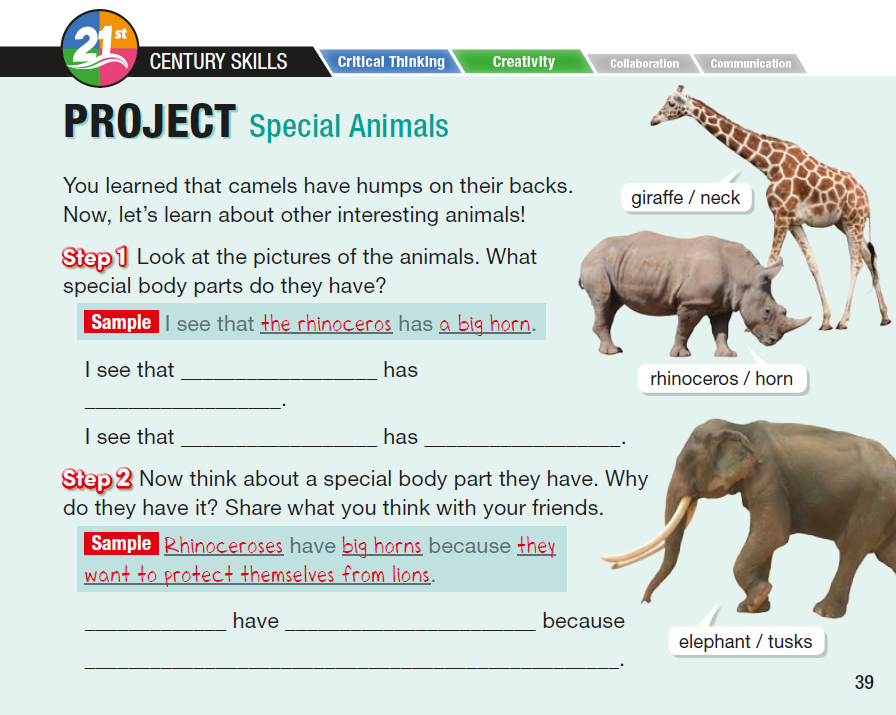
**Reading Future Project Type 1**

**Connect 1 Unit 8**

**Special Animals Critical Thinking, Creativity**

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| **Lesson Objectives** |
| ∙ Students can broaden **Creativity** through figuring out how and why certain body parts of the animal exist.  ∙ Through **Critical Thinking** and **Creativity** abilities, students can analyze and infer logical answers of why the characteristics of certain animals have developed over time.  ∙ Students can enhance **Creativity** and **Critical Thinking** abilities, which are 21st century core skills, by expressing their ideas and opinions. |
| **Project Type 1** |
| Step 1. Complete the sentences utilizing the images and phrases given.  Step 2. Based on the answers in Step 1, share one’s ideas after writing it down.  Similar Project Types are: Connect 1 U 3, 7, 8, 11 Connect 2 U 8, 12 Connect 3 U 7  Change 1 U 2, 4, 11, 14, 16  Create 1 U 1, 5, 15 Create 3 U 2 |



**∙** By summarizing the reading passage and what they have learned in the unit, start by giving instructions. Focus students’ attention on the pictures on the right side of the page to get them interested in the assignment.

You learned that camels have humps on their backs. Now, let’s learn about other interesting animals!

**Step 1**

**∙** Guide students to learn the special body parts of each animal in the pictures. By reading the names and the characteristics of the animals, help students to understand the information.

Look at the pictures of the animals. What special body parts do they have?

**∙** Read the sample sentence given and let students write their own sentences by utilizing the vocabulary introduced under the pictures. Students can create their own sentences and use vocabulary that has not been provided. (e.g. I see that the elephant has a long nose.) After writing the sentences, ask them to share their answers with the class.

**Sample** *I see that the rhinoceros has a big horn.*

**Example Answers:**

I see that the giraffe has a long neck.

I see that the elephant has large tusks.

**Step 2** 

**∙** Let students think creatively how animals can use certain parts of their body to survive. Then, direct students to write down the logical reasons why those body parts were developed based on the information from Step 1.

Now think about a special body part they have. Why do they have it?

**Sample** Rhinoceroses have big horns because they want to protect themselves from lions.

**Example Answers:**

Giraffes have long necks because they need to reach the leaves of tall trees.

Elephants have large tusks because they need to fight and defend themselves.

**∙** Direct students in various ways to share their best answers that they have discussed within a group or in pairs.

*Share what you think with your friends.*

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