

# DIGITAL DISCOVERY WORKSHOPS

Teacher Toolkit: Featured Creatures | Grades 3–6



## PROGRAM OVERVIEW

*Get familiar with the program content.*

### Program Description

Animals are adapted to the places they call home. Their shape, size, skin, and skeleton all work together to help animals survive and thrive. Take a deeper look at real animal skin, skulls, and skeletons, and learn how different animals move and live!



### Program Objectives

- Make observations of animal skin, skeleton and teeth specimen.
- Make inferences about how structure and function are related for these features.
- Make inferences about how these physical features help animals survive in their habitats.
- Compare and contrast animal skin, skeletons and teeth to each other and to human features.

### Program Key Words (English/Spanish)

- Comparative anatomy/ la anatomía comparativa
- Skin/ la piel
- Habitat / el habitat
- Adaptation/ la adaptación
- Adaptation/ la adaptación
- Shelter/ el abrigo
- Adaptation/ la adaptación



Show us how you're being curious! Share your results with us.

PACIFIC  
SCIENCE  
CENTER



# DIGITAL DISCOVERY WORKSHOPS

Teacher Toolkit: Featured Creatures | Grades 3–6



## Program Outline

*Subject to change*

- Introduction of program and expectations.
- Introduce comparative anatomy.
- What jobs does our skin do for us?
- Observe animal skins and make inferences about adaptations.
- Why do we need bones?
- Explore human skeletal system structure and function.
- Observe animal bones and make inferences about adaptations.
- Explore human teeth and their structure and function.
- Observe animal teeth and make inferences about adaptations.
- Program conclusion.

[View Supported NGSS](#)



## BEFORE THE PROGRAM

### DISCUSSION PROMPTS

*Use these prompts to lead an optional pre-program discussion and reflection in your class.*

- What do animals need to survive? What do humans need to survive? How are those needs similar or different?
- Animals have different outer layers on their body, such as fur, skin, or an exoskeleton. What are the pros and cons of these different outer layers?
- If you were a zoologist, what kind of animal would you most want to study? What are some science questions you could ask to learn more about that animal?



Show us how you're being curious! Share your results with us.



# DIGITAL DISCOVERY WORKSHOPS

Teacher Toolkit: Featured Creatures | Grades 3–6



## DURING THE PROGRAM

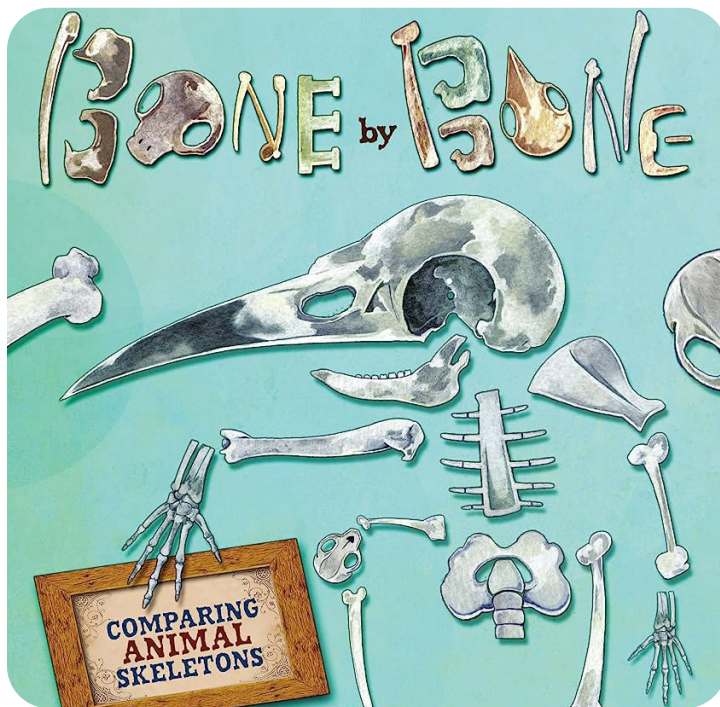
Print the optional worksheet for your students to follow along with during the live presentation. The back of the worksheet includes additional prompts for after the program.

### PRINTABLE WORKSHEET

- Featured Creatures Printout: [Click to download](#), then print double sided.

## AFTER THE PROGRAM

These optional extension resources can be used within the learning space, or shared with students to do at home with their families.



### ACTIVITY GUIDES

- **Habitat Match | Coincidencia de Hábitat:** Explore different animal adaptations that may help them overcome challenges living in their environments with this print and match activity. Activity time: 30 minutes.
- **Adaptation Artistry | El Arte de la Adaptación:** Use your imagination to design a habitat on Earth in the future and what kinds of adaptations animals would need to survive there. Use the four-minute [follow along activity video](#) to explain the activity steps. Activity time: 20–60 minutes.
- **Bird Beak Buffet | Buffet de Picos de Pájaros:** We learned about different kinds of animal teeth, but not all animals use teeth to eat their food. Explore why birds have differently shaped beaks and how each special beak helps them survive. Activity time: 30–60 minutes.

### READING LIST

- Reading List: Check out the [Featured Creatures reading list](#) for STEAM books related to the program themes.

For more activities with simple materials, check out the [Curiosity at Home](#) / [Curiosidad en Casa](#) web page. Explore activity sheets by age group and topic in both English and Spanish.



Show us how you're being curious! Share your results with us.

