

# CREATURE FEATURES

## Description

Students invent a new kind of animal with adaptations to live in an imaginary environment.

## Objective

To use what they have learned about adaptations to create a new being.



## Materials

### For each student:

- 1 sheet of white paper, folded in thirds, accordion style (see diagram)
- Colored pencils or crayons
- Writing paper

## Class Discussion

*What are some of the adaptations you observed in the garden? How did those adaptations help the plants and animals to survive?*

## Action

1. Divide the class into groups of 3 students.
2. Explain to the students that they are going to be creating new kinds of creatures, adapted for life in a specific environment. In their minds they should think about what their animal eats, how it protects itself, gets around, avoids being eaten, etc. Give them a minute to think about what adaptations their creature will have.
3. Distribute a folded piece of paper to each student.
4. Each child should begin at the first fold of the paper for being adopted to a specific environment. They will draw the head (heads?) of their creature including all the features a head might have. They can ONLY use the first third of the paper. They should end their head and make marks to show the neck going slightly over onto the next third. Then they should fold their head drawing under, and pass the drawing clockwise to the next student.

5. Now without looking, each student should draw the body of their creature, including legs, wings, fins, scales, fur—whatever features the creature has. Again they should extend the body slightly into the next segment, fold the section under, and pass it on.
6. On the last third, the students should draw the tail part of the creature. This might include stingers, fins, more scales or fur, feathers etc.
7. Have the students pass the completed drawing back to the person who began it. Each student should have a creature drawing to open.
8. Ask the children to study the new creature and examine its adaptations. *What environment is it suited for? How will it survive?* Students can write a paragraph describing the natural history of the new creature, and give it a name.

Collate the drawings and descriptions together into a book for the class library.

## Wrap Up

### **For the teacher:**

*How do the drawings reflect what the class knows about adaptations? Return to the Adaptations list and add any new ideas the class suggests. Review the Science Standards in the Introduction to Garden Pollinators. Are there any of the standards that they do not understand? What questions do they still have? What ideas do they have for investigating further?*

