

Lesson 4

Adaptations: Part 2

Agenda

- Warm Up
- Sticky Hands Evolution Simulation
- Vocabulary Practice
- BrainPop Evolution Exploration

Warm-up

HW: BrainPop Evolution Exploration Due Thurs.

In your [Evolution Standards Tracker](#):

- List three important ideas we learned from Standard 1

		Day 3: What are three interesting things you learned about your scientist while doing your research?	
	Three important ideas I learned from the learning activity	1. 2. 3.	
	What are the key vocabulary words for the information covered	<u>Write definition in your own words:</u> ● Evolution - organisms of a species adapt over many generations to survive in their	

Sticky-hands survival!



[Directions](#)

Safety Rules

1. When the teacher says “Stop” all sticky hands must be **on the table**
2. Be careful with backswing
3. Both feet must stay on the floor
4. Sticky hands to be used on food, not friends!

If not followed, may result in temporary or permanent extinction!!

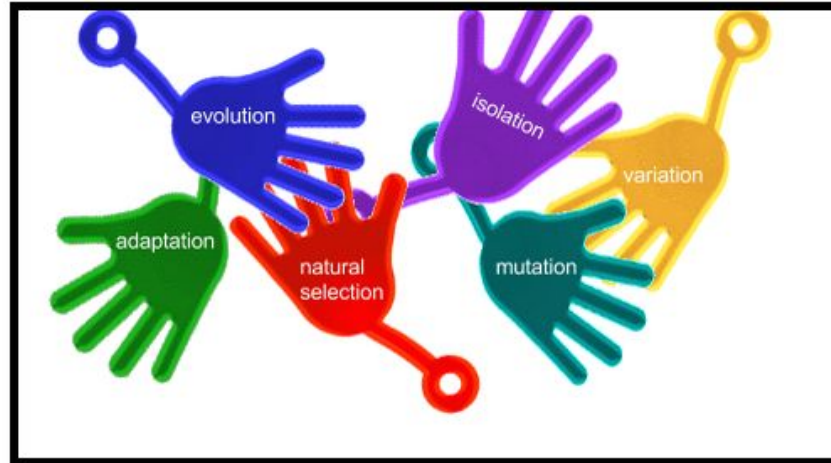
Can you **HANDLE** it!?



Vocabulary Practice

STICKY HAND EVOLUTION GAME VOCAB PRACTICE ___/10

WORD BANK



Wrap-up

In your [Evolution Standards Tracker](#) (Standard 2: Day 3):

- What do you think would happen if suddenly there were only shrubs in a giraffe's environment, and there were no more trees?
- Do you think they would be able to adapt to their new environment?

<p>Wrap-up: Thought Question</p>	<p>Day 1: Think back to today's warm up about penguins and flamingos. Which adaptations make them able to live in their respective habitats?</p> <p>Day 2: What are some similarities and differences between adaptations found in fish and mammals?</p> <p>Day 3: What do you think would happen if suddenly there were only shrubs in a giraffe's environment, and there were no more trees? Do you think they would be able to adapt to their new environment?</p> <p>Day 4: How are adaptations passed down to new generations?</p>
<p>Assessment tasks</p>	<p><input type="checkbox"/> Adaptation to environment matching task</p>