



# Why Animals' Internal and External Structures are So Important

By: Michelle Bouslog

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Science  
Grades 3–5



## Introduction

Animals have many interesting features that function to support their survival, growth, behavior, and reproduction. Some of these characteristics are visible while other features are internal. In this lesson, students will choose an animal. They will research their chosen animal and then create a PowToon or Glogster presentation highlighting the plant or animal's unique features.

## Learning Objectives

[4-LS1-1](#). Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

## Materials Needed

- Variety of books by Sandra Markle
- iPad and/or poster paper

## Procedure

1. Ask students what makes them unique. Tell students that animals have many interesting features that are unique. These unique features are designed to help them survive, grow, and have offspring. Some of plants and animals' structures are internal, and some are external.
2. Choose one of the Sandra Markle books about animals (*What if you had Animal Hair?* *What if you had Animal Feet?* *What if you had animal ears?* Etc.). Or read a little of each. Make a list of interesting facts on the board as you go.
3. After reading, reflect with the students. Have them turn to a neighbor and tell them the most interesting fact they heard.
4. Tell students that today they are going to choose an animal to research. They should research that animal using the app Epic (or other digital library). There, they should identify at least five facts about the animal, explaining why that feature helps it to either survive, grow, behave in a certain way, or reproduce.
5. Students have flexibility in choosing their presentation format. They can choose platforms such as Powtoon or Glogster, or if they want to do a traditional poster presentation, they can do that too.

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### Evaluation

Example of rubric:

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Quality of Information</b>	Information clearly relates the chosen animal, specifically how its features make it unique.	Information mostly relates to the animal and how those features make it unique.	Information sort of relates to the animal and how its features make it unique.	Information does not relate to the animal and how it is unique.
<b>Amount of Information</b>	Student included 5 facts and explained how those features that function to support their survival, growth, behavior, and reproduction.	Student included 4 facts and explained how those features that function to support their survival, growth, behavior, and reproduction.	Student included 2 or 3 facts and explained how those features that function to support their survival, growth, behavior, and reproduction.	Student included only 1 fact or did not complete the assignment.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Presentation of Project</b>	Student completed their presentation, including all 5 facts.	Student completed their presentation, including 4 facts.	Student completed their presentation, including only 3 facts, or did not quite complete presentation.	Student did not complete presentation.