



# CREATURE FEATURES

Level: **Grades K-12**Length: **30 minutes**

## PROGRAM DESCRIPTION

Let members of Fernbank's live animal collection guide you through the world of science! Insects, reptiles, and amphibians will help your students understand habitats, adaptations, and more in one of our many Creature Feature themes. Our animal ambassadors will inspire your students to appreciate the wonders of the natural world.

## PROGRAM VOCABULARY

Adaptation  
EcosystemHabitat  
Invertebrate

Vertebrate

## PRE-VISIT ACTIVITIES

As a class, review vocabulary and identify some different types of animals defined by shared characteristics, such as reptiles, mammals, etc.

## AT THE MUSEUM

Be sure to visit **A Walk Through Time in Georgia** and have students search each diorama for animals which live in the ecosystems of Georgia.

## POST-VISIT ACTIVITIES

Have students research and write a report about one of the animal species (or closely related species) they saw during the program, including its habitat, role in the ecosystem, and relevant adaptations.

Each of the following themes addresses a different Essential Question in line with Georgia Standards of Excellence.

# AUDITORIUM PROGRAM SUMMARY - CREATURE FEATURES

## GROUPING (recommended grades: K-5)

### ESSENTIAL QUESTION

How are *structure* and *function* related in living things?

### THEME-SPECIFIC CURRICULUM CORRELATIONS

Students will:

- Group organisms based on attributes and compare the life cycles and traits of each group. **SKL1b; SKL2a; S2L1d; S5L1a**
- Recognize the basic needs of animals. **S1L1b**

### THEME-SPECIFIC VOCABULARY

Classification	Bird	Insect
Amphibian	Reptile	Mammal

## GEORGIA'S NATIVE SPECIES (recommended grades: 3-5)

### ESSENTIAL QUESTION

How does *where* an organism live affect *how* it lives?

### THEME-SPECIFIC CURRICULUM CORRELATIONS

Students will:

- Identify animals native to Georgia and the natural region(s) in which they live. **S3L1a**
- Discuss the adaptations - both external traits and behaviors - which help Georgia species survive in their habitat. **S3L1b,c; S5L1a**
- Recognize the roles native species play within their Georgia ecosystems. **S4L1a**

### THEME-SPECIFIC VOCABULARY

Conservation	Endangered	Natural Regions
--------------	------------	-----------------

## ECOSYSTEM ENERGY (recommended grades: 3-8)

### ESSENTIAL QUESTION

*How* and *why* do organisms interact with each other and their environment?

### THEME-SPECIFIC CURRICULUM CORRELATIONS

Students will:

- Trace the path of energy through organisms in an ecosystem. **S4L1b; S7L4b; S8P2c**
- Recognize the roles of producers, consumers, and decomposers, and the adaptations which help them fulfil these roles. **S4L1a; S5L1a; S7L4a**

### THEME-SPECIFIC VOCABULARY

Carnivore	Food Chain/Web	Omnivore
Decomposer	Herbivore	

# AUDITORIUM PROGRAM SUMMARY - CREATURE FEATURES

## CONSERVATION (recommended grades: 6-12)

### ESSENTIAL QUESTION

How do external environmental factors affect animal populations?

### THEME-SPECIFIC CURRICULUM CORRELATIONS

Students will:

- Explain patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem.. **S7L4a**
- Interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems. **S7L4c**
- Investigate and analyze data to support explanations about factors affecting biodiversity and populations in ecosystems. **SB5**
- Obtain, evaluate, and communicate information to construct explanations of stability and change in Earth's ecosystems. **SEV2**

### THEME-SPECIFIC VOCABULARY

Adaptations  
Biodiversity

Conservation  
Ecosystems

Endangered

## CLASSIFICATION & PHYLOGENETICS (recommended grades: 9-12)

### ESSENTIAL QUESTION

How do *classifications* demonstrate *relationships* between organisms?

### CURRICULUM CORRELATIONS

Students will:

- Construct a model of the relationships between different groups of organisms. **SB4a,b; SZ1c**
- Compare and contrast structural adaptations of different organisms and identify how similar structures can indicate close biological relationships. **SB6c; SZ2b; SZ3c**
- Recognize how classifications and structures in animals relate to the roles they play in ecosystems. **SZ4a**

### THEME-SPECIFIC VOCABULARY

Classification

Evolution

Genus/Species

Phylogenetics