



## *Bioblitz Skillbuilders: Learning and Applying the Skills of a Naturalist*

### Skillbuilder 1: Meet a Creature

#### Key Question

How can we use descriptive words and information to observe organisms?

#### Objective

Students will **interpret** and **draw** an organism based on another student's description.

Grades: 2-5

Time: 15 minutes

Location: Classroom

#### Materials

- Colored markers, paper
- Projector to display images OR printed images (attached)

#### Directions

1. Prepare set of images to either print and pass out to students or project in the classroom (see attached images)
2. Break students into pairs and instruct the pair to sit facing opposite directions. Pass out two pieces of paper and several markers to each pair.
3. Project, tape up or hand out the picture of a grasshopper.
4. Lead a short "guided imagery:" Students picture that they arrive on a planet where they find creatures they could never have imagined! One student will describe the "creature" (for example, the grasshopper) without using any words that give away the identity of the organism (grasshopper, bug, insect, etc). The other student, facing the opposite direction, will draw what his or her partner describes.
5. Ask artists to share their drawings with their partners. Ask class: what was successful and challenging between partners? How can observers improve their descriptions?
6. Students should switch roles and repeat one or more times with another organism of increasing difficulty (examples: rabbit, butterfly, jellyfish, pinecone, etc.)

#### Alternatives and Extensions

- Have one student observe the creature and describe to the whole class, instead of working in pairs.
- As an extension, have students draw and write a short written description of a few organisms in their backyards as a homework assignment.

## Next Generation Science Standards

### Performance Expectations

- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
- 4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

### Science and Engineering Practices

- Asking Questions and Defining Problems
- Analyzing and Interpreting Data
- Obtaining, Evaluating, and Communicating Information



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Sample Creatures: simple to challenging











Image Credit:

Eastern Cottontail: amybeth55 via iNaturalist, CC-BY-NC

Grasshopper: Saguaro National Park, CC-BY

Hummingbird: Dick Daniels, CC-BY-SA

Octopus: Bernard Picton, National Museums Northern Ireland, CC-BY-NC-SA

Cactus: Zoya Akulova, CC-BY-NC