



SANTA CRUZ MUSEUM of natural history

Coyote Kit Teacher Guide

Next Steps for Teachers	<ol style="list-style-type: none">1. Review each lesson (description and links below).2. Assign students each lesson by sharing the lesson hyperlink.
Questions?	Email education@santacruzmuseum.org
Supports Content Standards	<p>NGSS</p> <p><i>K-2-ETS1-2 Engineering Design-</i> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p> <ul style="list-style-type: none">● ETS1.B: Developing Possible Solutions- Designs can be conveyed through sketches, drawings, or physical models. <p><i>3-LS4-3 Biological Evolution Unity and Diversity</i></p> <ul style="list-style-type: none">● <i>LS4.C: Adaptation-</i> For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
Vocabulary	<ul style="list-style-type: none">● Omnivore, Canine, Molar, Incisor
Learning Objective	<ul style="list-style-type: none">● Students learn about how omnivore's have different shaped teeth for eating plants and meat.
Activity #1: Skull Activity Time: 25 minutes Activities can be done: <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> At home	<ul style="list-style-type: none">● Students make observations of coyote skull through images.● Students compare and contrast coyote teeth and human teeth.● Students learn the scientific terms for omnivore teeth (molar, incisor, canine).● Students sketch a coyote skull and label the teeth with the scientific terms. <p>Click here to view and share activity #1 with your students.</p>