**Plant and Animal Adaptations Lesson**

**Grade Level:** 5th Grade

**Subject Area:** Science

**Materials Needed:** Science packets, science notebooks, pencils, graphic organizers, colored pencils, crayons or markers

**Standards:**

* 5.1.3. Identify details of an object’s form which determine its function
* 5.1.1. Use an appropriate model to convey scientific information

**Objectives:**

* Students will explain to their classmates how animals adapt to their environments.
* Students will illustrate examples of animals adapting to their environments.
* **Cognitive Level of Bloom’s Taxonomy:** Understand, Apply

**Learning Activities:**

* Opening Element 🡪 PURPOSE FOR LEARNING
* We have been getting a lot of snow lately. What did you do to keep warm?
  + *Put on a coat, boots, snow pants, wrapped up in a blanket, turned up the furnace*
* Right, we made changes in our lives, we adapted.
* Animals encounter adaptations as well. When their environment changes, the animals change with it so they have the best chance of surviving.
* Lesson 6 in your packets talks all about the different adaptations animals go through. This is a big lesson so we are going to tackle it together.
* I am going to have you work with the people at your table. Each table is going to be assigned to read 1 section (2 pages) from your workbook. You can read them to yourselves and write down in your science notebooks anything you think is important from that page. I will put a timer up on the board and then I want you to talk to your partners about what you wrote down. If you have things that you wrote down in common, put a star next to it.
* Next, I am going to number you off from 1- 4: remember your number.
  + You will be moving to a new group as an expert on your page. Your job is to teach the other students in your group what your page had to say. The parts you starred are what you will be sharing with your new group members.
  + In your group you will share in order from 1-4. Be sure to tell your group members what the title of your section was (Adaptations, Form and Function, etc.). The job of the other group members is to write down what you tell them. Leave 2-3 lines blank before moving on to the next section.
    - *Teacher can draw on the board an example of what the paper should look like.*
    - *Teacher can set a time if necessary or listen as class discussions wind down.*
* Come back together as whole group. Who was in the “Form and Function” Group? Let’s talk about what you shared with your group members.
  + *Teacher will supplement anything the students may have missed.*
* **Technology:** Timer
* **Required Vocabulary:**
  + Adaptations: changes that help an organism to survive
  + Camouflage: way of blending into the surroundings
  + Mimicry: to look or act like something else
  + Instincts: knowing how to do something without being taught
  + Nocturnal: active at night and sleep during the day
  + Hibernation: period of inactivity
* **Instructional Methods:**
  + Jigsaw
  + Whole group wrap up
* **Differentiation:**
  + Mixed ability grouping
  + Interpersonal 🡪 working in collaborative groups
  + Visual 🡪 large list on the board during wrap-up
  + Auditory 🡪 discussions/ verbal explanations

**Assessment:**

* **Formative**: Students will complete graphic organizers where they will identify, draw, and apply adaptations to animals.
  + Students will be given task cards with the name of an animal on them. The students will draw the animal they have been given. Students will also be given task cards with a change the animal may encounter. The student must then choose an appropriate adaptation and draw the adapted animal.
* **Summative:** A test will be administered at the end of the unit by the regular classroom teacher.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| Name of Animal or Plant: | |
| Picture of Original Animal or Plant: | |
| Cause of Change: | Adaptation: |
| Picture of Adapted Animal or Plant: | |