

Animal Adaptation Animation

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Brief Description

A multi-sensory and cross curriculum approach to Science units. Have students express the knowledge in a fun and creative way.

Unit Overview

Students will:

- create an Animation Movie using their knowledge gain through research and investigating a Science Unit theme.
- learn how to use the internet and library resources to research a theme.
- learn how to use materials around them to express in a creative way their knowledge.
- learn how to use different technologies such as: digital cameras and software programs.
- use Language Arts skills in conjunction with Science to create work that will represent their knowledge and their ideas on a given theme.

Science TEKS - Living Organisms

- (A) Observe and describe the habitats of organisms within an ecosystem;
- (C) Describe environmental changes in which some organisms would thrive, become ill, or perish.
- (D) Describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.

Writing TEKS

- The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.
- The student spells proficiently.
- The student applies standard grammar and usage to communicate clearly and effectively in writing.

Objectives

- Students will demonstrate knowledge of Power Point, Word.
- Student will demonstrate knowledge of how the environment and changes affect adaptations in animals.
- Students will demonstrate knowledge of fundamental uses of Language Arts.

Time Required

- The lesson, the project and the evaluation time will take 2 weeks and only one class period.
- The class period is of approximately 30 to 45 minutes.
- The evaluation is individual and is done in the computer lab.
- The students will view the movies and vote for the top three.
- This process will take 2 a 3 days.

Materials Required

The students will need:

- a handout listing the components of their project.
- Clay, construction paper, glue, buttons, etc.
- to have access to the library and computer lab.
- to have permission to use the computer and the internet.
- for the computers to have Power Point, Microsoft Word and any photo program.

Procedures

- Introduce unit by studying the vocabulary words. Example: camouflage, mimicry etc...
- Read, study and discuss the Animal Adaptation Unit.
- Create a flip book with all the adaptations. (Use as a reference for the project). Also, this is an opportunity for students to use the knowledge gained through the unit.
- Students will choose an animal and research it using the library and internet resources.

- Present findings to the teacher for approval to move to the next step (re-creating the environment).
- ***Create the selected animal using clay, buttons, pipe cleaners, etc.***
- Re-create inside a box the environment the animal lives. (Use flip book as a reference).
- Create a story that will go along with the animal chosen. The story needs to have an introduction, middle and an end. Also, the story needs to incorporate the animal's survival instinct .

Animation Procedures

- The student will turn in the story to be approved by teacher in order to move on to the final step of the project.
- The student will take from 6 to 12 pictures of the animal moving from one point to another (as many needed to create animation effect).
- Students will insert the pictures and the story in to their Power Point presentation.
- Students will present the final product to their teacher before presenting them to the judges.
- Students make their presentation to the judges. All the materials used in developing their project will be displayed next to the computer.

Closure

- As a closure to the activity, students present their movie and the props used to all 4th graders.
- The students cast their vote for the top three movies.
- The top three receive a prize ribbon and special recognition.