CREATURE FEATURES

Level: Grades K-12  Length: 25 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.

GENERAL VOCABULARY
Adaptation  Ecosystem  Habitat  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.

The themes on the following pages each address a different Essential Question in line with Georgia Standards of Excellence.
### ANIMAL GROUPS  (recommended grades: K-5)

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

**CURRICULUM CORRELATIONS**  
Students will:  
1. Group organisms based on attributes and compare the life cycles and traits of each group.  
   - SKL1b; SKL2a; S2L1d; S5L1a  
2. Recognize the basic needs of animals.  
   - S1L1b

**THEME-SPECIFIC VOCABULARY**  
Amphibian  
Bird  
Insect  
Mammal  
Reptile

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

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

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

**THEME-SPECIFIC VOCABULARY**  
Conservation  
Endangered  
Natural Regions

### DEFENSE  (recommended grades: 3-5)

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

**CURRICULUM CORRELATIONS**  
Students will:  
1. Explore how external features and adaptations of animals allow them to survive in their habitat.  
   - S3L1b; S5L2b  
2. Recognize the roles animals play within their ecosystems, such as predator and prey.  
   - S4L1a

**THEME-SPECIFIC VOCABULARY**  
Camouflage  
Mimicry  
Venom
Each of the following themes addresses a different Essential Question in line with Georgia Standards of Excellence.

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

**ESSENTIAL QUESTION**

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

**CURRICULUM CORRELATIONS**

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

**THEME-SPECIFIC VOCABULARY**

- Carnivore
- Decomposer
- Food Chain/Web
- Herbivore
- Omnivore

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

**ESSENTIAL QUESTION**

How do classifications demonstrate relationships between organisms?

**CURRICULUM CORRELATIONS**

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

**THEME-SPECIFIC VOCABULARY**

- Classification
- Evolution
- Genus/Species
- Phylogenetics