


## Animal Survival

Objective: Students learn to identify structures and their functions in living organisms.

- Time for Lesson → **45 minutes**  
Standard → **Structure and Function of Living Organisms**  
Art integration → **Visual Art - Imaginative Drawing**  
Supplies → **Worksheet, Writing Utensil, Colored Pencils/Markers/Crayons**  
Video → **[www.takethestage.tv](http://www.takethestage.tv)**

 → Entire activity can be done from a seated position

**Structure** – Any identifiable part of a living organism. (ears, fingers, eyes)

**Function** – How that structure is used by the living organism. (to hear, to pick up objects, to see)

### PREPARATION:

- Preview video. (*video is 6 minutes*)
- Print a worksheet for each student from [www.takethestage.tv](http://www.takethestage.tv).
- Test playback of video on smartboard or monitor before lesson.

### INTRODUCTION:


- 1) Explain, “We will be learning about structures and functions in living organisms”. Provide examples of structures and functions, and then ask students to give examples. (i.e. A giraffe’s long neck helps it eat leaves from tall trees. The **structure** is the giraffe’s long neck and the **function** is to reach leaves from tall trees.)
- 2) Invite students to be contestants on the game show, *Animal Survival*, where they will be drawing their own made-up animal that will need to survive in either a desert, underwater, or arctic environment.
- 3) Pass out worksheet and instruct students to take out a writing utensil (pencil, crayons or colored pencils) to leave on desk to use later.

### ACTIVITY:

- 1) Once each student has the worksheet and is seated, **PRESS PLAY**.
- 2) When video says **PRESS PAUSE**, pause video and instruct students to **complete the worksheet and drawing**.  
(TIP: Have students complete the written portion of the worksheet before they draw.)
- 3) Review the definitions of structure and function while students draw.
- 4) After the students finish the worksheet, **UNPAUSE**, and complete watching the video.

### REVIEW:

- 1) Ask students to share something they learned about structure and function.
- 2) Ask a few students to share their animal’s name, drawing, and to describe the structures and functions that help it survive in the chosen environment.



The worksheet is titled "ANIMAL SURVIVAL" and includes a section for "Structure and Function of Animals". It asks students to "DRAW UP AN IMAGINARY ANIMAL, CHOOSE AN ENVIRONMENT, GIVE IT TWO STRUCTURES AND FUNCTIONS, AND DRAW IT BELOW". The form includes fields for "ANIMAL NAME", "ENVIRONMENT", "STRUCTURE #1", "FUNCTION #1", "STRUCTURE #2", and "FUNCTION #2". There is a large drawing area with a "Draw Your Animal Here" label and a small illustration of a zebra at the top. The bottom of the page features a grassy field graphic.