

ANIMAL ADAPTATIONS

full lesson plan

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Name: **Example**

Create an Animal Activity

Directions: Design an imaginary animal with structures that help it survive in its environment by meeting its basic needs. Be creative! Write a paragraph with at least 5 complete sentences to describe your animal. Please include all of the following information:

- What is your new animal's name?
- What type of environment does your animal live in?
- What structures does the animal have?
- What function does each structure provide for the animal to survive?

The Polar Fluffwing is a flying animal that lives in a cold arctic, with lots of ice and snow. The Polar Fluffwing has large wings to help it fly and move around in its environment. The wings also help it escape from predators and hunt for food. The Fluffwing also has thick, white fur to help it stay warm in the snow and to help it stay warm in the weather.



Thick, white fur for camouflage and warmth.

Animal

Name: _____ Date: _____

Animal Structures & Functions

Cut and Paste Activity

Directions: Match the functions at the bottom of the page to the correct structures in the photos.

1. 	2. 	3. 
4. 	5. 	6. 



What is the function of the giraffe's long neck?

- to drink water
- survive weather
- survive weather

Animal Adaptations Lesson Plans Year 7

Mary Ann Brehm, Lynne McNett



Animal Adaptations Lesson Plans Year 7:

Resources in Education ,1998 **Habitats Local and Far Away, Grade 1** Carla C. Johnson,Janet B. Walton,Erin E. Peters-Burton,2024-03-13 What if you could challenge your first graders to imagine saving an endangered species learning about different global habitats along the way With this volume in the STEM Road Map Curriculum Series you can Habitats Local and Far Away outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary four lesson module uses project and problem based learning to help students develop an action plan to encourage preservation of an endangered species Students will work in teams to describe the habitat characteristics of a species outside their home region explain why the species is endangered and offer solutions about how humans might be able to support this species survival In developing their plan they will act as explorers of species locally and around the world learning about climate plant and animal inhabitants and key factors affecting habitat vitality or decline To support this goal students will do the following Explain that there are various types of habitats that vary with geographical location around the world Identify several habitats in the U S and globally Explain how various habitats meet animals basic needs Identify climatic characteristics of several habitats Identify humans as species that live within and in interaction with various habitats Identify technological advances and tools that scientists use to learn about habitats and endangered species Design and construct models to demonstrate understanding of features of various habitats local and global and endangered species Apply their knowledge of habitat characteristics interdependence in ecosystems and endangered species to develop an action plan to help preserve their selected endangered species The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Habitats Local and Far Away can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach

Spotlight Science Teacher Support Pack 7: Framework Edition Keith Johnson,2003 This Framework Edition Teacher Support Pack offers comprehensive support and guidance providing the best possible learning experience for your students and saving time for everyone in the department Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution,1996-04-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers

this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

ENC Focus ,2000 *Making Schools Work for Every Child* ,2000 **Resources for Teaching Middle School Science** Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-03-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum

materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters, the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs, chapters on books about science and teaching, directories and guides to science trade books and periodicals for teachers and students. Another section features institutional resources. One chapter lists about 600 science centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations and U.S. government agencies that offer resources and assistance. Authoritative, extensive, and thoroughly indexed, and the only guide of its kind, *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers, school administrators, teacher trainers, science curriculum specialists, advocates of hands-on science teaching, and concerned parents.

Differentiating By Student Learning Preferences Joni Turville, 2013-11-20. This book shows teachers how to differentiate instruction based on their students' learning preferences. Included are strategies and lesson plans for visual, auditory, and kinesthetic learners; analytical, practical, and creative learners; and multiple intelligences, etc. Also included are over 50 blackline masters which you can copy or download to use in your classroom.

Creative Dance for Learning: The Kinesthetic Link Mary Ann Brehm, Lynne McNett, 2008. *Creative Dance for Learning: The Kinesthetic Link* is a comprehensive teaching guide that addresses the what, why, and how of creative dance. It provides theoretical and practical guidance on teaching creative dance, particularly in educational settings. The authors' approach is heavily influenced by Barbara Mettler, Margaret H. Doubler, and Rudolph Laban, all legendary figures in the field of creative dance. Their theories are combined with the authors' insights from thirty years of dance teaching experience to validate dance as art education, adaptable to all ages and abilities. It explains a conceptual framework for teaching dance in common language, highlights the kinesthetic sense as a guide for creating dance forms, provides methods of linking movement across the curriculum, addresses cultural material through creative dance, outlines teaching progressions that develop student skill and understanding, guides readers into building and presenting lessons of their own, provides models for assessing student learning, relates creative dance instruction to achievement standards in dance and other disciplines, offers over 25 well-tested lesson plans, and 40 adaptations that extend the lesson material.

Habitats
Gr. 4-6 ,

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