i>Describe</i> how plants, animals, and their surroundings make up a system.</p>	<ul style="list-style-type: none"> <li>• Desert tortoises have a shell and scales for camouflage and protection. They depend on the environment for warmth and therefore must live in the desert.</li> <li>• Many desert plants rely on the tortoises when they spread pollen from plant to plant.</li> <li>• Many other animals rely on the tortoises’ abandoned burrows as homes.</li> </ul>

## Animal Boogie

Grades: Pre-K – K

The following chart is intended to help teachers understand how the “Animal Boogie” presentation connects with their curriculum.

### Performance Expectations

Following this presentation, students will be able to *describe* the different ways animals move through their environments.

Disciplinary Core Idea	Crosscutting Concepts	Examples	Evidence Statements in Presentation
<b>K-LS1.C Organization for Matter and Energy Flow in Organisms</b>	<b>Patterns</b> Patterns in the natural and human designed world can be observed and used as evidence.	<i>Compare and contrast</i> the different ways animals move to get their food.	<ul style="list-style-type: none"><li>• In order for the prehensile tailed skink to get food, it must move using its tail to grasp branches high up in the trees.</li><li>• Armadillos move quickly on the forest floor using their long claws to dig for food.</li></ul>
<b>K-ESS2.E Biogeology</b>	<b>Patterns</b> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	<i>Discuss</i> animals that impact their environment as they move through it.	<ul style="list-style-type: none"><li>• Ferrets use holes to move from place to place to find food and avoid predators.</li><li>• Lorikeets impact their environment by spreading pollen/nectar from plant to plant.</li></ul>
<b>K-ESS3.A Natural Resources</b>	<b>Systems and System Models</b> Systems in the natural and designed world have parts that work together.	<i>Make connections</i> between plants, animals, and their surroundings by discussing how they make up a system.	<ul style="list-style-type: none"><li>• Desert tortoises move slowly in the hot deserts to conserve the water that they obtain from the plants they eat.</li></ul>