



Tigers and Bears and Monkeys, Oh My!

Introduction

Objective:

Using craft foam replicas of the animals from the production, the students will classify them based upon their natural habitat. They will also look at their body parts and how that helps them to meet their basic needs for survival. Moveable body parts allow the students to create new animals with characteristics that will help them survive in new habitats.

Academic Content Standards:

✦ National Standards

- Science as Inquiry
 - Abilities necessary to do scientific inquiry
 - Understanding about scientific inquiry
- Life Science
 - Characteristics of organisms
 - Organisms and the environment

✦ Ohio Standards

- Life Sciences

Students demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. An understanding of the characteristics, structure and function of cells, organisms and living systems will be developed. Students will also develop a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. Students demonstrate an understanding of different historical perspectives, scientific approaches and emerging scientific issues associated with the life sciences.

Benchmark

A. Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms).

Indicator

1. Explore that organisms, including people, have basic needs, which include air, water, food, living space and shelter.

Benchmark

B. Explain how organisms function and interact with their physical environment.

Indicator

5. Investigate variations that exist among individuals of the same kind of plant and animal.

Indicator

2. Explore that humans and other animals have body parts that help seek, find and take in food when they are hungry (e.g., sharp teeth, flat teeth, good nose, and sharp vision.)

- Scientific Inquiry

Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they

develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others.

Benchmark A Ask a testable question.

Benchmark B Design and conduct a simple investigation to explore a question.

Indicator 5

Create individual conclusions about group findings.

Benchmark C Gather and communicate information from careful observations and simple investigation through a variety of methods.

Indicator 5

Draw pictures that correctly portray features of the items being described.

Indicator 9

Describe things as accurately as possible and compare with the observations of others.

Getting Started

Materials:

- Craft foam, multiple colors, to construct each animal from the production (monkey, python, tiger, bear, wolf, elephant, panther). Body parts (ears, eyes, nose, teeth/mouth, legs) should be separate and attached with velcro for easy removal and connection. Mount a dowel rod or paint stick to each animal for student to use to hold animal. Prepare the animal name on tagboard with slits to slide on the dowel or paint stick.
- Masking tape or 2 hula-hoops to construct venn diagram on the floor
- Construction paper labels for each section of the venn diagram (floor, treetops, both)
- White paper
- Crayons
- Pencils

Vocabulary:

- Body parts/structures
- Environment
- Habitat
- Venn diagram
- Survive
- Basic needs

Technology:

Use digital camera to take pictures of the students holding the animals. Later label the names of the animals and body parts on printed pictures.

Lesson

Orientation Activity:

- Using the animals on stick created for the lesson, review the characters from the production and identify the animals. Add the names to the stick using a piece of tagboard with slits that will slide onto the dowel rod or paint stick.
- Identify the different parts of each animal (ears, nose, mouth/teeth, eyes, legs, tail, etc.).

Learning Activity:

1. Use 2 hula-hoops or masking tape on the floor to make a venn diagram where the 2 circles intersect and overlap. Label one circle jungle floor and the other jungle treetops. The section that overlaps is both and could be labeled such or that could become part of the discussion.
2. Hold up each animal and ask the children where that animal would normally live. Place either the animal or the animal and the student holding it in the circle in the agreed upon location. If students place the animal in the wrong section allow the placement to continue and return to each animal at the end.
3. Ask if all students are happy with the placement of the animals. Ask the students how they know that animal is in the correct classification. This will lead to further discussion of the animals.
4. Ask the children: What if the monkey suddenly lived on the jungle floor? What if the tiger suddenly had to live in the treetops? Continue for other animals. What will the animals need in order to survive in their new habitat? (air, water, food, shelter, and living space) Focus discussion on their existing body parts that would not help them in their new habitat. If appropriate, bring in adaptations the animal would need to make to survive in this new habitat.
5. Ask the children to exchange body parts for the animals so that they could survive in their new habitat. Remove them from one animal and place on the other to create a different animal.

Evaluation and Follow-Up

Assessment Tools and Methods:

Students draw one of the animals from the production and the habitat in which it lives: jungle treetop, floor, or both. Ask the student to dictate to you a body part that the animal has that helps them to meet their survival needs in their habitat.

Interdisciplinary Connections:

Math: Practice counting body parts as they are identified or removed or placed on the animals. Look for patterns (eyes, ears, and legs) that can be identified and pointed out on the animal.

Language Arts: Write a story and/or description of the “new” animal in the treetops or on the jungle floor. Sort the animals by the alphabet letters that begin their name. Find words that rhyme with the animal’s name, maybe use those to name the newly created animals.