

Critter Creation

5th Grade

Summary: *students will create their own animals while learning how adaptations help animals survive and thrive in their habitats.*

Objectives:

1. Students will be able to define the term “adaptation”.
2. Students will understand the cause and purpose (survival) of adaptations (environmental conditions and changes affect animals’ adaptations and ability to adapt (rapid versus slow change)).
3. Students will be able to recognize different types of adaptations.

Materials

- ✓ Copy of **Adaptation Cards** (cut apart)
- ✓ Markers
- ✓ Newsprint or construction paper

Background Information

What is an adaptation?

A change in the structure function of an animal or any of its parts or behaviors, that allows the animal to become better fitted to survive and reproduce in its environment over time.

Why do adaptations occur?

As a habitat changes, the species with adaptations that allow it many options is most likely to survive. Environmental changes cause certain mutations to become favorable over others (i.e. thicker fur or blubber in cold climates)

How do adaptations occur?

A mutation, or change, in an organism’s genes occurs that benefits the organism. The new, beneficial change allows the organism to survive and reproduce better than others. Eventually, there will be more or only offspring of this new type.

What kinds of adaptations exist?

Physical adaptations are structural or functional such as stripes or spots, long or short legs, feathers or fur, or being poisonous or non-poisonous. Behavioral adaptations are actions and/or execution of an activity such as being in a group (schooling, herds) or solitary, being diurnal or nocturnal.

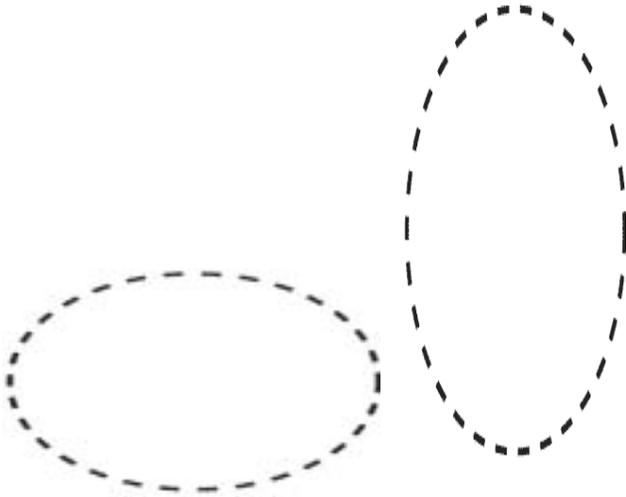
Activity Procedure:

1. Review background information and discuss with students.
2. Explain to students that they are going to create their own animal using the adaptations given to them on a set of Adaptation Cards and then design an appropriate habitat for that critter, and name the critter creation.
3. Divide the class into 5 equal groups and distribute markers and newsprint to each table.
4. Describe the **Adaptation Cards** to students before they start drawing, giving examples of what kinds of animals could go with each body shape, the shapes on the cards are just a guide. Encourage students to be creative with the shapes and adaptations.
5. Distribute to each group a set of cards that includes:
 - a. Body Shape
 - b. Body Wrapper
 - c. Locomotion
 - d. Teeth/Feeding
 - e. Protection
6. Have students create their critter using the adaptations indicated on the cards as a guideline. (*Option: let each student create their own animal based on the set of cards at the table*).
7. Once students have created their critter and its habitat, have them name it and present the critter creation to the class,
 - a. Name of animal
 - b. Habitat
 - c. How it moves
 - d. What it eats
 - e. How it protects itself

Florida's Next Generation State Standards

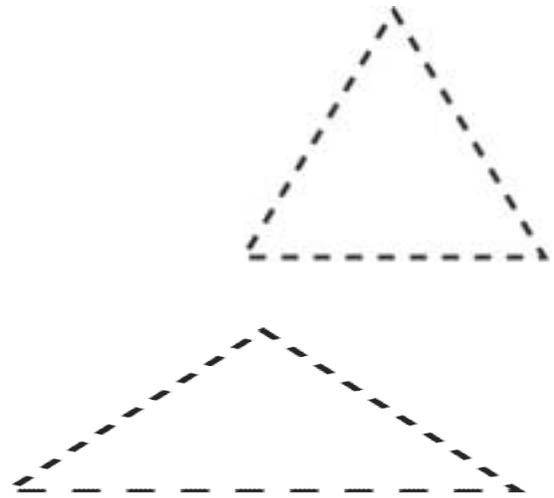
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans.
- SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

BODY SHAPE



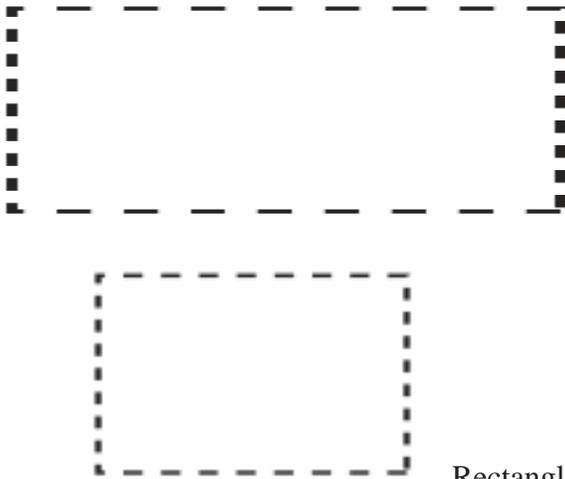
Oval/Lemon

BODY SHAPE



Triangle

BODY SHAPE



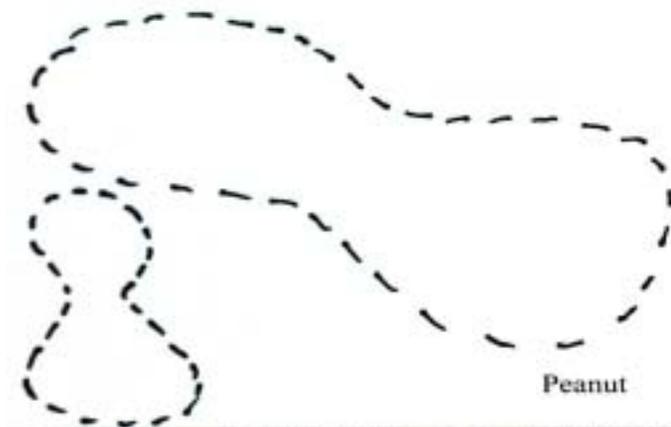
Rectangle

BODY SHAPE



Ribbon

BODY SHAPE



Peanut

BODY WRAPPER



Scales

BODY WRAPPER



Feathers

BODY WRAPPER



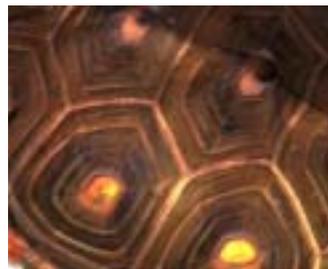
Fur/Hair

BODY WRAPPER



Thick skin

BODY WRAPPER



Shell

LOCOMOTION



Fly-wings

LOCOMOTION



Swim-fins/flippers

LOCOMOTION



Crawl/walk-4 limbs

LOCOMOTION



Slither-no limbs

LOCOMOTION



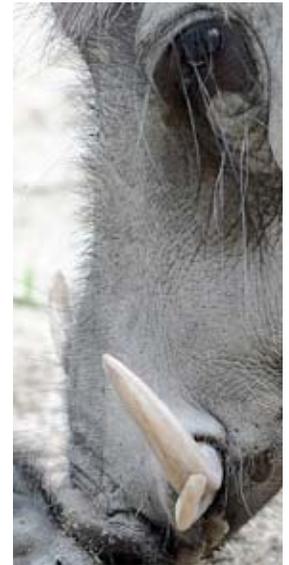
Jump/hop-long legs

TEETH/FEEDING



Canine/fang teeth

TEETH/FEEDING



Tusks

TEETH/FEEDING



Sharp teeth

TEETH/FEEDING



Beak

TEETH/FEEDING



long tongue

PROTECTION



Spots

PROTECTION



Stripes

PROTECTION



Patterns

PROTECTION



Countershaded-dark on top, light on bottom

PROTECTION



Bright colors