



## ▶ STATE STANDARDS CORRELATION

- ▶ **State:** Louisiana
- ▶ **Grade Levels:** Grades 3-5
- ▶ **Content Areas:** Science, Mathematics

Audubon Adventure activities are intended for use with grades 3-5. LA state standards are established for K-12 with specific learning expectations for each grade level. Audubon Adventure activities have been correlated to the appropriate standards and the grade level expectations for grades 3-5. Access a complete listing of Louisiana Standards at: <http://www.louisianaschools.net/lde/saa/1222.html>

### Science

#### **Grade 3: 1909**

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

- a. GLE 1: Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1).
- b. GLE 2: Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1).
- e. GLE 5: Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2).
- i. GLE 9: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate
- k. GLE 11: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6).

E. Science and the Environment: Strand Five

- 1. GLE 57: Describe the interrelationships of *living (biotic)* and *nonliving (abiotic)* components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1).
- 2. GLE 58: Describe how humans have had negative and positive effects on organisms and their environments (SE-E-A3) (SE-E-A5).

#### **Grade 4: 1911**

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

- b. GLE 2: Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1).
- f. GLE 6: Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2).
- j. GLE 10: Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept

maps, and oral and written explanations as appropriate (SIE-A5) (SI-E-B4).

l. GLE 12: Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6).

e. GLE 18: Base explanations and logical inferences on scientific knowledge, observations, and scientific evidence (SI-E-B4).

C. Life Science: Strand Three

1. Characteristics of Organisms

a. GLE 40: Explain the functions of plant structures in relation to their ability to make food through photosynthesis (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3).

b. GLE 41: Describe how parts of animals' bodies are related to their functions and survival (e.g., wings/flying, webbed feet/swimming) (LS-E-A3).

2. Life Cycles of Organisms

a. GLE 45: Identify reproductive structures in plants and describe the functions of each (LS-E-B1).

e. GLE 49: Compare similarities and differences between parents and offspring in plants and animals (LS-E-B3).

3. Organisms and Their Environments

a. GLE 50: Explain how some organisms in a given habitat compete for the same resources (LS-E-C1).

b. GLE 51: Describe how organisms can modify their environment to meet their needs (e.g., beavers making dams) (LS-E-C1).

c. GLE 52: Describe how some plants and animals have adapted to their habitats (LS-E-C2).

d. GLE 53: Identify the habitat in which selected organisms would most likely live and explain how specific structures help organisms to survive (LS-E-C2).

e. GLE 54: Describe the effect of sudden increases or decreases of one group of organisms upon other organisms in the environment (LS-E-C3).

E. Science and the Environment: Strand Five

3. GLE 72: Predict and describe consequences of the removal of one component in a balanced ecosystem (e.g., consumer, herbivores, nonliving component) (SE-E-A2).

## **Grade 5: 1913**

A. Science as Inquiry: Strand One

1. The Abilities to Do Scientific Inquiry

c. GLE 3: Use a variety of sources to answer questions (SI-M-A1).

g. GLE 7: Record observations using methods that complement investigations (e.g., journals, tables, charts) (SI-M-A3).

h. GLE 8: Use consistency and precision in data collection, analysis, and reporting (SI-M-A3).

k. GLE 11: Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols) (SI-M-A4).

l. GLE 12: Use data and information gathered to develop an explanation of experimental results (SI-M-A4).

m. GLE 13: Identify patterns in data to explain natural events (SI-M-A4).

n. GLE 14: Develop models to illustrate or explain conclusions reached through investigation (SI-M-A5).

s. GLE 19: Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, Title 28, Part CXXIII)

2. Understanding Scientific Inquiry

a. GLE 25: Compare and critique scientific investigations (SI-M-B1).

i. GLE 33: Evaluate models, identify problems in design, and make recommendations for improvement (SI-MB4).

n. GLE 38: Explain that, through the use of scientific processes and knowledge, people can solve problems, make decisions, and form new ideas (SI-M-B6).

p. GLE 40: Evaluate the impact of research on scientific thought, society, and the environment (SI-M-B7).

C. Life Science: Strand Three

## 2. Populations and Ecosystems

c. GLE 24: Describe the roles of producers, consumers, and decomposers in a food chain (LS-M-C2).

f. GLE 27: Compare common traits of organisms within major ecosystems (LS-M-C3).

g. GLE 28: Explain and give examples of predator/prey relationships (LS-M-C4).

## 3. Adaptations of Organisms

a. GLE 29: Describe adaptations of plants and animals that enable them to thrive in local and other natural environments (LS-M-D1).

## E. Science and the Environment: Strand Five

1. GLE 48: Determine the ability of an ecosystem to support a population (carrying capacity) by identifying the resources needed by that population (SE-M-A2).

3. GLE 50: Describe the consequences of several types of human activities on local ecosystems (e.g., polluting streams, regulating hunting, introducing nonnative species) (SE-M-A4).

## **Mathematics**

### **Grade 3: 1509**

#### C. Measurement: Strand Three

10. GLE 28: Estimate length, weight/mass, and capacity (M-3-E).

#### E. Data Analysis, Probability, and Discrete Math: Strand Five

5. GLE 43: Represent and solve problems using data from a variety of sources (e.g., tables, graphs, maps, advertisements) (D-3-E).

### **Grade 5: 1513**

#### C. Measurement: Strand Three

4. GLE 18: Estimate time, temperature, weight/mass, and length in familiar situations and explain the reasonableness of answers (M-2-M).



Audubon Adventures Issue	Science	Mathematics
<b>Stink, Bite, Hide, Fight!</b>		
Student Newspaper	3.A.1.a,i; 3.E.1; 3.E.2; 4.A.1.j,e; 4.C.1.b; 4.C.2.e; 4.C.3.a,c,d,e; 5.A.2.n,p; 5.C.2.f,g; 5.C.3.a; 5.E.3	3.E.5
Classroom Resource Manual:		
Hands-On Activity: <i>Understanding Animal Body Language (page 29)</i>	3.A.i,k; 3.E.1; 4.A.j,l; 4.C.1.b; 4.C.3.a; 5.A.1.c,h,k,n,s; 5.C.3.a;	3.E.5
Hands-On Activity: <i>Building a Defense (page 29)</i>	3.A.1.a,b,k; 3.E.1; 4.A.1.b,j,l,e; 4.C.1.b; 4.C.3.c,d; 5.A.1.c,k,m,n; 5.A.2.a,i; 5.C.3.a	
Field Activity: <i>Zoo Doings (page 30)</i>	3.A.1.a,b,e,i,k; 4.A.1.b,f,j,l,e; 5.A.1.g,h,k,l,m,s; 5.A.2.a; 5.C.3.a	3.E.5
<i>Find Out More Essay (page 32)</i>	3.E.1; 3.E.2; 4.C.1.b; 4.C.3.a,c; 5.A.2.n,p; 5.C.3.a;	
<b>Critter Construction: How, What &amp; Why Animals Build</b>		
Student Newspaper	3.A.1.a,b; 3.E.1; 3.E.2; 4.A.1.b; 4.C.1.b; 4.C.2.e; 4.C.3.a,b,c,d; 4.E.3; 5.C.2.f; 5.C.3.a; 5.E.1; 5.E.3;	3.C.10, 5.C.4
Classroom Resource Manual:		
Field Activity: <i>Give a Bird Builder a Boost (page 24)</i>	3.A.1.a,b,e; 3.E.1; 3.E.2; 4.A.1.b,f,e; 4.C.3.b,c,d,e; 4.E.3; 5.A.1.c,h,l,n; 5.A.2.i,n,p; 5.C.3.a; 5.E.3	3.C.10, 5.C.4
Hands-On Activity: <i>All About an Animal Builder (page 22)</i>	3.A.1.a,b,e,i,k; 3.E.1; 4.A.1.j,l,e; 4.C.3.a,b,c,d; 5.A.1.c,h,s; 5.C.2.f; 5.C.3.a;	
Hands-On Activity: <i>Animal Builders Vocabulary Builder (page 22)</i>	3.E.1; 3.E.2; 4.A.1.e; 4.C.1.b; 4.C.3.a,b,c,d; 5.C.2.f; 5.C.3.a;	
<i>Find Out More Essay (page 25)</i>	3.E.1; 3.E.2; 4.A.1.e; 4.C.1.b; 4.C.3.a,b,c,d; 5.C.2.f; 5.C.3.a;	
<b>On the Go! Animals that Migrate</b>		
Student Newspaper	3.A.1.a,b,i; 3.E.1; 3.E.2; 4.A.1.b; 4.C.3.a,c,d; 4.E.3; 5.3.a; 5.E.1; 5.E.3;	3.C.10, 5.C.4
Classroom Resource Manual:		
Hands-On Activity: <i>What's in the Way (page 36)</i>	3.A.1.a,b,e,i,k; 3.E.1; 3.E.2; 4.A.1.b,f,j,l,e; 5.A.1.c,k,m,n; 5.A.2.a,n,p; 5.E.3;	3.E.5
Hands-On Activity: <i>Mapping Flapping (page 36)</i>	3.A.1.i,k; 3.E.1; 4.A.1.b,f,j,l; 5.A.1.c,k,l,m,n,s; 5.A.2.a,i; 5.C.3.a;	3.C.10, 3.E.5, 5.C.4
Hands-On Activity: <i>Native Plants are for the Birds – and Bugs! (page 37)</i>	3.A.1.a,b,k; 3.E.1; 3.E.2; 4.A.1.b,l,e; 4.C.1.a; 4.C.3.a,c,d,e; 4.E.3; 5.A.1.c,g,h,l,m,n; 5.A.2.n,p; 5.C.2.c; 5.C.3.a; 5.E.1; 5.E.3	
<i>Find Out More Essay (page 39)</i>	3.E.1; 3.E.2; 4.C.3.c,d; 4.E.3; 5.A.2.p; 5.C.2.f; 5.C.3.a; 5.E.1; 5.E.3	3.C.10, 5.C.4
<b>Plants Rule!</b>		
Student Newspaper	3.A.1.a,b,i,k; 3.E.1; 4.A.1.b,j,l,e; 4.C.1.a; 4.C.2.a,e; 4.C.3.a,c,d,e; 4.E.3; 5.A.2.n,p; 5.C.2.c,f; 5.C.3.a;	3.C.10, 3.E.5, 5.C.4
Classroom Resource Manual:		
Hands-On Activity: <i>Natural Networks (page</i>	3.A.1.b; 3.E.1; 3.E.2; 4.A.1.b,l,e; 4.C.3.c,e; 4.E.3; 5.A.1.c,m,n; 5.A.2.i,p; 5.C.2,c,f,g;	

15)	5.C.3.a;	
Hands-On Activity: <i>Who Eats Whom?</i> (page 16)	3.A.1.b,e,i,k; 3.E.1; 4.A.1.b,f,j,l,e; 5.A.1.g,h,k,l,m,s; 5.A.2.i; 5.C.2.c;	3.C.10, 5.C.4
Field Activity: <i>They're Everywhere!</i> (page 15)	3.A.1.b,e,i,k; 4.A.1.b,f,j,l,e; 5.A.1.c,g,h,k,l,m,n,s; 5.2.i,n,p;	3.C.10, 5.C.4
<i>Find Out More Essay</i> (page 18)	3.E.1; 3.E.2; 4.C.1.a; 4.C.2.a,e; 4.C.3.a,c,d,e; 4.E.3; 5.C.2.c; 5.C.3.a;	

