

Grade	Science 6
Date	

Topic	Adaptations
Allotted Time	90 minutes

Cite sources used to develop this plan:

- Science is workbook pg. 269
- BC Science 6 student workbook pg. 24
- Project Wild pg. 92

Rationale:

This lesson is a fun way to explore how what an animal looks like and how they behave effects their survival. Students will have a chance to play games and analyze what was easy and what was hard and then relate it back to animals.

Provincial Learning Outcome(s):

Life Science: Diversity of Life
 - Analyze how different organisms adapt to their environments

Assessment

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
SWBAT articulate how physical attributes and behaviours of animals contribute to survival.	Students will participate in a class discussion showcasing their learning from the game.	Students contribution to the class discussion includes examples of how animals are able to hide and get food with a connection to how this contributes to survival.

Resources, Material and Preparation:

- Bandanas for students who are the predators
- Paper scraps to represent food
- Chalk
- Handout with crossword and vocab matching

Lesson Development

	Pacing
<ul style="list-style-type: none"> • Introduction: <p>1. This class will start with a trip outside. Students will be told that during these two games they should notice what they notice and be prepared to discuss it when they come back inside. Everyone should meet outside in front of the school.</p>	5 minutes
<ul style="list-style-type: none"> • Teaching/Learning Sequence: <p>2. All students will meet outside to the left of the school away from the cars. There will be two lines drawn some distance apart and circles of safe zones scattered between them. Two students are chosen to be the predators and all other students will be the prey. The task of the predator is to catch the prey as food. The task of the prey is to get to the other side and get a piece of food and return to the starting line x 3. Prey are in “safe” zones if they freeze or if they are in one of the</p>	20 minutes

<p>drawn circles. As we continue to play the game adaptations can be made to make it easier or harder.</p> <p>2. The next game will be down into the forest. Students will play camouflage. In this game one student is chosen to be “it” and will stand stationary in the middle. Clear boundaries will be shown by the teacher walking around in the designated circle and pointing to the trees that make the border. The student who is it will count to 15 and everyone will run and hide. Then it is the job of the student who is “it” to find all of the students hiding. To help them they can ask those who are hiding to make an animal noise. They can also hold up a certain number of fingers and ask those hiding to say how many. Or they can call “food for 15” and they hold out their hands and shut their eyes and all students need to come out from their hiding place and run to the person who is “it”, tag their hands, and go back and hide in a NEW place. The last person found wins.</p> <p>3. After completion of this game we will return to the classroom and grab the paper, chalk, and bandanas on our way in.</p> <p>4. In the classroom we will have a discussion/debrief. Quick Frozen Critters: What did the prey find easy? What did they find hard? What did the predators find easy and hard? Camouflage: What was easy? What was hard?</p> <p>5. Students will ask why this is relevant to real animals in the wild and prompts will be given to help them get to the idea of the importance of survival. These things that the animals have to help them survive are called ADAPTATIONS.</p> <p>6. Students will be paired up and told to come up with an animal and think through all of the adaptations that they can think of.</p> <p>7. As a class a communal list of traits will be written on the board as offered by the various pairs. The list will be discussed to identify differences and similarities with hopes to get to the idea of behaviours and physical traits.</p>	<p>20 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p>
<p>• Closure:</p> <p>8. With any remaining time, students will complete the crossword and vocab matching sheet.</p>	<p>10 minutes</p>

Adaptations

- Any students that are not physically able to play the game or who are not into it will be given the task of observer and will stand on the side lines and watch what is happening in the game in order to later contribute to the discussion.