



DESCRIPTION

In this lesson the students will find that animals have adaptations that allow them to live in certain areas. They will discover that animals compete to fill their needs (water, food, space, shelter, a mate) and that animals have adaptations to protect themselves.



OBJECTIVE:

**Learners will-**  
evaluate animal adaptations, basic needs, and ability to survive in a given locale.

SETTING THE STAGE:

Ask students to give some examples of animal adaptations and write them on the chalkboard (if possible).

Propose that adaptations enable animals to live in certain environments.

Explain that an animal is considered successful if it produces offspring.

Ask students if they know the five basic needs all animals must have to be successful: food, water, shelter, space, and a mate.

Discuss how adaptations enable animals to get their basic needs and, therefore, be successful.

CUB-LEVEL ACTIVITY:

Divide class into groups of three.

Explain that each group will be creating an animal. The animal can either be real or imaginary. Imaginary animal species must be named.

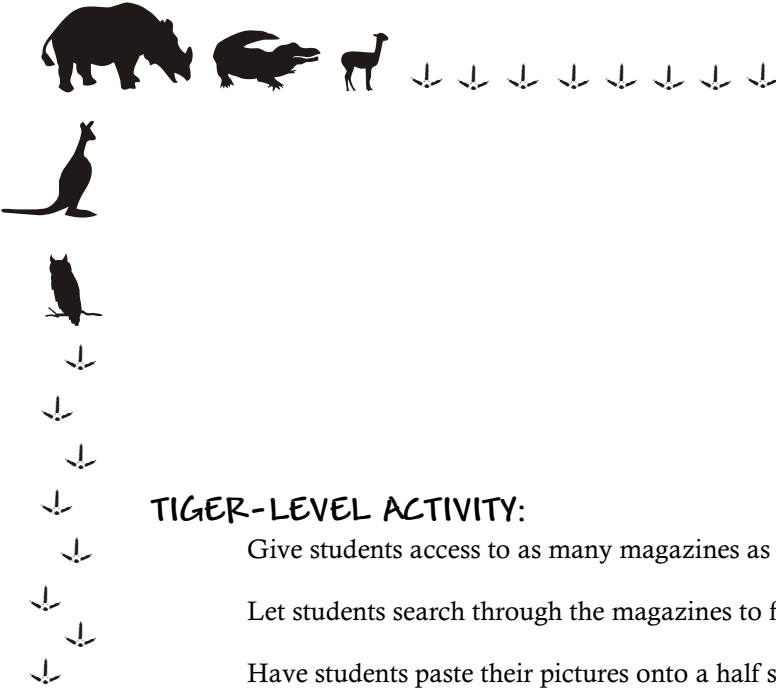
Give about 45 minutes to complete the animals.

Have each group select a representative to tell the class about their animal. The explanation of the animal should include but is not limited to: where the animal comes from, what type of animal it is, what adaptations the animal has, how it obtains its survival needs, and whether it would survive in the Phoenix area and why.



CLASSROOM ACTIVITY





**TIGER-LEVEL ACTIVITY:**

Give students access to as many magazines as possible or other animal pictures.

Let students search through the magazines to find and cut out 1 or 2 pictures of animals.

Have students paste their pictures onto a half sheet of construction paper.

Have students write three questions on the back of their pictures (be sure to let the glue dry first!). The questions are: 1) How does this animal obtain its survival needs? 2) What is one amazing adaptation this animal has? 3) How well would this animal survive in the Phoenix area and why?

Let students go to the library and find the answers to their questions.

**CLOSURE:**

Ask if anyone can name an animal that is adapted to live in a certain environment. (Example: Camel in the desert)

Write their answers on the board, if possible.

Encourage students to discover what kinds of other animals live in the listed environments, and what kinds of adaptations the other animals have.

**MATERIALS:**

**CUB:** Construction paper and other art supplies

**TIGER:** Construction paper and other art supplies, magazines or other resources with animal pictures

