



NAPA COUNTY OFFICE
of
Education
COMMUNITY PROGRAMS

6th Grade – Science: Animal Behaviors and Structures

Standard (subject, number, text):

Science MS-LS1-4.

Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

WHST.6–8.1.a–e

Write arguments focused on **discipline-specific content**.

Objective(s):

Students will make observations and drawings on behaviors and structures of plants and animals that help them survive and reproduce

4Cs:

Communication, Collaboration, Creativity, Critical Thinking

Materials:

Science Notebooks and/or clipboard and paper. Pencils

Prerequisite Knowledge:

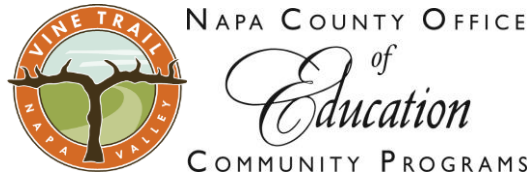
(Vocabulary, part of trail, technology, etc):

Pollination, reproduction, structure

Lesson Summary (5-7 sentences):

Students walk along trail in groups of three. As they walk, students observe the plants and animals they see and focus on structures or behaviors that help them reproduce and survive.

Examples of behaviors could include nest building, herding of animals and vocalization of animals and colorful plumage. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds. Examples of plant structures could include bright flowers attracting



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pollinators, flower nectar and odors that attract pollinators, and hard shells on nuts that squirrels bury.

Students draw behaviors and structures and make notes on color, size, etc. Back in class, time should be given to write explanations of how the noted structures affect the probability of reproduction. Time should be spent on having students write a claim and backing it up with evidence gathered during the walk.

Map of Trail (state if zone specific):

Additional Resources:

[Animals and plants, partners in pollination](#)