

2nd Grade - Act. 25: Creature Creation

Summary

After discussing the characteristics of frogs, students will create their own creature and identify its characteristics.

Materials

A book from the *Froggy* series written by Johnathan London (or other fiction frog book)
a copy of the creature creation sheet for each student
drawing/coloring tools

Background for Teachers

All animals, including humans, need certain things to live. Animals need air, water, shelter, and food to survive. Animals also have certain characteristics that students can learn about, such as where they live (habitat), what they look like, what they 'do,' what they eat, how they are born, what kind of animal they are (mammal, reptile, etc...), how they live (in groups, alone etc.), how long they live, what their life cycle is, etc.

Intended Learning Outcomes

Intended Learning Outcomes:

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Process Skills

Description, classification

Instructional Procedures

Invitation to Learn

Read A book from the *Froggy* series written by Johnathan London .

Instructional Procedures

Discuss some of the characteristics of Froggy. Move the discussion to characteristics of real frogs.

As students start giving ideas, record them in a Venn diagram. In the center, record the characteristics that Froggy has in common with real frogs. After recording and talking about the different characteristics of real and make-believe frogs, students can create their own animal.

Have students fold the creature creation sheet into thirds. In groups of three, have one student draw the head, one the body, and one the tail end.

Make sure students end at the dots so that the animal's sections will match up.

Have the students take back the paper they started with and color their animal. After the animal is ready, have students write about their animal, telling all the characteristics of their animal; what it eats, where it lives, how it was born, who its enemies are, etc.... They need to be specific and record as many characteristics as they can. It is their animal and they get to create its characteristics.

Extensions

Possible Extensions/Adaptations

Have students include the characteristics of their animal in a fiction story. Compare another animal to a character in a book using the Venn diagram.

Family Connections

Have students teach their family how to compare animals using a Venn diagram. They can compare the family pet to a character in a book.

Assessment Plan

Are students able to list characteristics of frogs and Froggy? Do they include the main 'life' characteristics of their created creature?

Authors

[Utah LessonPlans](#)