**Post-Activities Grade 4: Ferngully**

In the days following the movie:

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| **Grade** | **Curriculum Expectations** | **Activities** |
| **4** | **Science Unit: *Understanding Life Systems—Habitats and Communities***  **1.1** analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account (e.g., the perspectives of a housing developer, a family in need of housing, an ecologist), and evaluate ways of minimizing the negative impacts  **1.2** identify reasons for the depletion or extinction of a plant or animal species (e.g., hunting, disease, invasive species, changes in or destruction of its habitat), evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening  **3.1** demonstrate an understanding of habitats as areas that provide plants and animals with necessities of life  **3.3** Identify factors that affect the ability of plants and animals to survive in a specific habitat  **Language: *Media Literacy***  **1.2** use overt and implied messages to draw inferences and construct meaning in media texts  **1.3** express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g.,“I think this documentary about lions is one-sided because it only shows them as predators”)  **2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., movies and videos use camera closeups to show details, medium and long shots to put people and objects in perspective, high and low camera angles to create illusions of size or artistic effects, environmental sounds for realistic effects, background music to suggest a mood)  **3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques  ***Writing***  **1.1** identify the topic, purpose, and audience for a variety of writing forms  **2.1** write more complex texts using a variety of forms  **2.2** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood  **2.3** use specific words and phrases to create an intended impression  **The Arts: *Visual Arts***  ***D1.3*** use elements of design in art works to communicate ideas, messages, and understandings  ***D 1.1*** create two and three dimensional works of art that express feelings and ideas inspired by their interests and experiences | **Activity 1: Post Movie Questions**  \*Discuss as a class or have students answer the **Post Movie Questions Grade 4: Ferngully** independently.  **Activity 2: Create Your Own Species** adapted from Scholastic “Animal Adaptations”  **Review:**   * The environment in which an animal lives is called its *habitat.* * In order to survive and thrive in their habitats, animals have developed specific traits that help them cope with the environmental conditions, keep them safe from predators, help them get food, and raise their young. * These animal adaptations have evolved over millions of years and are a response to what traits are advantageous to the survival of the species. * An adaptation is a way that animals become more and more efficient at living in their habitats, meeting their basic daily needs, and staying safe from predators. Ask students if they have ever noticed how certain features of an animal make it well suited to live in a specific environment. Perhaps they have noticed how a bat's echolocation helps it navigate at night or how a poison dart frog warns potential predators with bright colors? * Review the students examples of their chosen animals for their research project—what adaptations did they have?   After viewing the film and based on what students have learned previously about the animals they researched they will create their own species (plant or animal) that is well suited to live in a habitat (the class or teacher may select a habitat such as the desert, ocean, rainforest, polar region, etc.). The habitat could also be invented but they must think carefully about why the species would live there, what about their species makes it a good fit to live in the habitat they have chosen?  **Creature Creation**  Drawing inspiration from the adaptations of animals the class has studied, invite students to create their own creature for the habitat selected earlier in the lesson. How will this creature survive the environmental stresses of its habitat? How will this creature get food? How will it stay safe from predators? When this creature raises its young, how will it care for them?  **Possible Materials:**   * Glue Sticks * Recycled materials like cardboard boxes, paper tubes, bottles, lids, yogurt containers * Construction paper * Pipe cleaners * Felt * Craft sticks * Wiggly eyes * Feathers * Sequins * Markers * Scissors   Using their choice of materials students will create their own creature that incorporates features they think would help this creature survive and thrive.  \* A criteria/checklist for students is in the **Biodiversity Handout**  **Language *Media Literacy***  **Activity 3: Create a Newspaper Article**  **\***bringing in some articles from a local paper and asking students to look at them and make observations about what they notice is a good way to familiarize students with the layout and information found in different types of articles  \*get them to circle the main parts such as: headings, columns, subheadings, etc.  **\***ask students to brainstorm the impacts they have learned humans have on the rainforest in particular, thinking of previous knowledge and from the movie  \*create a newspaper article that would inform a reader the importance of the rainforest, what humans are doing to harm it and how we can help  \*Look at the **Newspaper** templates to help students get started |