

**Science Content Standards/LIFE SCIENCE, K-4:**  
**Standard II: (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.**

Houghton  
Mifflin  
Textbook

Hands-on  
Learning

Fall  
Program

Spring  
Program

## Grade 3

**Benchmark I:** Know that living things have diverse forms, structures, functions and habitats

1. Know that an adaptation in physical structure or behavior can improve an organism's chance for survival (e.g. horned toads, chameleons, cacti, mushrooms).
2. Observe that plants and animals have structures that serve different functions (e.g. shape of animals' teeth).
3. Classify common animals according to their observable characteristics (e.g. body coverings, structure).
4. Classify plants according to their characteristics (e.g., tree leaves, flowers, seeds).

**Benchmark II:** Know that living things have similarities and differences and that living things change over time.

1. Identify how living things cause changes to the environments in which they live, and that some of these changes are detrimental to the organism and some are beneficial.
2. Know that some kinds of organisms that once lived on Earth have become extinct (e.g., dinosaurs) and that others resemble those that are alive today (e.g., alligators, sharks).

**Benchmark III:** Know the parts of the human body and their functions

1. Know that bacteria and viruses are germs that affect the human body.
2. Describe the nutrients needed by the human body.

**Unit B: Living things in Structure and their environment.**

How animals stay warm in the winter (feather, fur, food, dens); ecosystem change over time (alien invaders); humans effect on the environment; erosion; adaptations; could you survive in Antarctica (traits that allow living things to survive in their environment); deserts.

**Unit A: How Living Things Function:** evolution (e.g. horse); **a walk in the woods: tree identification;** "diggin' dirt"; biological clocks in living things; forest fires; traits that are inherited vs. acquired in humans.

**Function.** Students examine plants and animals to determine the function of structures such as teeth and beaks. **These structures are related to the classification of animals and plants,** an organism's ability to adapt to different environments, and its habitat.

## Wildlife Detectives (3 hours)



**How do we share our space with other animals?**

While at the Randall Davey Audubon Center, our budding scientists will examine the clues that some of the New Mexican wild animals and plants have left behind. Our scientists will use specific physical structures to *identify and classify* different animals and plants. To help them "crack the mystery," students will *Create and use* a field guide to identify the animals they uncover.

## Animal Adaptations (3 hours)



**Are we like other animals?**

Why do birds have beaks? How do deer stay warm in the winter? Our young scientists will discover and observe different physical and behavioral adaptations animals have for survival while exploring the trails of the Randall Davey Audubon Center. Students will try out some of the animal adaptations, communicate like an animal and even examine real samples up close!