Adaptations

- As often as possible ask children to give examples of the structures that help living things to stay safe and get the food they need to grow (survive and reproduce).
- Things like:
  - Fish have gills to allow them to breathe in water. They have oil and slippery scales on the outside of their bodies and aerodynamic shapes to help them move quickly through the water.
  - Elephants have large ears to help fan and cool their bodies, shoo off flying pests, and to make them selves look bigger and scarier to animals that are their enemies.
  - Turtles have shells to pull the soft parts of their bodies into to keep safe from their enemies.
  - Teeth, claws, tails, pouches (where their babies develop), keen eyesight, hearing, and smell are just a few of the hundreds of adaptations that animals have.
  - Plant adaptations include ways to attract insects for pollination, disperse their seeds and conserve water. Their responses also include growing toward light and water.
- This activity helps children see adaptations of frogs and lizards that have long sticky tongues to reach out and catch flying insects.
  - To make the sticky tongue, unroll the party blow out and place a small piece of adhesive Velcro at the end, then let the blow up re-roll itself.
  - To make the flying insect, cut a 1” square out of black felt. Lay out a 14” piece of cotton string with one end of the string on the middle of the felt square. Press the adhesive side of the matching Velcro piece down over the end of the string and onto the black felt square.
- Children can work in partners taking turns being the frog and the fly. One child continually shakes the fly around using the string while the other child tries to catch it by blowing their blow up out and connecting the Velcro from the end of the blow up to the Velcro on the fly.
- Ask the children to discuss their experiences.
  - How many flies would a frog have to catch in one day to get “full?”
  - Was it as easy as it looks? What adaptations helped the fly get away?
  - How hard would it be for a frog to catch a fly if it didn’t have a long, sticky tongue?
- Set a time limit for each child and record how many times he/she was successful. Use the data collected by all the partners to make a graph for the class journal.

<table>
<thead>
<tr>
<th>Sample Class Journal Page</th>
<th>Mary</th>
<th>James</th>
<th>Lauren</th>
<th>Annali</th>
<th>Parker</th>
<th>Stuart</th>
<th>Jose</th>
<th>Sharon</th>
<th>Rich</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>