

## Community in the Classroom Presentation Plan

**Lesson Name:** Animal Adaptations!

**Presenter(s):** Ervin Herrera

**Grade Level 3:** Standards Connection(s) Adaptations: Change Over Time

### **Abstract:**

Our visit will show students how structures of certain animals and plants help them survive in their respective environments. First we will briefly introduce new vocabulary and concepts about adaptation. Then we will show pictures of different animals and different environments such as ocean, the arctic, desert, and forest, etc. Next we will do a small activity where students will make “blubber gloves” and observe how these can protect them and other animals from the cold.

### **Vocabulary:**

**Characteristic:** A feature or trait that a plant or animal has.

**Adaptation:** A characteristic which helps an animal survive. They are changes that happen over time.

**Environment:** Everything around an animal or plant; where it lives.

**Predator:** an animal which eats other animals for food.

**Materials:** Photos of animals or plants with interesting characteristics (e.g. chameleon, giraffe, polar bear, elephant, bird, kangaroo, shark, cacti). Zip-loc bags, shortening, rubber bands, tape, ice water, towel(s), blank paper and coloring utensils.

**Classroom Set-up:** A standard classroom with room to move around. A couple of spaces where ice water can be kept in a small cooler or large bucket.

### **Classroom Visit**

#### **1. Personal Introduction:**

**2 minutes**

We are students at UC Berkeley, and we study biology. Studying Biology involves learning about animals and how their different body parts help them grow, survive, and reproduce. First we’re going to teach you new vocabulary, discuss interesting things about animals and then we will do some fun activities.

**Topic Introduction: 10 minutes**

Does anyone know what the word adaptation means? Can you give examples? We will then review the terms and definitions of the vocabulary words (characteristic, adaptation, environment, and predator).

## **2. Learning Experiences: Total Time**

### **Animal Characteristic Drawings: 15-20 minutes**

Give students pieces of paper. Separate class into groups of four. Students will draw pictures of any animal they can think of, but encourage to make up their own animal with certain characteristics that they just learned about or ones they already knew of. Students will explain how their characteristic helps their animal.

### **“Blubber Gloves”: 25 minutes**

Hand out zip-loc bags. One bag pre-filled with shortening and one empty bag to each student. Students will turn the empty zip-loc bags inside-out, insert them into the pre-filled bags. Zip the bags up, making sure they are securely zipped to avoid spills. Place a rubber band around open ends of the bag. Next, students will dip their bare hands in the ice water and note how it feels. Would you like to be in that kind of environment all the time? Students will then put on their newly made “blubber glove” and place their hands in the ice water. Do you feel any differences? Students will put one bare hand and one glove hand in the water? Ask them to compare. Explain how a layer of fat helps keep animals such as polar bears, penguins and whales warm when they are in icy water.

## **3. Wrap up and clean up 10 minutes**

- Review vocabulary. Share experiences and thoughts on what you have learned.
- Tell students how they can learn more. You can search on the internet for information about any of the animals we talked about today or you can go to your library and look for books about these animals. I’m sure you will learn a lot more about them this way!

## **4. Clean up.**

**Total time: 50-60 minutes.**