

Design-a-Saurus

Activity: Grades 6-8

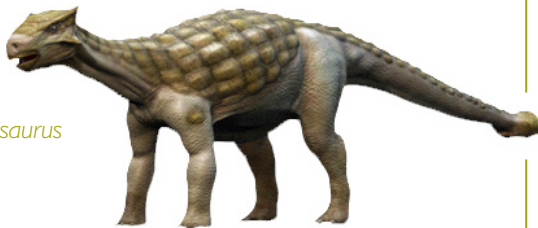
Students create a drawing of a real or imagined dinosaur and name it after a place of discovery, an honored person, or an adaptation.



Directions:

- 1. Review.** Ask students to think of the different adaptations they have discussed. Review the three ways scientists name something that is living or was once alive—after a person, a place, or an adaptation. Tell students that paleontologists often draw animals that they study.
- 2. Start Activity.** Tell students they are going to create a profile of a real or imagined dinosaur. To complete the assignment, students should:
 - Draw the real or imagined animal.
 - Label one or more adaptations, noting how it helped the animal survive in its environment.
 - Draw and label a map of where it was found and who first discovered it.

Ankylosaurus



Thescelosaurus



Triceratops

- 3. Student Presentations.** Have students share their work with the class. Students should introduce their animal by name, describe the animal (including its body part and behavioral adaptations) and how those adaptations helped it survive in its environment, and determine if the animal is named after a person, a place, or an adaptation.
- Name the prehistoric dinosaur. If it is an imagined animal, create a name after an adaptation, a place, or a person. If it is a real animal, explain the origins of its name.
 - Write one or more declarative sentence(s) about the animal.

Student Assessment:

Students should create a drawing of a dinosaur that has one or more adaptations. Their created animals should be named after an adaptation, a location, or a person. The drawing should illustrate the creatures' adaptations and names. Emphasize the functions of the adaptations and the appropriateness of the names, not how well the drawings are made.

Declarative sentences should accompany their drawings that accurately describe the adaptations. Students should be able to apply what they learned about adaptations (body parts or behaviors as a way to successfully survive in their surroundings) to modern animals. They should be able to give examples of adaptations from animals of which they are familiar.