

Survival

Post-Program Activity

Grades 3-5



Objective: Students will explain how specific animals' adaptations help them to survive.

Sunshine State Standards:

- **SC.3.N.3.1** Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.
- **LA.3.6.1.1** The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
- **SC.4.L.16.3** Recognize that animal behaviors may be shaped by heredity and learning.
- **LA.4.6.1.1** The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
- **SC.5.L.17.1** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- **LA.5.6.3.2** The student will use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.

Overview: Students research animal "superlatives."

Materials:

- Nonfiction books about different types of animals
- Paper
- Markers or crayons

Procedure:

- Review with the class that all animals have special adaptations that allow them to survive.
- Explain to students that in grammar, a superlative is usually formed by adding –est to an adjective or adverb (youngest, smartest, hungriest, etc.) Then explain that the word superlative can also be used to mean something of the highest degree (the best, greatest, etc.).
- Tell the class that they are going to be looking at some animal superlatives. Assign each student a different animal and have them do some research to find a superlative that fits it (you may want to provide a list of superlatives as a guide).
- Have the students design a page or poster that includes the name of their animal, its superlative, a picture of the animal, and an explanation of how that particular feature helps it survive.
- Display the posters on a bulletin board or bind the pages together to make a book.

Extensions:

- Have the students group the posters according to whether they describe physical or behavioral adaptations.
- Divide students into small groups and have each one make a book of superlatives for a different group of animals (spiders, penguins, rodents, sharks, etc.)

Examples of animals and superlatives:

- African elephant – longest nose
- Giant Anteater – longest tongue
- Giant Squid - largest eyeball
- Scallops – largest number of eyes
- Wandering Albatross - largest wingspan
- Sea Otter - thickest fur
- Ankole Cattle – longest horns
- Australian pelican – longest beak
- Cheetah – fastest runner
- Sailfish – fastest swimmer
- Gentoo Penguin – fastest-swimming bird
- Ostrich – fastest-running bird
- Peregrine Falcon – fastest bird
- Sperm Whale – deepest diver
- Emperor Penguin – deepest-diving bird
- Cockroach – fastest-running insect
- Dragonfly – fastest-flying insect
- White-tailed Deer – longest jumper
- Polar Bear - best sense of smell
- Golden Eagle - best eyesight
- Arctic Terns - longest migration
- Lion's Mane Jellyfish – longest invertebrate
- Giraffe – tallest animal
- Blue Whale – loudest animal
- Howler Monkey – loudest land animal
- Gaboon Viper – longest fangs
- Box Jellyfish - strongest venom