

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 to survive in a specific environment, students will apply their understanding of adaptations. 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 prepare a brief presentation of their monster projects' findings to share with others.

Overview:

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

Related Standards:

- Construct an explanation of how genetic variations occur in offspring through the inheritance of traits or through mutations.

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
- Possible video conferencing/recording resources:
 - [Google Hangouts](#)
 - [Zoom](#)
 - [iMovie](#)
 - [Flipgrid](#)
 - Record a video and email it to a friend or teacher
 - FaceTime

Activity Description:

- Revisit student ideas from *Day 4's: A Family of Monsters*.
 - Now that you have created your monster's offspring, did you make changes to your monster's structures, ecosystem or food chain/web, to make sure it is best suited to survive in its environment? Why or why not?
- So far, we have learned so much about your monster, including its:
 - structural and behavioral adaptations
 - environment
 - food chain and food web
 - genetics and offspring
- 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 progress so far and to recall details of the presentation.
 - Review the *Monster Project Details* with students.
 - 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 prepare a brief presentation of your monster project to share with others! You will need to walk someone else through your findings, using and sharing 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. This would make a great addition to your presentation, helping your drawings/pictures come alive!
 - Encourage students to use simple, household materials to create a model of their monster. Some may include:
 - Popsicle sticks
 - Clay/Playdough
 - Feathers/fabric
 - Cardboard/wood
 - Construction paper
 - Aluminum foil
 - Markers
 - Glue/tape and scissors
 - Assist students as they begin creating a 3D model of their monster family portrait.
- Now that our monster models are completed, you will present your portfolio pages and model with someone else! Scientists and engineers not only communicate their findings with others, but they also ask for feedback. Ask your audience for feedback, asking questions like:
 - What do you like?

- What do you have questions about?
- What would you change or do differently? Why?
 - Assist students in choosing an audience to share their project with. This may include a family member, friend or teacher.
 - Students may decide to present face-to-face with a family member or use video recordings/conferencing options. Some examples include:
 - Google Hangouts
 - Zoom
 - iMovie
 - Flipgrid
 - 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 enjoy the most about this project? What did you find the most challenging and why? What helped you overcome the challenge?
 - What was your audience's feedback from the presentation? What did you learn from their feedback?
 - What advice would you give to someone starting the same project?
 - How does your work and skills you used throughout the project relate to the work and skills of scientists and engineers?

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.
- Encourage students to formalize their presentation using tools such as:
 - Google Slides
 - Microsoft PowerPoint
 - Posters/chart paper
- Then, prompt students to re-present to their audience, sharing their improvements and asking for additional feedback.