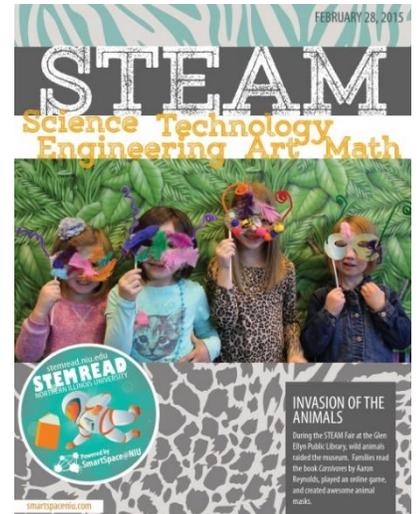


BRINGING OUT YOUR WILD SIDE



LESSON OVERVIEW

Grade Levels: K-5

In the book, *Carnivores* by Aaron Reynolds, carnivores try to disguise themselves as other types of consumers to blend in with the other animals. In this lesson participants will learn about different types of producers and consumers and create their own animal disguise. Students will play an online game and watch online expert videos to learn about the characteristics of herbivores, omnivores, and carnivores.

STANDARDS

NGSS K-LS1-1	Use observations to describe patterns of survival needs for plants and animals (including humans).
NGSS K-ESS3-1	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
NGSS 2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
NGSS 3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
NGSS 3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
CCSS K.CC	Counting and Cardinality.
CCSS K-3 OA	Operations and Algebraic Thinking.
CCSS K-1 MD	Measurement and Data.

OBJECTIVES

- Students will describe the difference between carnivores, omnivores, and herbivores and what each needs to survive.
- Students will sort different types of consumers based on their characteristics using an online game.
- Students will construct food webs that model the relationship between plants, animals, and their habitats using an online game.
- Students will create their animal masks with traits that help them survive and/or thrive in the wild.
- Students will discuss their designs with the class and explain the animal features of their masks (i.e. use of camouflage as a defense mechanism or use of brightly colored feathers to attract a mate or lure in prey).

MATERIALS

- Computers/mobile devices for the online game
- Mask template
- Masking tape, tape, glue or glue sticks
- Colorful scraps of paper, animal print paper
- Other miscellaneous materials (i.e. sequins, pipe cleaners, pompoms, popsicle sticks or other material)
- Camera to take pics and send them to us

PROCEDURES

- STEP 1: Read the book *Carnivores* by Aaron Reynolds and then ask and discuss the following questions:
- Why did the main characters have trouble getting along with the other animals?
 - What is a carnivore? Omnivore? Herbivore?
 - Why is the web of life so important?
- STEP 2: Play the online game Can You Tell What I Eat?
- <http://smartspaceniu.com/lets-talk-about-food-we-all-like-to-eat/>
- STEP 3: Watch animal expert videos to learn the differences that exist between herbivores, omnivores, and carnivores.
- <http://smartspaceniu.com/lets-talk-about-food-we-all-like-to-eat/>
- STEP 4: Get inspired by the work of others.
- <http://smartspaceniu.com/lets-talk-about-food-we-all-like-to-eat/>
 - What kind of things might your mask include?
- STEP 5: For students in grades 3-5, have them conduct additional research online to find out what types of traits they might like to include in their animal masks.

STEP 6: Have the participants create their animal masks.

STEP 7: Have the participants present their masks to the class and explain how their design helps protect them from predators, attract prey, or thrive in the wild. Older students can cite information that helped them in the creation of the mask.

RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
ANIMAL MASK DESIGN	Does a great job showing an understanding of design for a purpose.	Does an okay job with showing an understanding of designing for a purpose.	Tries but has great difficulty showing an understanding of the design process.	Does not show an understanding of design.
USE OF MATERIALS	Inventively chooses materials that are interesting and support the project's purpose.	Appropriately chooses materials to support the project's purpose.	Chooses materials but some work against the purpose of the project.	Does not choose appropriate materials.
COLLABORATION	Works well with others and discusses ideas in a fair, respectful, encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not have been encouraging. Considers the feelings of others.	Works with others, but did not contribute a fair share of work OR was discouraging and did not consider the feelings of everyone.	Did not work well with others and/or discusses ideas in an unfair, disrespectful way.
REQUIREMENTS	Meets all of the requirements for the project.	Meets most of the requirements for the project.	Meets some of the requirements for the project.	Does not meet the requirements for the project.
DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES	Does a great job showing an understanding of the content covered in class.	Does an okay job with showing an understanding of the content covered in class.	Tries but has a difficult time showing an understanding of the content covered in class.	Does not show an understanding of the content covered in class.
Total				/15