Lesson: Adaptations to Environments with Mammals  

Length: a few class periods

Age or Grade Intended: 5th Grade

Academic Standards:
Science 5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.

Science: 5.4.7 Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.

Performance Objectives:
Having studied the world biomes, the students will name 4 of the 6 world biomes with 100% accuracy.

Having studied the Temperate Deciduous Forest Biome, the students will name at least 4 characteristics of the Temperate Deciduous Forest Biome with 100% accuracy.

Having studied the Temperate Deciduous Forest Biome, the students will name 3 of the 6 mammals that live in the Temperate Deciduous Forest with 100% accuracy.

Advance Preparation by Teacher: Get instructions on how to use PowerPoint. Find websites to give the students to help them in their research. Create PowerPoint presentation of pictures of different mammals in different biomes. Bring in books about mammals for the students to begin to look at in class.

Procedure:

Introduction/Motivation: Engage: “What environment do we live in? What kinds of trees do we have? What kinds of mammals do we have? What is a biome?
Which biome do we live in? What would happen if we moved an mammal from our biome to a different one?” (All Bloom’s Taxonomy Knowledge)

**Step-by-Step Plan:** Encourage: Show students the PowerPoint created of different mammals in different biomes. Have students pick mammals that they would like to research. After their mammals have been picked, the students will be able (weather permitting) to go outside and look at the trees and any mammals they see. They can feel the leaves and grass, and make guesses about which biome they live in. They will use what they have seen in the PowerPoint to give reasons as to why they think they live in the biome they do. Engage: Research the mammal and find out about its habitat, appearance, survival and amazing facts. Transport the mammal to a new biome and draw its picture making sure to note any adaptations needed to help it survive. The students should note where the mammal will find food and shelter in its new environment. They will then create a PowerPoint about the mammal they have chosen with details about its original environment and the new environment. They should also include pictures of the old and new environments. (Gardner’s Intelligence: Visual/ Spatial)

**Closure:** After the PowerPoint presentations have been finished the students will present them to the class. (Verbal/Linguistic)

**Adaptations/Enrichment:** Students who are learning disabled in reading will be allowed to work with a partner. Students who are not able to work with technology will be allowed to make a written report with drawn pictures. Students who are gifted will be encouraged to use Hyperstudio to create their drawings for their PowerPoint presentation. They will also be challenged to have more detail in their presentations. They could also present their presentation to a younger grade.
**Assessment:** To assess my students I will look at the information in their PowerPoint presentations. I will also look at their presentations to the class. I will look at the pictures they have drawn of their mammal in its new environment.