

**Project FOCUS
Best Lessons
THIRD GRADE**

Title of Lesson: Adaptations - Camouflage Classroom Creature Creations

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
Camouflage
Survive
Habitat

Learning Activity (Description in Steps)

Abstract (limit 100 characters): Students will create an animal that is camouflaged for a certain area of the classroom.

Details:

Before coming to class, prepare your materials. You might want to include the "body", some google eyes, and an index card in the baggies so it will be easier to pass out supplies in class. You will need one per student (but it's always good to have extras).

With your students, review the concept of camouflage as an adaptation.

Explain to your students that they are going to be creating their very own animal to live in the classroom. The animal needs to live in a very specific part of the classroom so that it can use camouflage to survive. Give an easy to understand example of a white animal living on the white board or a wood-colored animal living on a desk. Encourage the students to get really creative- their animals could live on posters, storage bins, books, etc.

Hand out materials and give the students some time to create their animals. Make sure that they write on their index cards the name of their animal, where it lives, and how it is camouflaged for its habitat.

If there is time, have the students bring all of their animals to the front of the classroom. Hold up one animal at a time. Have the creator of the animal come to the front of the class, and allow the other students to guess where this animal lives in the classroom. When the students have correctly guessed (or after a few incorrect guesses), have the student introduce his or her animal and put it in its habitat. Repeat this for every student.

After all of the animals have been placed, try switching some of their places. Ask the students if this is a good idea. Would the animals still be able to survive? Encourage them to write down their ideas and observations.

Materials Needed (Type and Quantity):

- Plastic baggies - 1 per student
- 3x5 index cards - 1 per student
- Tape/glue
- Scissors
- Markers/crayons/colored pencils
- Styrofoam balls or egg carton cups - 1 per student (for "body" of animal)
- Creative materials: tissue paper, construction paper, pipe cleaners, paper clips, straws, yarn, feathers, google eyes, etc.

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

- **Tips:** The animals do not have to be 3-D. Try creating animals out of foam core, posterboard, felt, or foam.
- **Optional:** Instead of using the classroom as a habitat, you could have the students create the animal AND draw a habitat it would fit into. This could encourage even more creative creatures!

Sources/References:

- 1) Originally submitted by Erin Meade, edited by Jessica Valle (2010)
- 2)
- 3)