Lesson 3



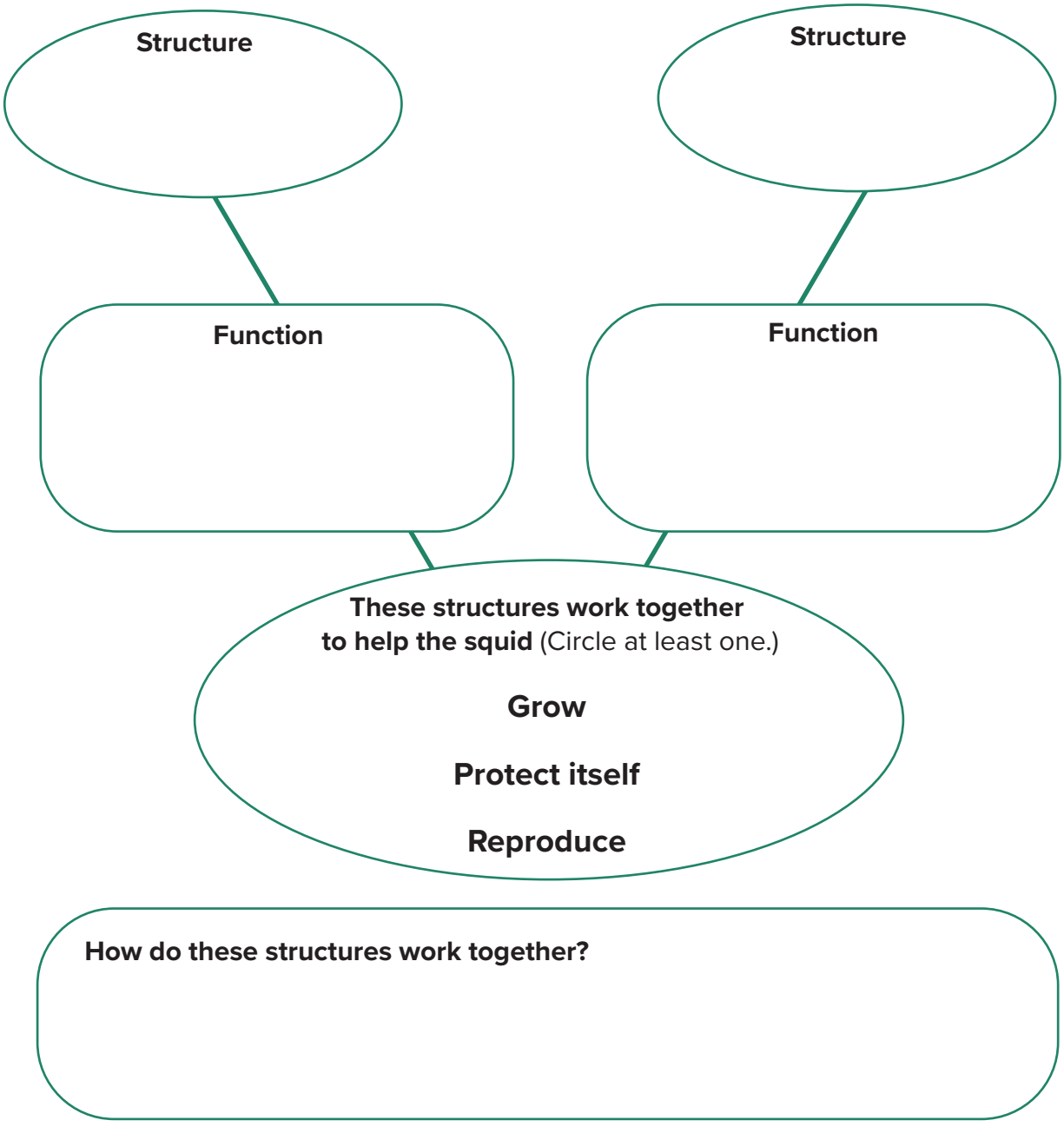
Date: _____

PART C

SQUID SYSTEM

Complete the graphic organizer on your own.

1. Name two structures you observed during the dissection.
2. Identify the function of each structure.
3. Circle at least one way the structures work together to help the squid.
4. Explain how the structures work together to accomplish the function you chose.



Date: _____

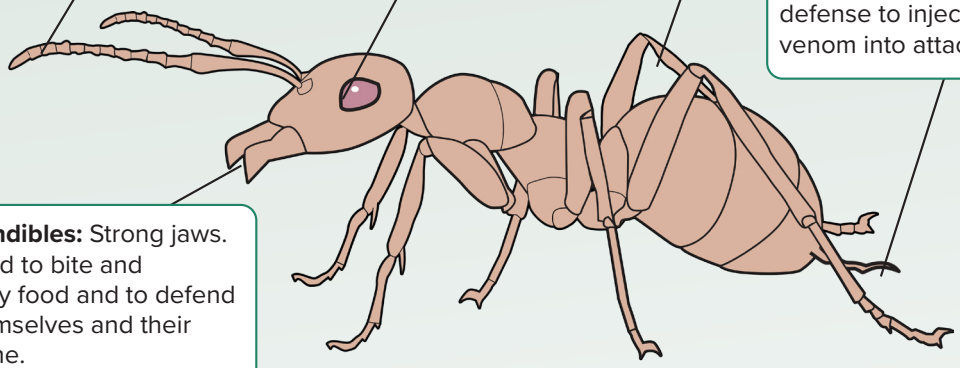
MAKE CONNECTIONS

Think back to the animal you explored in the Animal Structures interactive. Do any of that animal's structures work together to help it grow, survive, or reproduce? How do they do this?

© Carolina Biological Supply Company

Date: _____

ALL ABOUT ACACIA ANTS!



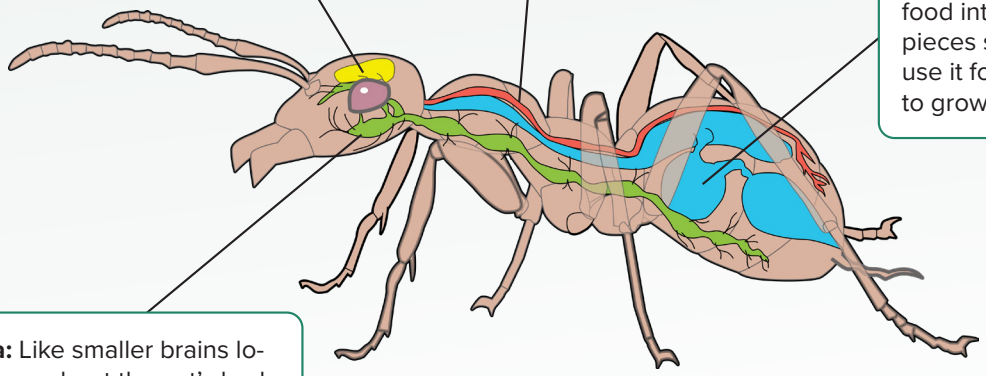
Antennae: Used to sense chemicals released by acacia trees and other acacia ants.

Eyes: Used to see, locate food, and detect danger.

Legs: Used to move, climb, and hang on things. Also used to carry food.

Stinger: Used for defense to inject venom into attackers.

Mandibles: Strong jaws. Used to bite and carry food and to defend themselves and their home.



Brain: Used to control movement, behavior, and responses to the environment. Works with the ganglia.

Heart: A long, thin tube that pumps hemolymph, which is like blood, around the ant's body. Hemolymph carries nutrients and other things to help the ant grow.

Stomach: Used to hold and break down food into smaller pieces so the ant can use it for energy and to grow.

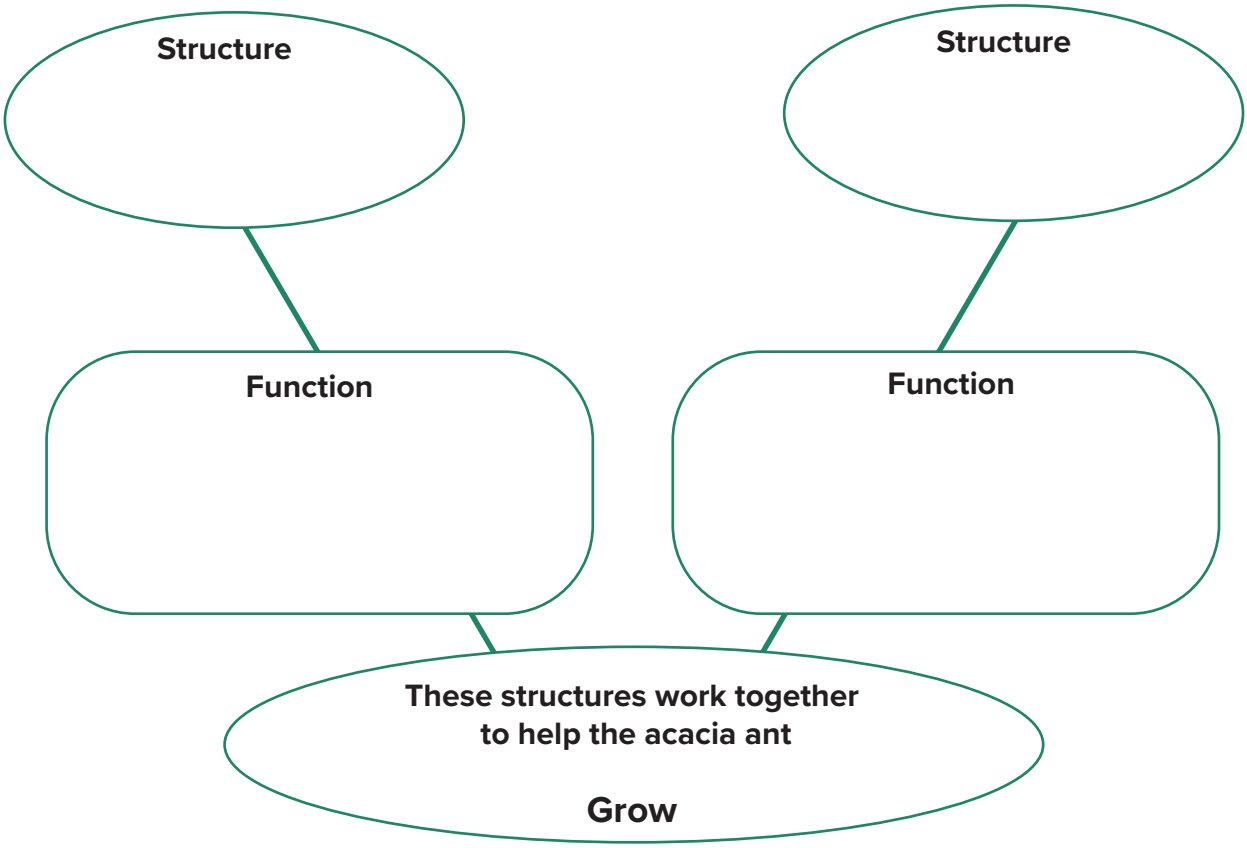
Ganglia: Like smaller brains located throughout the ant's body. Used to control specific body parts. Works with the brain.

© Carolina Biological Supply Company

Date: _____

ACACIA ANT SYSTEM

1. Complete the graphic organizer to show how the acacia ant's structures work together to help it grow.

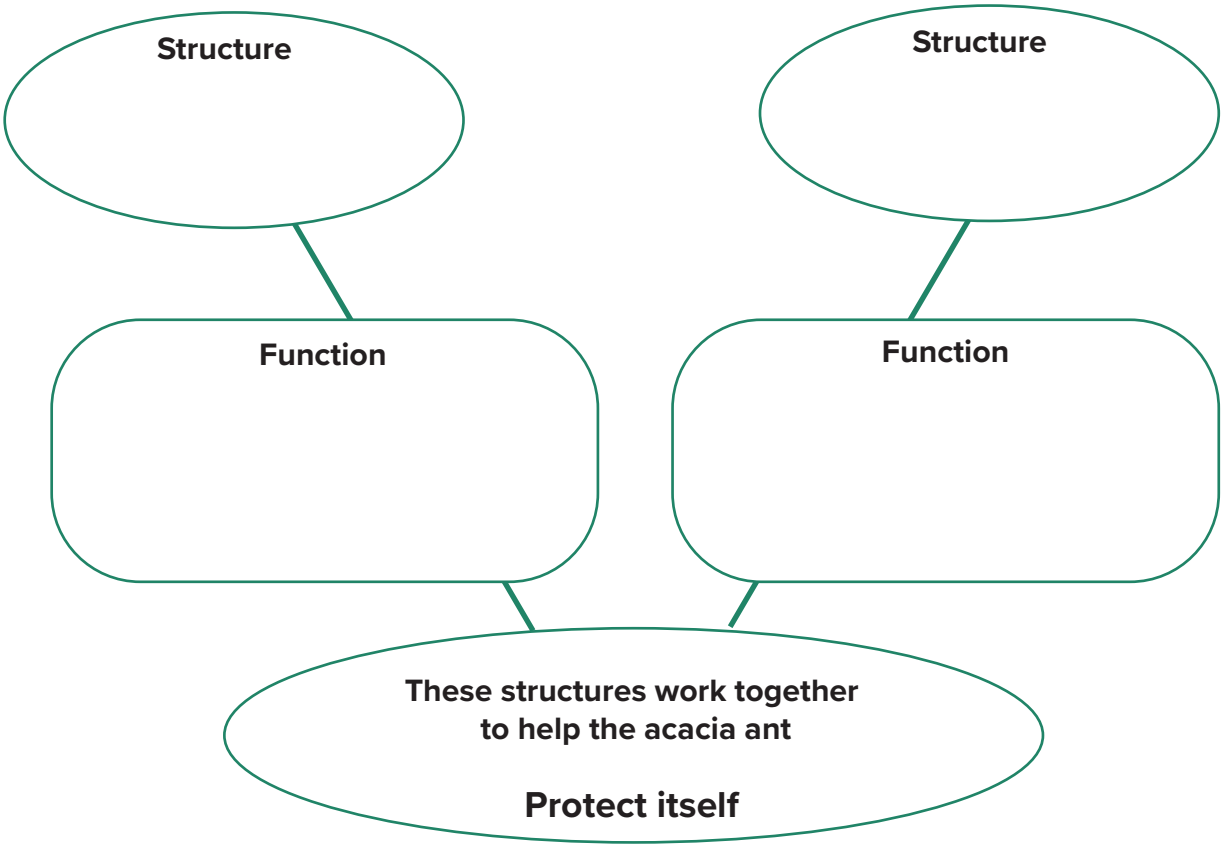


How do these structures work together?

© Carolina Biological Supply Company

Date: _____

2. Complete the graphic organizer to show how the acacia ant's structures work together to help it protect itself.



How do these structures work together?

Date: _____

SELF-ASSESSMENT

1. How well do you feel you understand how an animal's structures work as a system?



I feel great.



I feel OK.



I feel unsure.

© Carolina Biological Supply Company

Date: _____

PART D

A SYSTEM FOR SURVIVAL

Complete the graphic organizer to support an argument that answers the lesson question.

CLAIM: A claim is an answer to the lesson question. Fill in the claim with your chosen animal.	The internal and external structures of _____ work together as a system to help it grow, protect itself, and reproduce.
EVIDENCE: Evidence supports your claim using details. You should include data, observations, or readings. Use at least four pieces of evidence: ■ Two external structures and their functions ■ Two internal structures and their functions	
REASONING: Reasoning is how or why evidence supports your claim. Connect ideas using the earned word "system."	

Date: _____

CHECKPOINT

1. Circle all the structures that work together to help a bird grow.

A. Beak

B. Brightly colored feathers

C. Stomach

D. Wings

E. Eyes

2. Animals use their external and internal structures as a system to help them survive.

True **False**

© Carolina Biological Supply Company