HOUSTON MUSEUM
of NATURAL SCIENCE

3rd – 5th Grade Discovery Hunt: Farish Hall of Texas Wildlife and Hamman Hall of Coastal Ecology

This exciting exploration showcases Texas's amazing animals, plants, and ecosystems. As you visit the exhibits, observe, ask questions, and record your discoveries in the spaces provided.

Animal Adaptations: How Animals Survive

As you explore the exhibits, look for animals that have special body parts or behaviors that help them survive. Find one animal and describe how it is specially designed for its environment.

Animal name: _____

Special body part or behavior you observe:

How does this help the animal survive?

Example: A roadrunner has long, strong legs that help it run fast to catch lizards and escape from predators.

Texas Habitats: Discovering Where Animals Live

Visit at least two different habitat displays in the Farish Hall. Record what you observe:

Habitat 1 name: _____

Three **living** things you see (Biotic):

Three **non-living** things you see (Abiotic):

How do the animals use their habitat to survive?

Habitat 2 name: _____

Three **living** things you see (Biotic):

Three **non-living** things you see (Abiotic):

How do the animals use their habitat to survive?

Day and Night Behaviors

Watch how the exhibit scene changes from day to night. Many animals behave differently depending on the time of day.

Name one animal that is active during the day: _____

What does it do during the day?

Name one animal that is active at night: _____

What does it do at night?

Why do you think some animals are active at different times?

Animal Body Parts and Their Jobs

Find two different animals in the Farish Hall. For each animal, observe and record:

Animal 1: _____

Special body part: _____

What job does this body part do?

Animal 2: _____

Special body part: _____

What job does this body part do?

Who Eats What: Food Chains

Look at one of the habitat displays and create a simple food chain. Draw arrows to show who eats what.

Plants _____

Plant-eating animals: _____

Meat-eating animals: _____

Draw your food chain here:

Why are plants important in every food chain?

Every food chain begins with the sun. Why?

Animal Families: Parents and Babies

Look for displays showing parent animals with their babies.

Animal family you found: _____

How do the babies look like their parents?

What might the parents teach their babies?

How do the parents take care of their babies?

Protecting Texas Wildlife

Find information about animals that need special protection in Texas.

Name one Texas animal that needs protection: _____

Why does this animal need help?

What are people doing to help this animal?

What can you do to help protect Texas wildlife?

Texas Coast Adventure: Hamman Hall of Coastal Ecology

Visit the Hamman Hall to explore the Texas coast.

List three different coastal habitats you see:

Choose one coastal animal and describe how its body helps it live near or in the water:

Animal: _____

Special body features:

How do these features help the animal?:

Coastal Connections

Explore how the coastal waters are important to people and animals.

How do people use the coastal waters?

Name two animals that depend on clean water:

What can people do to keep the water clean?

After Your Visit: Putting It All Together

What was the most interesting animal you saw today? _____

Why was it interesting?

Choose one Texas habitat you learned about. List two ways people affect this habitat:

　1. _____

　2. _____

List two things people can do to protect this habitat:

　1. _____

　2. _____

Science Words to Know

Adaptation: A special body part or behavior that helps an animal survive in its environment.

Habitat: The natural home where an animal lives and finds everything it needs to survive.

Food chain: The path that shows who eats what in nature, starting with plants.

Predator: An animal that hunts and eats other animals.

Prey: An animal that is hunted and eaten by other animals.

Ecosystem: All the living and non-living things in an area working together.

Conservation: Protecting animals and their homes so they can survive.

Extinct: When all animals of one type have died and are gone forever.

Endangered: When there are only a few animals of one type left and they might become extinct.

Inherit: When baby animals get traits from their parents, like eye color or body shape.

Learned behavior: Something an animal learns to do, not something it is born knowing.

TEKS Alignment

3rd Grade Science

- SCIENCE.3.12.B: Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem.

- SCIENCE.3.12.C: Describe how natural changes to the environment cause some organisms to thrive and others to perish or move to new locations.

- SCIENCE.3.13.A: Investigate how external structures and functions of animals enable them to survive in their environment.

4th Grade Science

- SCIENCE.4.12.A: Analyze how structures and functions of organisms enhance survival in specific environments.

- SCIENCE.4.12.B: Describe the cycling of matter and flow of energy through food webs, including the roles of the Sun, producers, consumers, and decomposers.

- SCIENCE.4.12.C: Identify and describe past environments based on fossil evidence, including common Texas fossils.

5th Grade Science

- SCIENCE.5.12.A: Observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem.

- SCIENCE.5.12.B: Predict how changes in the ecosystem affect the cycling of matter and flow of energy in a food web.

- SCIENCE.5.12.C: Describe how biodiversity contributes to the sustainability of an ecosystem and evaluate human impacts.