

# Adaptation Matching

## 4.1.1 Pre and Post Field Trip Activity

### Program Information

---

**Author(s):** Angelina Kump

**Revision Date:** 11/18/2024

**Recommended Audience:** 4<sup>th</sup> grade

**Activity Duration:** One 30 minute session, One 60 minute session

**Activity Location:** In a classroom

**Activity Description:** Students will create a habitat and after learning about animals that live in that habitat and their adaptation they will create a matching game for the rest of the class to play.

**Theme:** The adaptations that animals have match the habitat they live in.

**Path to Championship:** This programs aims to help students increase their environmental literacy. Children this age are likely at the beginning of their journey to being a champion for wildlife. This activity does directly tie in to the goal of reaching 300,000 students

**Learning Objectives:** At the end of this lesson students will be able to match animals and their adaptations to the habitats they live in and explain how those adaptations help that animal survive.

**Evaluation:** By creating and participating in the guessing game at the end, student understanding can be evaluated during this program.

## Activity Preparation

---

### **Supplies List:**

- General Supplies
  - Poster board
  - Markers/crayons/colored pencils
  - Pencils
  - Paper
  - Scissors
  - Clipboard

## Activity Procedure

---

- Before going on the field trip have students break into small groups.
- Have each group pick one of the following habitats:
  - Savanna
  - Desert
  - Rainforest
  - Temperate forest
  - Wetland
  - Mountains
- Using a poster board, have each group create an image of what they think that habitat would look like.
- On the day of the field trip, explain to the students that they will be using the included worksheet to find animals at the zoo who would live in their habitat and to find adaptations that would help them live there. Having pencils and clipboards will make this activity easier.
- Once you return from the field trip, have each group work together to draw animals that would live in their habitat and write down one adaptation that each animal has that would help it live in that habitat.
  - Each animal and adaptation should be on a separate piece of paper.
- When all of the groups are done, have students present their work and have the class guess which adaptations go with which animal and explain how they think it would help that animal survive.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ANIMAL ADAPTATION WORKSHEET

Answer the following questions about an animal that lives in your habitat.



My habitat is a:

---

---

An animal I saw at the zoo that would live there is a:

---

---

An adaptation this animal has is:

---

---

Is this adaptation part of its body or something the animal does?

---

---

How would it help this animal live in its habitat?

---

---