

Activity – Creature Creation**Standard IV**

Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.

Objective 2

Identify basic needs of living things (plants and animals) and their abilities to meet their needs.

Intended Learning Outcomes

Communicating Science: Communicating effectively using science language and reasoning.

Knowing in Science: Understanding the nature of science.

Content Connections: Language Arts, Art

Background Information

All animals, including humans, need certain things to live. Animals need air, water, shelter, and food to survive. Animals also have certain characteristics that students can learn about, such as where they live (habitat), what they look like, what they 'do,' what they eat, how they are born, what kind of animal they are (mammal, reptile, etc...), how they live (in groups, alone etc.), how long they live, what their life cycle is, etc.

Invitation to Learn

Read A *Froggy* Book.

Instructional Procedures

1. Discuss some of the characteristics of Froggy. Move the discussion to characteristics of real frogs.
2. As students start giving ideas, record them in a Venn diagram. In the center, record the characteristics that Froggy has in common with real frogs. After recording the characteristics that Froggy has in common with real frogs. After recording and talking about the different characteristics of real and make-believe frogs, students can create their own animal.
3. Have students fold the creature creation sheet into thirds. In groups of three, have one student draw the head, one the body, and one the tail end.
4. Make sure students end at the dots so that the animal's sections will match up.
5. Have the students take back the paper they started with and color their animal. After the animal is ready, have students write about their animal, telling all the characteristics of their animal; what it

Materials

- A *Froggy* Book (or other fiction frog book)
- a copy of the creature creation
- sheet for each student
- drawing/coloring tools

eats, where it lives, how it was born, who its enemies are, etc.... They need to be specific and record as many characteristics as they can. It is their animal and they get to create its characteristics.

Possible Extensions/Adaptations

Have students include the characteristics of their animal in a fiction story. Compare another animal to a character in a book using the Venn diagram.

Assessment Suggestion

Are students able to list characteristics of frogs and Froggy? Do they include the main 'life' characteristics of their created creature?

Family Connections

Have students teach their family how to compare animals using a Venn diagram. They can compare the family pet to a character in a book.

Creature Creations

0

0

0

0

2nd 4.2 8.3

Name _____

Creature Creation

1. Creature's name: _____
2. What is its habitat? _____
3. How are its babies born? _____
4. How many babies does it have? _____
5. How does it take care of its young? _____

6. What kind of animal is it (reptile, mammal, etc...)? _____

7. What does it eat? _____

8. How does it get its food? _____

9. Who are its enemies? _____

10. How does it protect itself? _____

11. Describe what your animal looks like: _____

12. What are the most interesting things about your creature? _____

