

## Animal Structures for Survival

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### Lesson Overview

In this lesson, students will apply prior knowledge about the characteristics of various animal groups to explain how different animals use their body structures to defend themselves, obtain food, and move.

### Standards Addressed

SC 2005	6-3.2	Summarize the basic functions of the structures of animals that allow them to defend themselves, to move, and to obtain resources.
SC 2014	6.L.4B.2	Obtain and communicate information to explain how the structural adaptations and processes of animals allow for defense, movement, or resource obtainment.
NGSS	MS-LS 4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

### Disciplinary Literacy Best Practices

Frayer Model  
Gallery Walk

### Lesson Plan

Time Required – One 50-minute Class Periods

Disciplinary Vocabulary: amphibian, reptile, birds, fish, mammals, echinoderms, segmented worms, arthropods, mollusks, sponges

Materials Needed:

- Chart Paper
- Markers
- Frayer Model template (1 per student)
- Paper and Pencil

Assessment: Completed Frayer Model, Questioning after Gallery Walk

## Engage

- The teacher will explain to students that the last few days they have been covering the different types of animal groups. Between the two main groups which groups are included in each group? What makes \_\_\_\_\_ a vertebrate/invertebrate?
- Besides the characteristics can you tell some non-characteristics this group of animals have? What are some non-examples of these groups?

## Explore

- Students will be assigned an animal group and a group to collaborate with. Students will build a Frayer model on their chart paper. They will come up with characteristics, examples, non-examples, and the operational definition of their group. Students will also illustrate an animal from their group.
- What are some common characteristics of this group? What are some characteristics that these animals don't have?
- After each group completes the Frayer model for their assigned animal group, students will complete a **Gallery Walk** to view the Frayer model created for each animal group.

## Explain

- Students will take notes as the teacher explains how animals use certain characteristics to move, defend themselves, and obtain resources. To help students connect to the concept students need to understand that certain animals have joints that allow them to move. The teacher will have students stand and have them walk to the front of the room without bending their legs or joints. The teacher will explain that by having these joints it allows these types of animals to move around easily.

Lesson Assessment: Students will write a paragraph describing the structures for one specific animal that are used to move, defend themselves, and obtain resources. Pairs will conduct a peer review of their paragraphs prior to submission to the teacher.

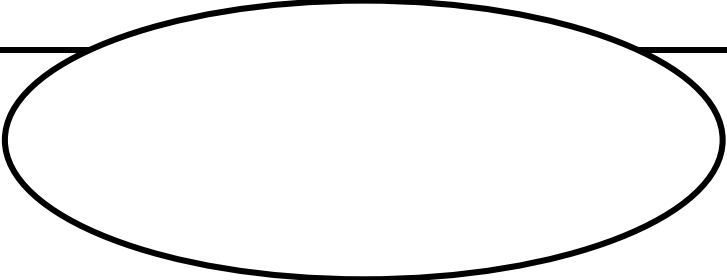
### **Teacher Reflections and Biographical Information**

Looking back, I wish the closure to the lesson was more obvious and connected back to the beginning activity. Next time, I will make better connections between my introductory activity and my ending lesson.

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## Frayer Model Template

<b>Operational Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-examples:</b>



Source From: "A Schema for Testing the Level of Concept Mastery" by D. A. Frayer, W. C. Frederick, & H. G. Klausmeier, Technical Report No. 16. Copyright 1969 by the University of Wisconsin.