

Hillside Outdoor Education School



Animal Adaptations Follow-Up Activity Description

Once students have an understanding of Animal Adaptions, they can then `design` their own species, whether plant or animal. Students will have to describe the purpose of the adaptation, and then use multimedia to `create` a visual representation of their species.

Materials Required

- Old nature magazines
- And magazine with photos
- Paper
- Glue
- Pencils, pencil crayons, markers, charcoal, etc.
- Computers

Animal Adaptations Art Lesson



Lesson/Activity

1. Have students design a plant or animal that fits the needs of the habitat in which they live.
2. When designing their species, they should consider the following:
 - Habitat
 - Food
 - Predators
3. Students will need to be able to describe the adaptations of their species in terms of the above considerations, e.g. wings to fly, big eyes to see at night.
4. Students will then create a visual representation of their species using magazines, computers, pencil crayons etc. (a multi-media project).
5. Students will need to give their species a creative name.
6. Students will need to record the adaptations of their species in one of the following forms: written, recorded audio, recorded audio/visual or any method of your choosing.

Assessment

Is the student able to describe the adaption(s) of the species they created?

Level 1	Level 2	Level 3	Level 4
With assistance, student is able to create a "species" of their own design	Student can identify adaptations of their "species"	Student can identify 1 or more of their "species" adaptations for a specific purpose for survival	Student can identify 2 or more of their "species" adaptations for a specific purpose for survival
Student can create a species with limited adaptations	Student can create a species with 2 or more adaptations	Student can create a species with 1 or 2 adaptations not found in known species	Student can create a species with 2 or more adaptations not found in known species.

Acknowledgements

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