

**Project FOCUS
Best Lessons
THIRD GRADE**

Title of Lesson: Adaptations - Adapt an Animal

Theme: Life Science

Unit Number: **Unit Title:** Habitats of Georgia

Performance Standard(s) Covered (enter code):

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

c. Identify features of animals that allow them to live and thrive in different regions of Georgia.

d. Explain what will happen to an organism if the habitat is changed.

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Adapt
Adaptation
Characteristic
Survive
Reproduce
Migrate
Predator
Prey
Camouflage

Learning Activity (Description in Steps)

Abstract (limit 100 characters): Students will create their own animal adapted for a fictional habitat.

Details:

Preparation

Create three different “fictional” habitats using ½ of a poster board and construction paper. Printed out a short description of each to give to the students. The descriptions are as follows:

>> **Habitat #1**

In this habitat, it is always dark. There is a thick forest of trees with only purple leaves.

Since there are so many trees, no rainwater gets to the ground.

>> Habitat #2

In this island habitat, the seasons are quite different. In the winter, it is freezing and it often snows. In the summer, the heat of the sun makes it extremely hot.

>> Habitat #3

In this habitat, there are miles and miles of shallow water. If you were to step in the water, it would come up to your knees. The water is cold and the bottom has lots of rocks.

Also print out the following questions for each group:

1. Describe your habitat.
2. What adaptations does your animal have to live in this new habitat?
3. How do those adaptations help it survive?

Procedure

As a class, review vocabulary terms such as "adaptation," "survive," "reproduce," and "characteristic". Next, divide the class into three groups and gave each group one fictional habitat, a description of that habitat, and a copy of the questions.

Once everyone has their materials, instruct the students to create an animal with specific characteristics that would allow that animal to survive in their habitat. After they create it, they can glue it onto the fictional habitat poster.

After every group as finished, students can present their animals.

Materials Needed (Type and Quantity):

- 3 "fictional habitats" made out of construction paper, sized about ½ a piece of cardboard
- Construction paper
- Scissors
- Glue sticks
- Typed up descriptions to go with each habitat (see Details, above)
- A list of questions for each kid to answer about his or her animal (see Details, above)

Notes and Tips (suggested changes, alternative methods, cautions):

- Tip: Create additional fictional habitats (or multiples of the three that are provided) for larger classes.
- Tip: This was designed as a group activity. However, depending on how well your students work together, they can create just one animal as a group OR they can each create their own animal.
- Optional: Expand on the questions. Ask the students, what does your animal eat? What does it do for shelter? Does it have any predators or prey? Have the students write a story about their animal.
- Optional: Create 3-D animals using styrofoam balls, egg cartons, felt, pipe cleaners, etc.

Sources/References:

- 1) Originally submitted by Tracy Bialis, edited by Jessica Valle (2010)
- 2)
- 3)