

CREEPY CREATURE CREATOR



Time: Approximately 30-90 minutes (can be divided into smaller blocks of time)

Instructional Goals:

- The student will use PebbleGo Animals to research at least two of the following animals: bats, cats, newts, owls, and spiders.
- The student will take notes using a graphic organizer.
- The student will analyze and synthesize information to create a make-believe creepy creature by combining animal traits and characteristics of researched animals

Integrated Content Standards:

- AASL Standards Framework for Learners (<http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf>)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Curriculum Standards for Social Studies (<http://www.socialstudies.org/standards>)
- National Educational Technology Standards for Students (<https://www.iste.org/standards/for-students>)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)
- Next Generation Science Standards (www.nextgenscience.org/)

Materials/Resources:

- **PebbleGo Animals** online database
- **Creepy Creature Research Notes graphic organizers for bats, cats, newts, owls, and spiders**—at least two different animal organizers for each student
- **Creepy Creature Creator graphic organizer**—one copy for each student
- Scissors
- Glue sticks, if desired

Procedures/Lesson Activities:

Focus

1. Tell students that they are going to invent a make-believe creepy creature by mixing parts of real animals. (Note: If some students do not like the idea of researching and creating creepy creatures, you may change this activity into a Cute Creature Creator activity for those students.)
2. Explain that each student will need to choose at least two animals to research using **PebbleGo Animals**. Their choices are: bats, cats, newts, owls, and spiders.

Teach/Model

3. Show students an example **Creepy Creature Research Notes graphic organizer**. Explain the sections of the graphic organizer and the types of information that belong in each section.



4. Point out the Bibliography section at the bottom of the graphic organizer. Explain the information source they are using is called **PebbleGo Animals**. To follow copyright laws, students will need to give credit to the information source by writing its title in the Bibliography section.
5. If desired, show students the example creature pictures included in at the end of this lesson plan. (Figure 1)
6. Explain that after each student researches two or three animals, they will mix and match the animals' body parts to create a make-believe creepy creature.
 - To differentiate this lesson, have each student research one animal. Then, pair or group students who researched different animals. Students will share what they have learned about their animals. Have group members cut out the animal body parts and trade them to create their creepy creatures.
7. Students will use their imagination to name their make-believe creepy creature. They will complete the **Creepy Creature Creator graphic organizer** to tell about their make-believe animal.

Guided Practice

8. If desired, choose one animal to research as a class. Demonstrate how to navigate to the PebbleGo Animals article about that animal.
 - PebbleGo Animals has a general article About Spiders that discusses all types of spiders, as well as articles about specific types of spiders. About Spiders may work best for this activity.
9. Complete the **Creepy Creature Research Notes graphic organizer** for the demonstration animal.

Independent Practice

10. Allow students time to complete their **Creepy Creature Research Notes graphic organizers**.

Closure

11. Once students have completed research, choose one of these options:
 - Option 1: Stack a student's graphic organizer pages. Staple the stack in the middle. Cut along the top pages' dotted lines to make a flip book. (Do not cut the bottom page.) Allow students to flip the body parts to create their make-believe creature. Have students redraw their creature on the **Creepy Creature Creator graphic organizer**. (Figure 2)
 - Option 2: Have students cut out the body parts for each animal. Allow students to mix and match body parts to create their make-believe creature. Glue the parts onto the **Creepy Creature Creator graphic organizer**. (Figure 3)
12. Have students complete the **Creepy Creature Creator graphic organizer** for their make-believe animal. Encourage students to analyze the information from their research notes as they complete the **Creepy Creature Creator graphic organizer**. (For example, if they choose the body of a bat or owl, then their creature can fly.) They may also use their imaginations to complete the More Creature Information section of the graphic organizer.

Extend/Enrich

- › Have students present their make-believe creatures to the class orally or digitally.
- › Have students create a video telling about their make-believe creatures.
- › Have students write a story with their make-believe creature as the main character.

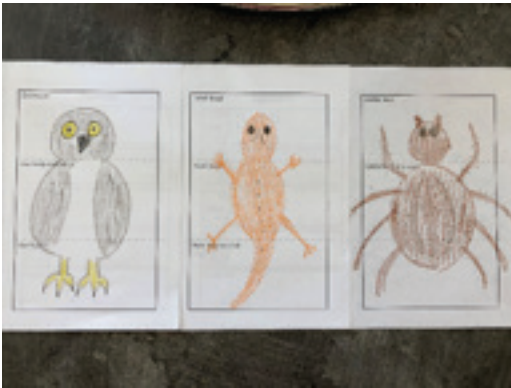


Figure 1: Draw animal's head, body, and tail/feet, using the dotted lines as a general guide.

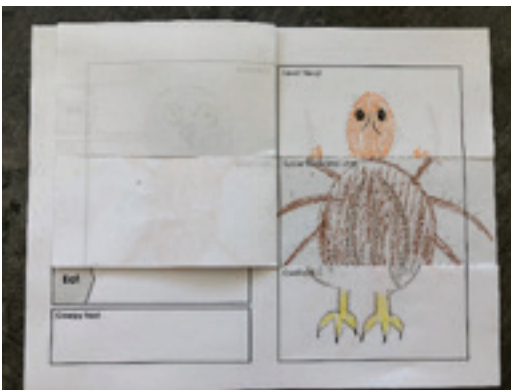


Figure 2: Option 1: Stack pages together. Staple in the middle. Cut the top pages' along the dotted lines to make a flip book. (Do not cut the last page.)

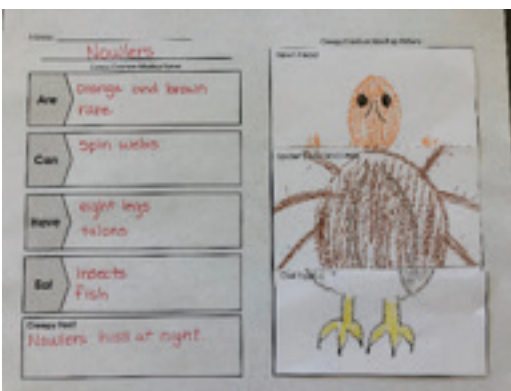


Figure 3: Option 2: Cut out each animal section and paste them together like a puzzle.

Name: _____

Bats

Are

Can

Have

Eat

Creepy Fact

Bat Head

Bat Body and Wings

Bat Feet

Bibliography: _____

Name: _____

Cats

Are

Can

Have

Eat

Creepy Fact

Cat Head

Cat Body

Cat Feet and Tail

Bibliography: _____

Name: _____

Newts

Are

Can

Have

Eat

Creepy Fact

Newt Head

Newt Body and Feet

Newt Tail

Bibliography: _____

Name: _____

Owls

Are

Can

Have

Eat

Creepy Fact

Owl Head

Owl Body and Wings

Owl Feet

Bibliography: _____

Name: _____

Spiders

Are

Can

Have

Eat

Creepy Fact

Spider Head

Spider Body and Legs

Bibliography: _____

Name: _____

Creature: _____

Are

Can

Have

Eat

Creepy Fact

Creature Head

Creature Body and Legs

Bibliography: _____