



Teacher Guide
Animal Adaptations
90 minute Discovery Outreach
Grades: 2-6

Museum of the Gulf Coast

Description

Discover the diversity of Southeast Texas wetlands and forest animals. Using real furs, skulls, and other hands-on materials from Museum collections, students will explore various animal adaptations that specialize them for their specific habitat.

Before Your Program/How to Set Up Your Room

- Teacher needs to be present at all times.
- Review the vocabulary with the students
- Student's desks should be cleared. For the game portion of the program they will need to be divided into 5 groups of 5 (for class of 25)
- Please provide at least one clear table at the head of the classroom

Texas TEKS

- 2nd grade: 2.1, 2.2, 2.3, 2.4, 2.9, 2.10
- 3rd grade: 3.1, 3.2, 3.4, 3.9, 3.10
- 4th grade: 4.1, 4.2, 4.4, 4.9, 4.10
- 5th grade: 5.1, 5.2, 5.4, 5.9, 5.10
- 6th grade: 6.1, 6.2, 6.4

Concepts/Goals

- Students will explore and learn through inquiry based activities and description about animal adaptations.
- They will learn animal structure and function of both land and water animals
- Students will understand the terms adaptation, camouflage, Insectivore, Carnivore, Omnivore, Food Web, Predator, Habitat, Prey, and Herbivore.

Vocabulary

Adaptation-a body part, body covering, or behavior that helps and animal survive in its environment.

Insectivore-animal that specializes in eating insects

Carnivore-animal that eats meat

Omnivore –animal that eat both plants and animals

Food Web- is a series food chains in an ecosystem. Each living thing is part of multiple food chains in an ecosystem.

Predator –the animal that does the hunting

Habitat –place where an animal lives

Prey –the animal that is hunted

Herbivore- animal that eats only plants

Extension Activity

Story Writing : Ask each student to imagine a day in the life of his or her unique creature. What does it eat for lunch? Is it an animal that prefers to be alone or does it live in a group with others of its kind? How much does it sleep in a day? How does it use its unique features throughout the day? After a few minutes of brainstorming, have students put pencil to paper to compose a short story about a day in the life of their creatures. Encourage students to incorporate as many rich details as possible!

Shoebox Habitat: Invite students to create shoebox habitats for their creatures that include a place for the creature to sleep and food for it to eat. Alternatively, create a giant habitat area where all of the class's creatures can live together.

A Change in Habitat: Analyze what might happen if an animal was moved from its habitat to a different one. Would it be able to survive? Might it eventually develop new adaptations? In terms of the changes in climate due to global warming, what might this mean for the future of animals and humans?