

Animal Adaptations Project

Instead of taking a test to show our understanding of animal adaptations, we are going to get creative! You will select an animal to research, using the attached sheet. Then you will use both words and a visual display to teach the rest of the class about the physical *and* behavioral adaptations of your animal. Here are some project ideas:

1. **Research Paper** – In a traditional essay format, you may explain your animal and its adaptations. You should include multiple pictures featuring the adaptations, to help your classmates understand better. I will expect five or more paragraphs of writing, but with the pictures, the paper will probably turn out to be 3-6 pages.
2. **Power Point** – You may take the same written content that you would use in your essay, but share it in Power Point form. I will expect 5-10 slides, depending on how you spread out your writing.
3. **Display Board** – You may also divide up your essay paragraphs and pictures and share them on a display board. See content requirements under “Research Paper.”
4. **Picture Book** – You may share your research in the form of a children’s picture book. This means that your style of writing will be directed to younger children, like our first grade buddies, although you will still include all of the same facts. You may use photos of your animal or draw your own pictures, but you should feature the adaptations realistically.
5. **Diorama** – You may build a diorama (display scene in a shoe box or other small box) of your animal in its habitat. You will need to include your writing (just like in the display board and power point) as labels in the diorama or signs on the outside of the box.
6. **Model** – You may build a model of your animal from clay, paper maché, or other craft materials. It is important to make the animal look as realistic as possible. Then, use your writing to label the animal and its adaptations.

7. **Other Ideas?** – If you have other ideas that combine written work with a visual component, come see me. They may well work!

Requirements: project combining written work and visual display, research must be submitted, sources must be listed (“from my head” doesn’t count as a source!), informal presentation to class

Due: Students may choose to submit and present their projects any school day between Wednesday, February 15 and Wednesday, February 22.

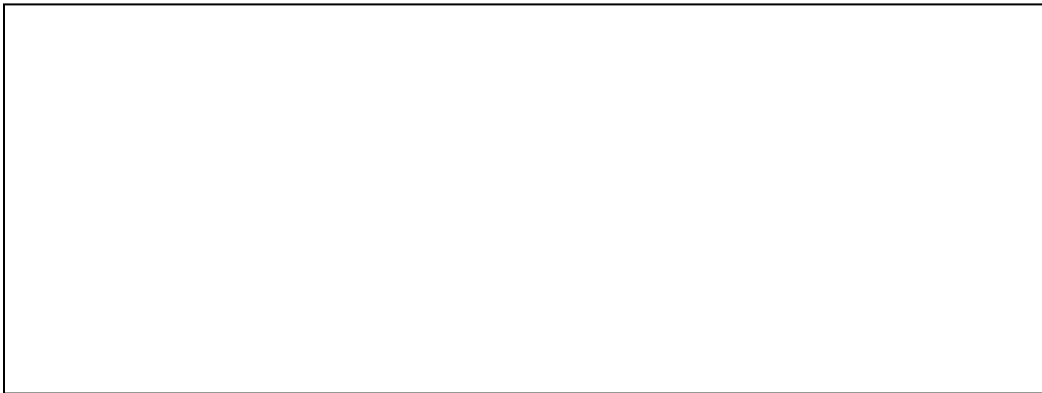
Animal Adaptation Project: Research

Animal: _____

Scientific name? _____

Classification? (i. e. - mammal, fish, insect, etc?) _____

Appearance? Sketch your animal below.



Habitat:

Places in the world (continents, countries, regions)?

Type of habitat? _____

Place in the habitat (in the treetops, underground, etc.)?

Climate? _____

Food:

Herbivore? Carnivore? Omnivore? _____

What it eats? _____

Predators? _____

Prey? _____

Adaptations:

Structural (body parts)? _____

Behavioral? _____

Other interesting facts?

Animal Adaptation Project Assignments

1. Logan – pangolin
2. Anna C. - cougar
3. Caitlyn – black-footed ferret
4. Dane – African lion
5. Oliver – giant panda
6. Avery – Amazon River dolphin
7. Davis – meerkat
8. Anna M. – red-tailed fox
9. Laney – red panda
10. Will P. – wild dog (choose which kind)
11. Jake – blob fish
12. Ellie – peacock
13. Wil S. – honey badger
14. Olivia – tube worms
15. Lyndsay – snow leopard
16. Zaina – seahorse
17. Annie – Arctic fox
18. Ethan – okapi

If students wish to change their animals, they should speak to Ms. Tedeschi first, to avoid conflicts with other students and to make sure that adequate information is available.