



# IDENTITY WEB ACTIVITIES

# WEBS IN SCIENCE

## Concept

Animals (including humans) require air, water, food, and shelter to survive in environments where these needs can be met. There are distinct environments in the world that support different types of animals. Environments can change slowly or quickly. Animals respond to these changes in different ways.

## Objective

By the end of the lesson, students will be able to demonstrate an understanding of the relationship between animal structures and survival in different environments by researching a chosen animal and filling out an identity web with relevant information, using illustrations, pictures, or physical models.

## Materials

- Blank identity web for each student
- Writing utensils
- Images, scissors, glue (optional)
- Monologue Template

## Directions

- 1.** Fill out the animal's identity web.
- 2.** Find a partner. Share 3-5 facts from your web with your partner.
- 3.** Create a monologue for the animal by using the template provided.
- 4.** Perform the monologue to share about your animal.

# Modifications

## Level Down

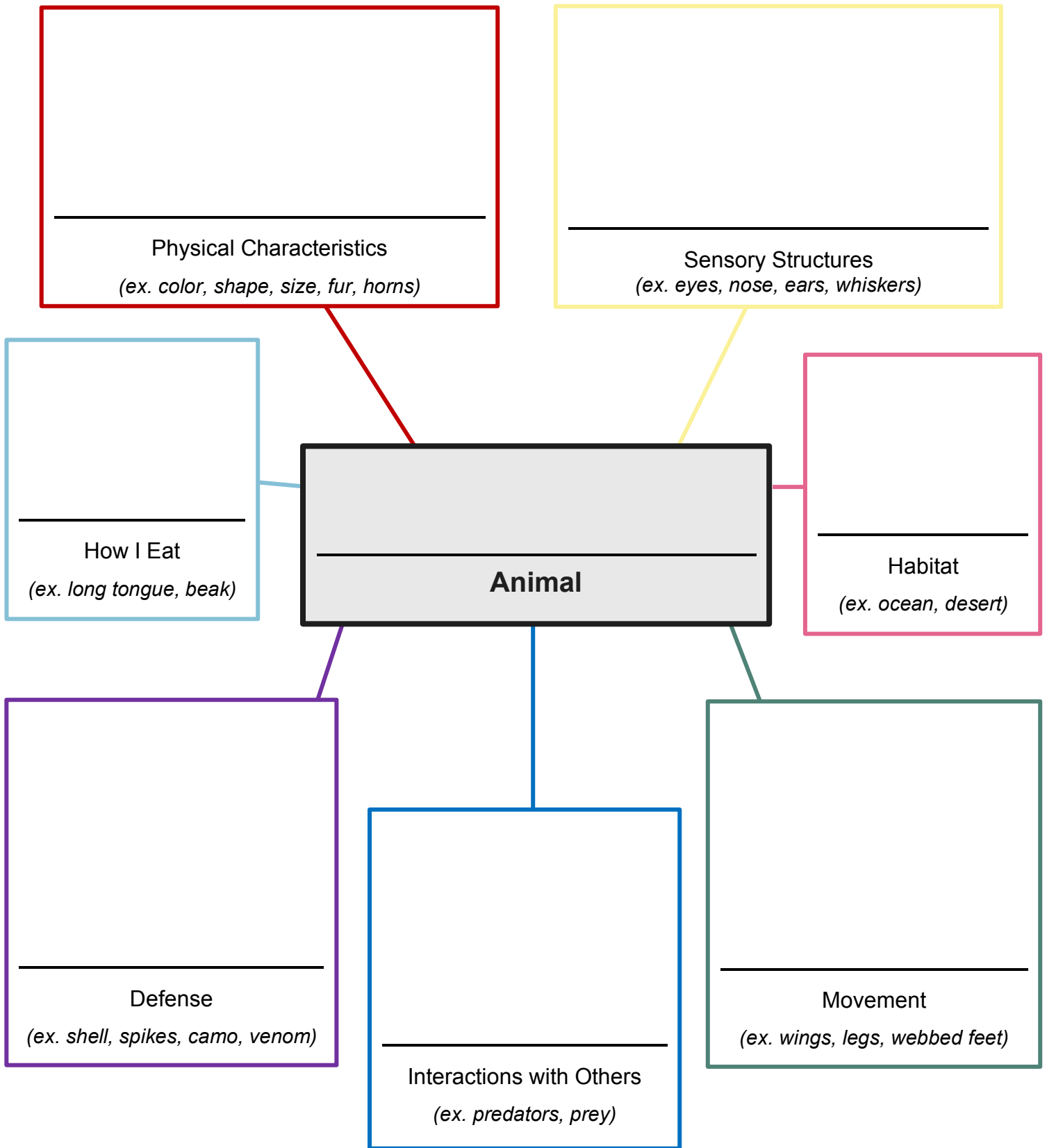
- ↓ **Work as class:** Choose one animal to research and write about as a class. Create groups and assign one sentence from the monologue to each student. Allow students to perform the monologue as a group.
- ↓ **Simplify the research process:** Provide pre-selected information or resources about a few animals for students to choose from, reducing the amount of independent research required.
- ↓ **Use visual aids:** Provide visual support, such as [images for each animal](#) that students can use while filling out their web. Include labels or prompts to guide students in identifying key information about the animal's structures and survival needs.

## Level Up

- ↑ **Remove the template:** Ask students to create a monologue or story without using the template.
- ↑ **Comparative analysis:** Have students compare and contrast their chosen animal with another animal in terms of their structures, survival needs, or response to environmental changes. Encourage them to create a Venn diagram or a written comparison highlighting the similarities and differences between the two animals.
- ↑ **Compare with a Partner:** Students can compare and contrast their animal to another student's animal.

# Reflection

What is one special feature that your animal has? How does it help them survive?



# MY MONOLOGUE

ANIMAL

HABITAT

I am a \_\_\_\_\_ and I live in the \_\_\_\_\_. Want to

SENSORY FEATURES

know how I get around? I use my \_\_\_\_\_

MOVEMENT

and \_\_\_\_\_, of course! Sometimes, when I am around

INTERACTIONS WITH OTHERS

DEFENSE

\_\_\_\_\_, I use \_\_\_\_\_ to hide

or stay safe. It's kind of like my superpower!

PHYSICAL CHARACTERISTICS

You can spot me by my \_\_\_\_\_, but one of

HOW I EAT

my best features is my \_\_\_\_\_. Why, you may ask? Because it

helps me eat!

HABITAT

Next time you're in the \_\_\_\_\_, keep your eyes open. If you're

lucky enough, you just may see me passing by!