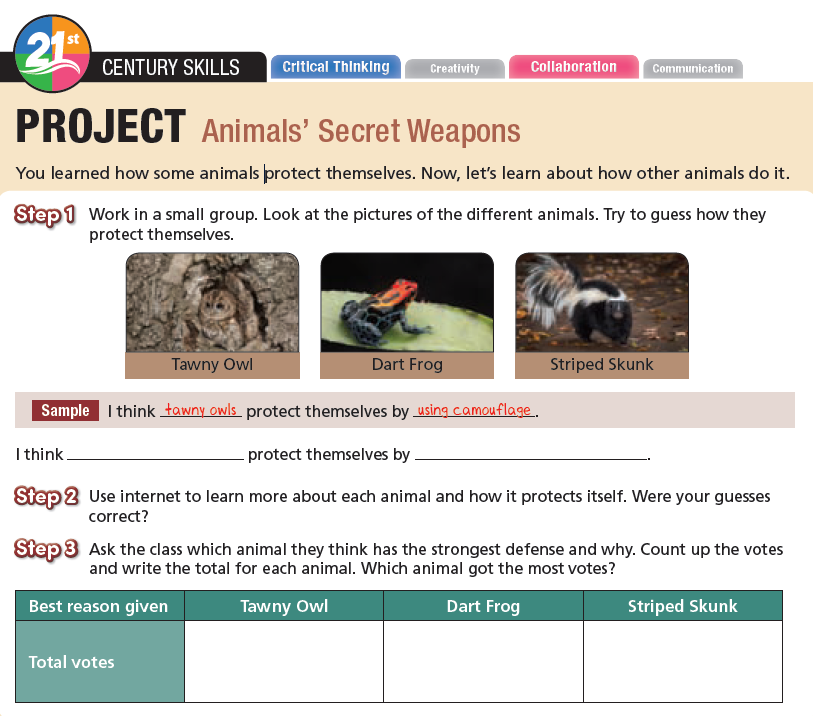
**Reading Future Project Type 6**

**Change 3 Unit 8**

**Animals’ Secret Weapons Critical Thinking, Collaboration**

|  |
| --- |
| **Lesson Objectives** |
| ∙ Students can develop **Critical thinking** and **Collaboration** skills by making hypotheses about animals and conducting a poll.  ∙ By practicing **Critical Thinking**, students can further develop their observation and inference skills.  ∙ Students can improve **Critical Thinking** and **Collaboration** abilities, which are 21st century core skills, by working alone as well as in a group. |
| **Project Type 1** |
| Step 1. Complete the sentences in a group.  Step 2. Find information about the animals online.  Step 3. Conduct a poll and calculate the results.  Similar Project Types are: Connect 1 U 6, 12 Connect 2 U 4, 7, 10, 11 Connect 3 U 10  Change 3 U 8 |



**∙** By summarizing the reading passage and what they have learned in the unit, start by giving instructions. Focus students’ attention on the three pictures in Step 1 to get them interested in the assignment.   
You learned that animals use different ways to protect themselves. Now let’s learn more about animals.

**Step 1**

**∙** Divide students into groups of three or four. Tell students to talk about what each animal’s secret weapon could be.

Work with a small group. Look at the pictures of the different animals. Work with your group and try to guess how each animal protects themselves.

**∙** Read the sample sentence together. Tell students to write down their ideas in a group.

**Sample** I think tawny owls protect themselves by using camouflage.

**Example Answers:**

I think dart rt frogs protect themselves by using poison.

I think dart frogs protect themselves by being brightly colored, which shows they are poisonous.

I think striped skunks protect themselves by spraying a bad smell.

I think striped skunks protect themselves by spraying a bad-smelling liquid.

Macintosh HD:Users:hanasakuragi:Desktop:Screen Shot 2018-08-04 at 2.27.53 PM.png**Step 2**

**∙** Direct students to look for information online to see if their guesses were correct about each animal.

Research online to learn more about each animal and how it protects itself. Were your guesses correct?

**Step 3**

**∙** Instruct students to go around the classroom and ask their classmates which animal they think has the strongest defense and why. Tell students to draw a line in the correct box to represent a vote. Then, tally up the votes and write the total number. Ask students to share what they have learned.  
Now, ask your friends which animal they think has the strongest defense and why. Count up the votes and write down the total for each animal. Which animal got the most votes?

**∙** Wrap up the class by summarizing students’ ideas.