

Lions, Tigers & Monsters, Oh My!

Day 4: Changing Plans!

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. All animals and plants (including monsters!) have body parts that help them survive in their habitats. Throughout the year, habitats change with the seasons or because of some other environmental change.

Overview:

In this activity, students will decide how their monsters respond to environmental changes.

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.

Key Terms:

- Temperature: how hot or cold something is.
- Migration: the long distance movement of animals from one place to another.
- Precipitation: rain, snow, sleet and hail.
- Hibernation: when an animal goes into a deep sleep for a long time.

Materials List:

- Pen/pencil
- Internet access
- Computer/phone with audio
- Possible visual representation resources:
 - Colored pencils/crayons/markers
 - Internet access for images/pictures
- *Student Resources - Pages 4-6*
 - *Changing Plans!*
 - *My Monster's Response to Change - Portfolio Page 4*

Activity Description:

- Revisit student ideas from *Day 3's: It's Dinner Time*.
 - So far, we have learned so much about your monster, including its:
 - Body parts
 - Habitat
 - Food chain
- As we continue this project, we still need to know one more thing about your monster: How will it be affected by changes in its habitat?
 - As you learned yesterday, your monster eats living things and is eaten by other living things.
- Organisms are constantly responding to things around them!
 - Have students think of how the environment around us can change with the seasons. Does it get colder? Warmer? Do the days get longer? Shorter? How might animals and plants deal with these changes?
- Today, you are going to decide how your monster responds to changes in its habitat!
- To help you get started, we are going to explore a few examples of how other organisms respond to changes!
 - Engage students in the following activity:
 - In *Changing Plans!* students will use their story cards to create two storylines that make sense. There may be more than one correct answer, so be sure that students use supportive reasoning to show why their stories line up. Have students examine why the environmental change will cause the animal or plant to be affected in a certain way. Encourage them to make more storylines if they would like!
 - Once students look at their storylines, have them reflect on why certain organisms migrate while others hibernate. For example, if birds can fly, they might migrate easier than a bear that hibernates. Plants do not have an option to move away, so they go dormant during the colder or darker periods.
- Now that we have looked at examples of how other organisms respond to changes, let's revisit your monster! Remember, today you are going to decide how your monster will respond to things changing in its habitat. Use the following questions to guide you:
 - What kind of change do you want your habitat to experience?
 - How will your monster respond to that change?
 - Assist and monitor students.
 - Encourage students to use colored pencils/crayons/markers to help them illustrate the adaptations.

Closure:

- After the activity has concluded, engage in a discussion with students:
 - How would you describe your monster's habitat change?
 - Now that you have decided how your monster will respond to the change, is there anything you want to change about how your monster looks?
 - Feel free to update your *Monster's Portrait* from Day 1, your *Monster's Home* from Day 2, and your *Monster's Dinner Plate* from Day 3, as wanted!

Extensions:

Watch! Crash Course Kids - [Living Things Change](#)

Student Resources

Changing Plans!

Cut out the story cards and ask students to put them together in a way that makes sense on the sentence mats on the next page. There can be more than one correct answer. Be sure to have students explain why the environmental change will cause the organism to be affected in a certain way.

I am a duck...	...who migrates south across the ocean...	...when snow covers my food in the winter.
I am a bear...	...who hibernates in a cave...	...in the dry desert.
I am a tree...	...who migrates south to find ponds...	...when it rains a lot.
I am the grass...	...who drops my leaves...	...that are not frozen over.
I am a whale...	...who grows very quickly...	...to get away from the icy ocean water.
I am a camel...	...who can live a longtime without water...	...when it gets cold in the winter.

Sentence 1

A vertical flowchart for Sentence 1. It consists of three empty rectangular boxes stacked vertically. The top box is connected to the middle box by a downward-pointing arrow. The middle box is connected to the bottom box by another downward-pointing arrow.

Sentence 2

A vertical flowchart for Sentence 2. It consists of three empty rectangular boxes stacked vertically. The top box is connected to the middle box by a downward-pointing arrow. The middle box is connected to the bottom box by another downward-pointing arrow.

My Monster's Response to Change - Portfolio Page 4

Response to Change

- Be sure to include labels and drawings of how your monster's habitat changed and what your monster's response is.