

Required information during the PD

Lesson Title	Animal Adaptations	Planned Teaching Date	
Learning Objective			
Through reading, writing reflection, and an outdoor investigation students gain understanding about some physical (camouflage, mimicry) and behavioral adaptations that can protect an animal from predation.			
Essential Question (s)			
<ol style="list-style-type: none"> 1. How do physical and behavioral adaptations (such as camouflage, behaviors, and mimicry) help an animal survive in its habitat? 2. How are these physical features and behaviors examples of an animal adapting to its environment? 			
Materials/Supplies/Data Sheets			
Reading: Student journals & pencils for writing Outdoor activity: Variety of toy animals with various coloration patterns Whiteboard clipboards, datasheet & pencil			
Bloom's Level and Question(s) or DOK			
Reading, Writing, & Science Literacy Connections		SOL Emphasis	
<u>National Geographic Book</u> <i>Tricks, Traps, and Tools</i>		Science 3.1f ,3.4b English 3.4, 3.6 b), d), f), g)	
<u>Supplementary Book</u> <i>Looking for Animals</i> by Lawrence F. Lowery (NSTA Press)		Science 3.4b English 3.4	
<u>Outdoor Activity</u> (connected to the readings)- Color Crazy from Project Wild		Science 3.4b	
<u>Writing Activity</u> Record observations about camouflage during the outdoor activity.		English 3.9	
Differentiation			
For the journaling activity, some students can draw and color examples of animals with camouflage and mimicry instead of writing in their journals. They can explain their examples to you. Ladders are differentiated for three different reading levels.			
Assessment		Vocabulary	
<p>Formative. During the engage activity, are students accessing prior knowledge to discuss why some animals are easy to find and some are not?Are they also discussing and how these features can be an advantage?</p> <p>Summative. Color Crazy- Show photos of camouflage and mimicry. Can students differentiate between camouflage and mimicry when they see examples of animals in different habitats? Can students explain the adaptive advantages of these physical characteristics?</p>		<p>Adaptation, camouflage, mimicry, physical adaptations, behavioral adaptations (Review words: habitat, survival, physical characteristics)</p>	

<p>Can students recognize/identify physical vs behavioral adaptations that help an animal survive in its habitat?</p> <p><u>Performance assessment</u>: Ask students to design and construct a model of an optimal habitat for an animal's survival (you can use the toy animals). Students explain their model in writing and use science concepts to explain their model (one or more of these concepts: physical characteristics, behavioral characteristics, mimicry, camouflage, adaptation, survival, etc.)</p>	
Hook/Engage	
<p><u>Outdoor activity</u>: Looking for animal models (toys) hiding (or not) in various habitats</p> <p><u>Journal Reflection</u>: Which animals were easy to find? Why? Which animals were a challenge to find? Why?</p>	
Guided Lesson/Instructional Strategy	
<p>Outdoor activity: Students look for animal toys placed in several habitats (in the grass, in a tree, on the ground, in a shrub, etc). In their journals, they give ideas for why some animals were easy to find and some were a challenge to find.</p> <p>Guided Reading: "Tricks" section of Nat Geo book, pp 3-9. As we read, in your journal, record the important science concepts/words that you hear (Ex. camouflage, mimicry, predator, prey) <u>Ask</u>: Based on our reading, how does camouflage help an animal survive in its environment? (pp.4-5) How is mimicry different from camouflage? (pp.6-7)</p> <p>Read aloud: <i>Looking for Animals</i> As you read, help your students make the connection between animal coloration and how these physical characteristics demonstrate an animal's adaptation to its environment and help the animal survive in its habitat. <u>Ask</u>: Are the physical character examples in this book examples of camouflage or mimicry? Explain your answer.</p> <p>Outside: Find examples of physical adaptations or behaviors outside in the schoolyard. Record what you find in your journal. Discuss your findings. AND/OR Use collected natural materials to build a creature, thinking about how its coloration will help it survive in its habitat.</p> <p>Writing/Journal Reflection: Write a definition of camouflage and mimicry. Explain how these concepts are similar (both are examples of physical adaptations that help an animal survive in its habitat) and different.</p>	
Technology/Computer Science	Expected student products or learning objectives met -Mandatory: -Optional/preferred:
Reflection/Notes	Supporting Resources
	Animal camouflage coloring pages from Exploring Nature website www.exploringnature.com

Animal Adaptations Student Activity Page

Why do you think you were able to find some of the animals?

Why do you think some animals were harder to find?

Guided Reading: *Traps, Tricks, Tools*

What science words did you hear/read during the reading?

Reflection

Definitions of science words

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What examples of physical adaptations of organisms did you find outside?