
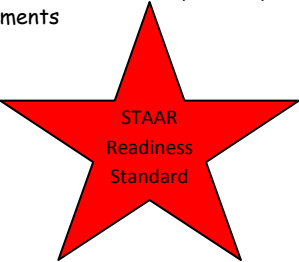








Grade 5 Crocodile Encounter Field Trip TEKS Alignment

TEKS Addressed/Animal Examples*	Presentation Discussion/Additional TEKS Addressed*
<p>5.9A Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements</p> <ol style="list-style-type: none"> 1. Sudan Plated Lizard  	<ul style="list-style-type: none"> • Burrowing is a <i>big</i> part of these lizard's existence; they dig burrows for protection (non-living) • Sun provides surface temperatures for basking from 125°F - 140°F (non-living) • Diet consists of insects in the wild, but they also eat some fruits and flowers (living) • 5.9B (food chain/food webs) • 5.10A Covered in large scales called osteoderms - scales that have bone in them; protects them from harsh environments and enemies
<p>5.9B Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers</p> <ol style="list-style-type: none"> 2. Black Throat Monitor  	<ul style="list-style-type: none"> • These lizards are carnivores and eat small reptiles and rodents; they will eat smaller monitors, snakes, birds, eggs, and more • Some of the animals they eat are herbivores; they eat plants; these plants derive energy from the Sun to make their food • The monitor food chain is part of a larger food web; the monitor, when full grown, will be at the top if this food web • 5.9A Interactions of the monitor in its environment, both with living and non-living elements • 5.10A Use of their powerful tail and strong claws for protection and hunting
<p>5.9C Predict the effects of changes in ecosystems by living organisms, including humans, such as the overpopulation of grazers or the building of highways</p> <ol style="list-style-type: none"> 3. American Alligators 	<ul style="list-style-type: none"> • Effects of changes in ecosystems and the impact on the American Alligator because of human activity; personal examples from Crocodile Encounter • 5.9A Interactions of the American Alligator in its environment, including pond modifications and caves • 5.9B Food Chains/Food Web including the American Alligator • 5.10A Specific structures and functions of the American Alligator that make it an apex predator
<p>5.10 Compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals</p> <ol style="list-style-type: none"> 4. Webbed feet modeled with American Alligator; addressed with both lizards 5. Alligator Snapping Turtle  	<ul style="list-style-type: none"> • The alligator snapping turtle has one of the most interesting structures in the animal kingdom, a built in "fishing lure"; the function of this structure is to catch fish; well camouflaged at the bottom of a lake or river, the turtle opens its mouth and uses this structure to lure prey into its mouth • Webbed feet on this turtle as compared to elephant like feet in the tortoise (tortoises included in show)
<p>5.10B Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding bicycle</p> 	<ul style="list-style-type: none"> • All of the animals mentioned above and those not used as examples here, will be used to discuss inherited traits • American Alligators and Crocodiles will be used to compare inherited traits versus learned behaviors (these animals have multiple learned behaviors in captivity)
<p>* TEKS covered include 5.9ABC and 5.10AB; these TEKS will be covered multiple times with multiple species. The species provided on this document are examples of animals Crocodile Encounter has for field trips and school assemblies, but many more species will be viewed and discussed.</p>	