

Lions, Tigers & Monsters, Oh My!

Day 5: Ladies & Gentlemen, I Present to You...

Teacher/Parent Background:

Lions, tigers and monsters? Yes, you read that correctly; monsters! By creating a unique monster, students will apply their understanding of the needs of living things and their roles in their environments. In the science community, scientists and engineers communicate their findings with others to share their work and receive feedback. Just like scientists and engineers, students will also present their monster projects' findings to share with others.

Overview:

In this activity, students will present their monster projects with others.

Related Standards:

- Observe, ask questions, and explain how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.

Materials List:

- Pen/pencil
- Possible materials for 3D model:
 - Popsicle sticks
 - Clay/Playdough
 - Feathers/fabric
 - Cardboard/wood
 - Construction paper
 - Aluminum foil
 - Markers
 - Glue/tape and scissors

Activity Description:

- Revisit student ideas from *Day 4's: Changing Plans!*
 - Now that you have decided how your monster will respond to changes, is there anything you changed about how your monster looks? Why or why not?
- So far, we have learned so much about your monster! We have learned...
 - what your monster's body looks like

- what kind of habitat it lives in
 - what it eats and what eats it
 - how it stays safe in its changing habitat
- As we near the end of this project, we still need to complete one more task...the presentation! Let's revisit the *Monster Project Details* to check our work so far and to look over the details of the presentation.
 - Review the *Monster Project Details* with students.
 - Remind students that the "report" will be in the form of a portfolio that they have worked towards each day; each of their "portfolio pages" will build the "report".
 - Assist students in checking their progress to ensure they have completed all details listed under Step 1 and 2.
 - **Note:** Students will have time during this activity to build a 3D model of their monster.
 - Encourage students to ask questions about the project details.
- Today, you are going to present your monster project with others! You will need to walk someone else through your project, using and showing your portfolio pages and model.
 - Looking back through the project details, it seems like Dr. Lilly Padton's team would be interested in studying a 3D model of your monster. A 3D model is just a physical representation (something you can make and hold - think of a stuffed animal or toy!) of what your monster looks like, using different materials. This will help your drawings/pictures come alive!
 - Actively assist students in using simple, household materials to create a model of their monster. Closely monitor and assist students when using scissors. Some materials may include:
 - Popsicle sticks
 - Clay/Playdough
 - Feathers/fabric
 - Cardboard/wood
 - Construction paper
 - Aluminum foil
 - Markers
 - Glue/tape and scissors
- Now that our monster models are completed, you will present your portfolio pages and model with someone else!
 - If we look back at Part 3 of the *Monster Project Details*, you will also need to share some "monster tips" during your presentation, including where other people can see your monster (does it like to spend time in the open or does it mostly stay in its home?) and the best time of day/night to see your monster.
 - Just like scientists, the people you present to will also want to know the best ways to observe or watch your monster!

- Scientists and engineers not only share their work with others, but they also ask for feedback or for ways they can make things better!
- After sharing your project with a family member, ask for feedback with questions like:
 - What do you like?
 - What do you have questions about?
 - What would you change? Why?
 - Assist students in choosing an audience to share their project with. This will most likely include family members, but could also include a friend or teacher.
 - If sharing with a friend or teacher, assist students in accessing and sharing their work using technology resources like:
 - Google Hangouts
 - Zoom
 - Record a video and email it to a family member, friend or teacher
 - FaceTime

Closure:

- After the activity has concluded, engage in a discussion with students:
 - What did you like the most about this project?
 - What was the hardest part, why? What did you do to overcome the hard part?
 - What feedback did you get from your presentation? What did you learn from the feedback?
 - Think about scientists and engineers. What did you do during the project that scientists and engineers do? What did you learn during the project that scientists and engineers learn?

Extensions:

Continue the Project!

- Encourage students to make revisions to their projects based on feedback they received from audience members.
 - Prompt students to make changes to their portfolio pages/model.
- Then, prompt students to re-present to their audience, sharing their improvements and asking for additional feedback.