

**Learning Standards**  
**Outreach Workshop: Fantastic Creatures**  
For grades 3-8, 60 minutes

<b>Overview</b>	
<b>The Big Idea</b>	Taking what we already know from science and adding our imaginations, we can create never-before-seen fantasy creatures.
<b>Grades</b>	3-8 (with scaffolding options for K-2 or 9-12)
<b>Time</b>	60 mins
<b>MoPOP Supplies</b>	Trunk with animal and plant specimens, Visual aid posters with major concepts, Coloring worksheets, Markers in group boxes, Timer, Whiteboard markers
<b>Specimens</b>	<p><b>Habitat:</b></p> <p>A. sticks, blue leaves, red sand, water, bark, urchins, lotus pods, rocks, roots, sea sponge, evergreen needles, roses, rainbow rocks, glowing orb</p> <p><b>Biology:</b></p> <p>A. fur, snake skin, bones, porcupine quills, creature claw, horns, slime, teeth, beetle wings, feather, wing bones, jaw bones, hoof</p> <p>B. Footprints (cast): raccoon, goose, deer, bear, rabbit, woodpecker</p>
<b>Museum Exhibition Connection</b>	Fantasy: Worlds of Myth and Magic
<b>Vocabulary</b>	habitat, anatomy, biology, fantasy, specimens, landscape, texture, shape, collaboration, discovery, frozen picture

<b>Learning Standards</b>	
<b>Common Core State Standards</b>	ELA-LITERACY: CCRA.R.1, CCRA.R.2, CCRA.R.7, CCRA.R.10, CCRA.SL.1, CCRA.SL.2, CCRA.SL.3, CCRA.SL.4, CCRA.L.1, CCRA.L.3, CCRA.L.4, CCRA.L.6
<b>WA Science Learning Standards</b>	K-LS1-1, K-ESS2-2, K-ESS3-1, 2-L-S4-1, 3-L-S4-1, 3-LS4-3, 3-LS3-2
<b>WA Arts Standards: Theatre</b>	Cr1.1.K-5; Cr2.1.K-3; Cr3.1.K-1,3; Pr4.1.K-5; Pr5.1.K-3; Pr6.1.K-1; Re7.1.1; Re8.1.1; Re9.1.K,2; Cn10.1.K-1; Cn11.1.1; Cn11.2.K
<b>Social Emotional Learning Standards</b>	Self-Management, Self-Efficacy, Social Management, Social Engagement
<b>21<sup>st</sup> Century Skills</b>	<p><b>Learning &amp; Innovation:</b> Creativity, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><b>Life &amp; Career Skills:</b> Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility</p>
<b>Artist Habits of Mind</b>	Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore

## Learning Objectives & Criteria

<p><b>Learning Objective 1:</b> Students will use critical thinking and inference to embody a fantasy creature's physical appearance and mannerisms.</p>	<p><b>Assessment Criteria:</b> During physical activation, students will alter their body and/or face to show the physical attributes and mannerisms of a fantasy creature, different from their own.</p> <p><b>Method:</b> We will assess this through a reverse room scan.</p>
<p><b>Learning Objective 2:</b> Students will use critical thinking to differentiate between what is real and what is imagined.</p>	<p><b>Assessment Criteria:</b> Students will work in groups to determine a part of their fantasy creature's body that is based on a physical specimen but used in an imaginative way. For example, they will use a creature's jawbone as a wing.</p> <p><b>Method:</b> We will assess this through conversations with each table group and observing their drawings.</p>
<p><b>Learning Objective 3:</b> Students will collaborate as a team to share information about their creature discovery.</p>	<p><b>Assessment Criteria:</b> A minimum of two students per group will speak about the inferences and discoveries they made based on the specimens.</p> <p><b>Method:</b> We will assess this through observing final sharings.</p>