

Grade Level: K-2

Reef Bash!

Post-Lesson

Time Allotment

45 minutes

Materials

Per student:

- 1 hanger
- 5 pre-hole-punched 4 by 6 index cards (1 hole per card)
- 5 animal pictures
- 5 pieces of string of varying lengths
- Glue stick
- Pencil

Advance Preparation

- Punch 1 hole per card in the top of each index card.
- Cut enough string for each student to have 5 pieces. Vary string lengths
- Find enough animal pictures for each student to have 5 each. You can print them from the internet or find them in books and calendars. Just make sure the pictures are small enough to fit on an index card.

Lesson Objectives

Students will be able to:

- Understand what animal adaptations are.
- Explain how animals are adapted for the area in which they live.

Sunshine State Standards

Category:

Kindergarten: SC.K.N.1.5, SK.L.14.3, MA.K.G.3.1

Grade 1: SC.1.N.1.1, SC.1.L.14.1, SC.1.L.16.1

Grade 2: SC.2.N.1.1, SC.2.L.17.2

Vocabulary

- Adaptation
- Environment
- Behavior
- Physical adaptation
- Behavioral adaptation
- Camouflage
- Survive

Background Information

Biodiversity is constantly changing and evolving as some species adapt to new surroundings, become extinct, and others, over time, evolve into new species. An **adaptation** is any behavioral or physical characteristic of an animal that help it **survive** in its **environment**. These characteristics fall into three main categories: body parts, body coverings, and **behaviors**. Any or all of these adaptations play an important role in the survival of the animal and allows the animal to cope with environmental stresses and pressures.

Adaptations can either be physical or behavioral. A **physical adaptation** is some type of structural modification made to a part of the body. A **behavioral adaptation** is something an animal does (how it acts) to an external stimulus. Some examples of animal adaptations are how it moves, what it is able to eat, or how it protects itself. Different animals have different ways of trying to stay alive.

Several species are only found in specific areas, or ecosystems. For example, some species are adapted to specific temperature ranges or need a minimum amount of rainfall every year to survive. It is important to realize that in nature there is often a reason

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why organisms are found in specific locations and that every habitat or ecosystem is a network of species. These species have evolved to be dependent on each other but also on the specific conditions found in that environment for survival.

Initial Discussion

1. Have students name a few animals and write them on the board.
2. Next, have the students brainstorm some different physical adaptations that those animals have and write them on the board. Have them think about how the animals move, protect themselves, and eat. Some examples are webbed feet, sharp claws, sharp teeth, wings, fur, feathers, and scales.
3. Explain to the students that they will be making an animal adaptation mobile.

Hands-On Activity

1. Place enough animal pictures on a table for each student to have 5 different animals.
2. Have the students come up to the table one at a time to choose their 5 animals. Make sure they understand that the animals need to be different.
3. Give each student 5 index cards and have them glue each animal picture to one side of the card.
4. On the other side of each card, have the students write one adaptation from the board that the animal has (younger students might need help with this).
5. Help the students tie their index cards to their hanger with the string.
6. Have each student share his/her mobile with the class by saying what animals he/she chose and what adaptations they have.

Relate Activity to Concept

1. Write the name of an animal on a small piece of paper and fold it. Make about 20 of these using a different animal for each.
2. Put all of the papers into a bag and mix them up.
3. Have a student come up to the front of the room, close their eyes and draw a piece of paper. Make sure he/she keeps their animal a secret!
4. The student will try to describe his/her animal to the class by using its adaptations (e.g. "My animal is very large with white fur and large teeth. It lives in the snow. Who am I?" A Polar Bear!)
5. Once the students guess the animal, it is someone else's turn. Repeat until all of the students get to describe an animal.

Assessment

Once the lesson is finished, review the vocabulary with the students. Ask them to describe what an adaptation is and how they help animals survive where they live. Have the students talk about humans and the adaptations that we have.

Extension

To further study physical adaptations, use this camouflage fish activity. Review the term camouflage with the students. Then give each student a pre-cut fish. Have them color their fish to match something in the classroom (i.e. the wall, a poster, carpet, etc...). Once everyone is finished coloring their fish, explain to them that they will be hiding their fish in the room for someone to find. Choose a student to be "it" first. Have that student leave the classroom and have all of the other students hide their fish. Once they are done, bring the student back in to find the camouflaged fish. Repeat as many times as you would like.