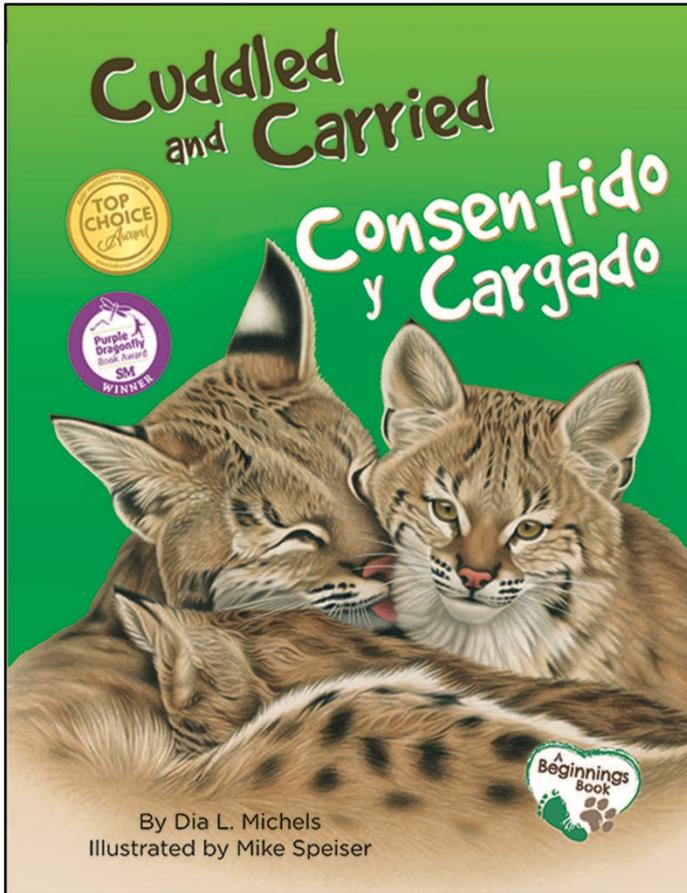


# *Cuddled and Carried • Consentido y cargado*

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Ages 0-4 | Preschool and home use



Babies—whether in snowy dens, warm lagoons, cozy nests, or living rooms—are carried and cuddled, nurtured and nuzzled. Stunning images and gentle verse will capture the curiosity of even the youngest readers as they see how animal mothers tend to their cubs, pups, calves, and chicks.

Beautiful images introduce the reader to attachment in the natural world. Watching mothers lend a paw, wing, flipper, or hand to care for their young fosters empathy, kindness, and compassion. Supplemental back matter and a free Teacher's Guide helps parents, librarians, educators, and healthcare providers creatively describe caretaking, while introducing a range of early science concepts.

## Articulated to the **Next Generation Science Standards**

There are no national science standards for kids in preschool, but that does not mean that young kids are not expected to talk about science or conduct science investigations. The early years are a fertile time to begin the process of turning that natural curiosity into the beginnings of more rigorous scientific inquiry and conceptual understanding.

This book comes with a free downloadable Teacher's Guide which contains activities that extend and expand the science content of the book to the classroom. This guide articulates each activity to the NGSS.



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## **Articulation of NGSS to Activity: Who Snuggles and Who Nuzzles?**

**NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.**

**NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.**

**NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.**

**NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.**

**NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.**

**NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**

## **Articulation of NGSS to Activity: Babies Can Be Carried Many Different Ways?**

**NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.**

**NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.**

**NGSS > K-2-ETS1-2 > Science and Engineering Practices > Developing and Using Models > K-2 Condensed Practices > Modeling in K-2 builds on prior experiences and progresses to include using and developing models (e.g., diagram, drawing, physical replica, diorama, dramatization, or story board) that represent concrete events or design solution > Develop a simple model based on evidence to represent a proposed object or tool.**

**NGSS > K-2-ETS1-3 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations > Analyze data from tests of an object or tool to determine if it works as intended.**

**NGSS > 3-5-ETS1-3 > Science and Engineering Practices > Planning and Carrying Out Investigations > Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions > Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.**

**NGSS > 3-5-ETS1-2 > Science and Engineering Practices > Constructing Explanations and Designing Solutions > Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems > Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.**

**NGSS > 3-LS2-1 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds > Construct an argument with evidence, data, and/or a model.**

**NGSS > K-ESS3-1 > Crosscutting Concepts > Systems and system Models > A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems > Systems in the natural and designed world have parts that work together.**

**NGSS > K-2-ETS1-2 > Crosscutting Concepts > Structure and Function > The shape and stability of structures of natural and designed objects are related to their function(s).**

**NGSS > 3-LS2-1 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change.**

**NGSS > 3-LS2-1 > Disciplinary Core Ideas in Life Sciences > LS2.D: Social Interactions and Group Behavior > Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2).**

**NGSS > 2-PS1-2 > Disciplinary Core Ideas in Physical Science > PS1.A: Structure and Properties of Matter > Different properties are suited to different purposes.**

**NGSS > 2-PS1-3 > Disciplinary Core Ideas in Physical Science > PS1.A: Structure and Properties of Matter > A great variety of objects can be built up from a small set of pieces.**

**NGSS > K-PS2-2 > Disciplinary Core Ideas in Physical Science > PS2.A: Forces and Motion > Pushes and pulls can have different strengths and directions > Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.**

**NGSS > K-PS2-1 > Disciplinary Core Ideas in Physical Science > PS3.C: Relationship Between Energy and Forces > A bigger push or pull makes things speed up or slow down more quickly.**

**NGSS > K-2-ETS1-1 > Disciplinary Core Ideas in Engineering Design > ETS1.A: Defining and Delineating Engineering Problems > A situation that people want to change or create can be approached as a problem to be solved through engineering > Asking questions, making observations, and gathering information are helpful in thinking about problems > Before beginning to design a solution, it is important to clearly understand the problem.**

**NGSS > K-2-ETS1-2 > Disciplinary Core Ideas in Engineering Design > ETS1.B: Developing Possible Solutions > Designs can be conveyed through sketches,**

drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

**NGSS > K-2-ETS1-3 > Disciplinary Core Ideas in Engineering Design > ETS1.C: Optimizing the Design Solution > Because there is always more than one possible solution to a problem, it is useful to compare and test designs.**

**NGSS > K-PS2-1 > Connections to the Nature of Science > Understanding about the Nature of Science Most Closely Associated With Practices > Category: Scientific Investigations Use a Variety of Methods > Scientists use different ways to study the world.**

**NGSS > 2-PS1-2 > Connections to Engineering, Technology, and Applications of Science > Influence of Science, Engineering, and Technology on Society and the Natural World > Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.**

## **Articulation of NGSS to Activity: What Do We Call Them?**

**NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.**

**NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.**

**NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.**

**NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.**

**NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.**

**NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.**

**NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**

## **Articulation of NGSS to Activity: Animal Adventure—Write Your Own Story!**

**NGSS > K-LS1-1** > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

**NGSS > K-LS1-1** > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.

**NGSS > K-ESS3-3** > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

**NGSS > 3-LS3-1** > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.

**NGSS > 3-LS3-2** > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.

**NGSS > K-LS1-1** > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.

# Articulation of NGSS to Activity: Are You My Mother?

**NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.**

**NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.**

**NGSS > 3-LS2-1 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds > Construct an argument with evidence, data, and/or a model.**

**NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.**

**NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.**

**NGSS > 3-LS2-1 > Disciplinary Core Ideas in Life Sciences > LS2.D: Social Interactions and Group Behavior > Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2).**

**NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.**

**NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.**

**NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.**

## **Articulation of NGSS to Activity: Sight**

**NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.**

**NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge Is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.**

**NGSS > 3-LS2-1 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds > Construct an argument with evidence, data, and/or a model.**

**NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.**

**NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.**

**NGSS > 3-LS2-1 > Disciplinary Core Ideas in Life Sciences > LS2.D: Social Interactions and Group Behavior > Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2).**

**NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.**

**NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.**

**NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.**

**NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**

## **Articulation of NGSS to Activity: Touch**

NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.

NGSS > 3-LS2-1 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds > Construct an argument with evidence, data, and/or a model.

NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

NGSS > 3-LS2-1 > Disciplinary Core Ideas in Life Sciences > LS2.D: Social Interactions and Group Behavior > Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2).

NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.

NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.

NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.

## **Articulation of NGSS to Activity: Sound**

**NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.**

**NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.**

**NGSS > 3-LS2-1 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds > Construct an argument with evidence, data, and/or a model.**

**NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.**

**NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.**

**NGSS > 3-LS2-1 > Disciplinary Core Ideas in Life Sciences > LS2.D: Social Interactions and Group Behavior > Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2).**

**NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.**

**NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.**

**NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.**

## **Articulation of NGSS to Activity: Smell**

**NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.**

**NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.**

**NGSS > 3-LS2-1 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds > Construct an argument with evidence, data, and/or a model.**

**NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.**

**NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.**

**NGSS > 3-LS2-1 > Disciplinary Core Ideas in Life Sciences > LS2.D: Social Interactions and Group Behavior > Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2).**

**NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.**

**NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.**

**NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.**

**NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**

## **Articulation of NGSS to Activity: Lactation Among Mammals**

**NGSS > K-ESS3-1** > Science and Engineering Practices > Developing and Using Models > Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. Use a model to represent relationships in the natural world.

**NGSS > 3-LS1-1** > Science and Engineering Practices > Developing and Using Models > Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. Develop models to describe phenomena.

**NGSS > K-LS1-1** > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

**NGSS > K-LS1-1** > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.

**NGSS > K-ESS2-2** > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). Construct an argument with evidence to support a claim.

**NGSS > K-ESS3-3** > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

**NGSS > 3-LS4-1** > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

**NGSS > 3-LS3-2** > Constructing Explanations and Designing Solutions > Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems > Use evidence (e.g., observations, patterns) to support an explanation.

**NGSS > K-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.C: Organization for Matter and Energy Flow in Organisms > All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.**

**NGSS > K-ESS3-1 > Disciplinary Core Ideas in Earth and Space Sciences > ESS3.A: Natural Resources Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.**

**NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.**

**NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.**

**NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.**

**NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.A: Inheritance of Traits > Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.**

**NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.**

**NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**

**NGSS > 3-LS3-2 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Use evidence to support the explanation that traits can be influenced by the environment.**