Learning to Survive

Instructions: Use the words from the word bank to finish the numbered sentences.

1. A place where a plant or animal can find food, water, shelter, and space is called a ___ ___ ___ ___ ___ ___.

2. A nourishing substance that is eaten is called ___ ___ ___ ___ and is used to sustain life, provide energy and promote growth.

3. ___ ___ ___ ___ ___ is the scientific name for plants.

4. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ is the number of plants or animals of a specific kind living in a given place.

5. Some birds ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ from one area to another when the seasons change.

6. The scientific name for animals is ___ ___ ___ ___ ___.

7. A liquid in its pure state that makes up rain, oceans, lakes, and rivers is called ___ ___ ___ ___ ___.

8. To remain or continue in existence is called ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.

9. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ is everything, living and non-living, that surrounds and affects plants and animals.

10. To ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ is to spend the winter in a dormant condition with all body functions slowing down.

11. ___ ___ ___ ___ ___ ___ offers protection from the weather and from predators.

Word Bank:
- Environment
- Habitat
- Food
- Water
- Shelter
- Survival
- Population
- Hibernate
- Migrate
- Flora
- Fauna
Grade 4, Pre-Visit Activity, “Die, Adapt, or Move”

Name: __________________________________________

Vocabulary

**Environment**: the collection of surrounding things, conditions, or influences

**Habitat**: the native environment of a plant or animal

**Food**: any nourishing substance that is eaten or otherwise taken into the body to sustain life, provide energy and promote growth.

**Water**: a liquid in its pure state that makes up rain, oceans, lakes, and rivers; water covers 2/3 of the earth’s surface

**Shelter**: something which a person, animal, or thing is protected by

**Adapt**: to adjust oneself to a new environment or different conditions

**Survival**: to remain or continue in existence

**Population**: the number of inhabitants (plants or animals) of a specified kind in a certain place

**Hibernate**: to spend the winter in close quarters in a dormant condition with all body functions slowing down

**Migrate**: to temporarily move from one region to another

**Flora**: a scientific name for plants

**Fauna**: a scientific name for animals
**Grade 4, In-Class Activity, “Die, Adapt, or Move”**

**Name:** __________________________________________

**Instructions:** Select the tool/bill and bird (from those listed below) that best fit each station.

<table>
<thead>
<tr>
<th><strong>Worms in the mud</strong></th>
<th><strong>Aquatic Animals</strong></th>
<th><strong>Insects on a log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Which tool?</td>
<td>Which tool?</td>
<td>Which tool?</td>
</tr>
<tr>
<td>Which bird?</td>
<td>Which bird?</td>
<td>Which bird?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Seeds</strong></th>
<th><strong>Tiny aquatic plants</strong></th>
<th><strong>Nectar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Which tool?</td>
<td>Which tool?</td>
<td>Which tool?</td>
</tr>
<tr>
<td>Which bird?</td>
<td>Which bird?</td>
<td>Which bird?</td>
</tr>
</tbody>
</table>

**Tools/Bills:**
tweezers
chopsticks
straw
skewer
pliers
strainer

**Birds:**
- Hummingbird
- Duck
- Grosbeak
- Flicker
- Phalarope
- Great Blue Heron
Instructions: Circle each animals’ specially adapted body parts. Then draw a line from each circled body part to its description. Follow the example. Each animal may have more than one special adaptation, and each description may be used more than one time.

Amazing Adaptations

- Color serves as camouflage
- Defense from predators
- Excellent hearing
- Enable animal to move quickly in rocky terrain
- Used to win social dominance within their species
- Enhance underwater abilities