

# Create a Beast



## Next Generation Science Standards Disciplinary Core Idea: LS4.C Adaptation

For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.

### Science and Engineering

**Practice:** Constructing Explanations

### Crosscutting Concept:

Structure and function

### Common Core State Standards

**CCSS.ELA-Literacy.SL3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## ACTIVITY DESCRIPTION

Based on a discussion of habitat and adaptation, students will create a new, imaginary animal that is perfectly adapted to a selected habitat.

## GUIDING QUESTION

- What physical features help animals survive in specific habitats?

## OBJECTIVE

Students will demonstrate their understanding of physical adaptations by designing a new animal that is well suited to survive in a given environment.

## MATERIALS

PER STUDENT:

- Science notebook
- Colored pencils or markers

PER CLASS

- Whiteboard, chalkboard or paper to record ideas

## VOCABULARY

**Habitat** – the area where an organism lives and finds the nutrients, water, sunlight, shelter, living space, and other essentials it needs to survive

**Physical Adaptation** – a feature on an organism that makes it better suited to survive in its environment



## Create a Beast Procedures

### Engage | 15 minutes

1. As a class, generate a list of components that make up the habitat students explored during their Field Study Trip. Looking at pictures from the trip may help students recall features of the habitat.
2. Next create a list of the animals students saw during their Field Study Trip. Note: Remind students that animals include mammals, insects, arachnids (e.g. spider), reptiles, and birds.
3. Ask students to recall the definition of physical adaptation from the Pre Field Study Activity. Ask students if they remember any examples of a physical adaptation humans have. (See Level 1, Fall, Strand B overview document for background information related to physical adaptations.)
4. Discuss the specific features the animals they saw on their trip have that help them survive in their habitat. Ask students to think about features that help these animals obtain food and water, find or build shelters and defend themselves against predators.

### Explore | 20 minutes

1. In their science notebooks, ask students to design and draw a new, imaginary animal that would be perfectly adapted to the habitat they visited.
2. Ask students to name their animal and label the specific physical adaptations their animal has that make it well suited for its environment.

### Explain | 10 minutes

1. In small groups, ask students to take turns describing their new animals, highlighting the specific features that help the animal survive in the habitat.

### Elaborate | 10 minutes

1. Tell students there has been a change. Humans, who hoped it would help control the local rodent population, introduced a new bird into this habitat. This new bird nests high in the treetops, uses grasses to build nests, and eats small mammals.
2. Ask students to turn to a partner and describe how the presence of this new bird would affect the animal they created. Would their animal's food source be affected? Could the new bird be a predator for their animal? Would their animal benefit in anyway by the presence of this new bird?
3. If time allows, ask students to record their ideas in their science notebooks.

### Evaluate | 10 minutes

Ask students to complete the summative questions in their science notebooks or as an exit slip.

Summative Questions:

1. Explain how the presence of the new bird would affect your animal.
2. Draw a picture of how your animal and the new bird species would interact.
3. Describe how the presence of the new bird might affect other organisms within your habitat.

### Differentiation

**Extension:** Write a narrative. Ask each student to imagine a day in the life of his/her newly created animal. What does the animal eat? How does it find food? Does this animal live alone, with a partner or in a group? When does the animal sleep? How does it use its unique features? After a few minutes of brainstorming, ask students to write a narrative that describes a day in the life of their animal.

Notes on Modifications for Your Diverse Learners:

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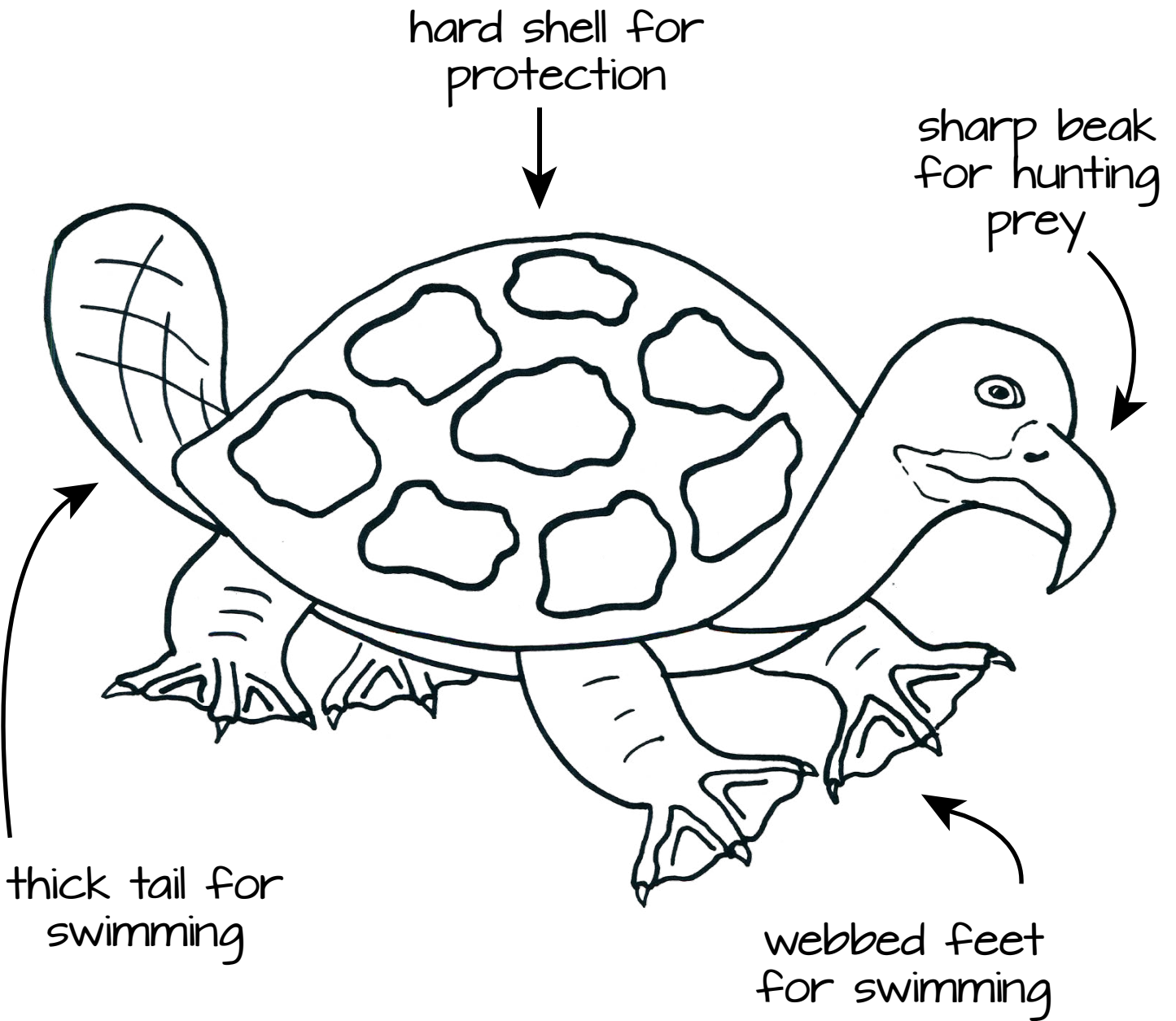
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## Create a Beast Example Drawing



the beaverturtle