

Adaptations and Animal Identification

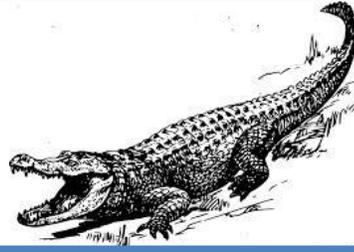
Subjects: Science, Adaptations, Ecology

Location: Inside or Outside; home or classroom

Duration: 30 minutes

Sunshine State Curriculum Standards:

SC.4.L.16.3; SC.4.L.17; SC.5.L; SC.6.L



Objectives: By completing this activity, students will be able to: identify at least two different Everglades animals; define what an adaptation is; list at least three adaptations possessed by Everglades animals.

Materials:

- Everglades Mountains & Valleys video series

Background: Plants and animals (including humans) have developed with specific traits, behaviors and characteristics which help them survive in their environments. These traits are called adaptations. The “Everglades Mountains & Valleys” video series discusses and shows footage of many common plants and animals found in the South Florida ecosystem. Students will have an opportunity to identify some of the plants and animals seen in those videos, and learn more about their adaptations.

Procedures:

This activity can be done in class, or as a homework assignment. You may either assign a specific video from the Everglades Mountains and Valleys series, or allow students to pick their own. Give the students the following instructions to follow when watching their video:

- Pick two animals that were identified during the video, and write down their names
 - List three *physical characteristics/traits* for each of these animals (e.g. general color, describe a part of its body, color or shape of a specific part of the animal)
 - Identify two behaviors, either observed or inferred, for each animal (to *infer* a behavior, use one of your listed physical traits, and think what the animal uses that trait for)
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Evaluation:

Once the students have their animals, characteristics and behaviors, discuss the following and have them answer these questions:

- These physical and behavioral traits are called **adaptations**, and help an organism survive in its habitat; explain the ways these animals use their **adaptations** to survive in their habitat.
 - Do humans have adaptations? What traits or behaviors do we have which other animals do not?
 - Do we share any adaptations with animals? Explain how you use them, and/or why they are important to us.
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Extension:

- Using simple materials (cardboard, markers, construction paper, glue, etc.) students can create the adaptations (wings, jaws, feathers, etc.) to turn themselves into their animals.
- Have students create a drama where they act out the adaptations they have identified.

Related Activities from the Park Website:

- Win, Lose, or Adapt
- Beaks & Fish
- Leaf Hunt
- Camouflage Critters
- Create an Animal