

CHANGES IN ANIMALS

11.25.2018

Subject

Basic Science

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

- 1.Changes in Animals.

Objectives

Students will be able to:

1. Construct a diagram that demonstrates how animals change in a predictable pattern called a life cycle.
2. Determine various ways that an animal could adapt to a specific habitat.
3. Understand that animals grow and change in different ways and those animals are classified into different groups.
4. Learn and use vocabulary related to life cycles of animals.

Teacher Guide

Day 1/Lesson 1- 15 Mins

- 1.Explain that students will be creating a new animal!
- 2.They will choose the habitat in which their animal will live.
- 3.The animal they create must demonstrate at least two physical adaptations.
- 4.When students are finished creating their animals, they must write about the two physical adaptations as well as two behavioral adaptations that their animal has.
- 5.Model choosing a habitat and creating an animal.
6. Engage the class in discussing the physical adaptations.

Day 3/Lesson 3- 15 mins

1. Provide each student with ten cards of different animals.
2. Each card has the animal's picture and name labeled on it.
3. Remind students that scientists classify

Guided Practice

Day 2/Lesson 2- 15 mins

- 1.Display pictures of animals that have teeth, and other body parts specially developed for the food they eat.
- 2.Pause for discussion on each picture.
- 3.Have students demonstrate the actions of certain animals eating their food.
- 4.Next, have students provide examples of different ways that animals move depending on what body parts they have.
- 5.Again, have students demonstrate these actions by moving along like each animal suggested.

Day 4/Lesson 4 - 15 mins

1. Explain to your students that in your container **(the box or hat you prepared prior to the lesson)** you have cards representing different animals with the name of the animals written with mother animal, father animal, and baby animal written on them.

Materials Required

- Pictures of animals
- Pencils
- Drawing book/paper
- Cards of different animals

Additional Resources

- <https://www.teacherspayteachers.com>
- <https://www.pinterest.com/pin/321725>
- <https://www.albertaparks.ca/media/58>
- <https://study.com/academy/lesson/ani>
- <https://www.pinterest.com/pin/157696>
- <https://www.crayola.com/lesson-plans/>

Additional Notes

Information/Instruction

1. Tell students that **adapt** means to change something about your appearance, behavior, or surroundings to make it easier to live and survive.
2. Tell students that there are two basic ways that animals adapt to their habitats.
3. One way is by changing the way that they look. This is called a **physical adaptation**. For example, a deer can camouflage, or blend in, with its brown forest surroundings. A duck has webbed feet to help it swim in the water.
4. Ask students to share some other physical adaptations that they know of.
5. Another way an animal adapts to its habitat is by changing the way it acts. This is called a **behavioral adaptation**. For example, a bear

Teacher Guide

- animals into different categories.
4. Ask students to sort animals using life cycle properties.
 5. The first task will require students to use what they currently know about life cycles to classify.
 6. Call on students to give examples of how they chose to classify the animals that were given to them.
 7. Accept all answers and write them on the board. Students will discuss how they classified their animals with a partner before the class discussion.
 8. During the class discussion, all students will be able to hear how others were thinking and take that into consideration.

Guided Practice

2. Show your students the designated place in the classroom where each kind of species will gather.
 3. Example: **The mother sheep, father sheep, and baby sheep will all gather in the front corner of the classroom.**
 4. Place the picture of each of the different types animal in the location to clarify where each animal species should gather.
 5. Share out the animal's cards to the students and have each student draw an animal on the card and then take it to their designated gathering spot.
 6. Instruct the students to share the information on their card with the other students in their gathering spot.
 7. Once students have shared with their group, ask for each animal group to share the information about the mother, father, and baby to the rest of the class.
 8. Discuss with the students how these animal families or groups change over time. Help students understand:
 9. Young/babies will grow and become mothers and fathers.
 10. Mothers will have babies.
 11. Mothers and fathers will grow old and eventually die.
-

	Teacher Guide	Guided Practice
hibernates in the winter. Geese fly south for the winter.		
6. Ask students to share some other behavioral adaptations that they know of.		
Assessment Activity	Assessment Activity	
1. Use the students' written work to determine that they understand the difference between physical and behavioral adaptations, and that their adaptations match the landforms and climate of the habitat.	1.	
Summary		