# Learning Standards

**Outreach Workshop: Fantastic Creatures**

For grades 3-8, 60 minutes

## Overview

**The Big Idea**
Taking what we already know from science and adding our imaginations, we can create never-before-seen fantasy creatures.

**Grades**
3-8 (with scaffolding options for K-2 or 9-12)

**Time**
60 mins

**MoPOP Supplies**
Trunk with animal and plant specimens, Visual aid posters with major concepts, Coloring worksheets, Markers in group boxes, Timer, Whiteboard markers

**Specimens**

<table>
<thead>
<tr>
<th>Habitat:</th>
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</thead>
<tbody>
<tr>
<td>A. sticks, blue leaves, red sand, water, bark, urchins, lotus pods, rocks, roots, sea sponge, evergreen needles, roses, rainbow rocks, glowing orb</td>
</tr>
</tbody>
</table>

**Biology:**

| A. fur, snake skin, bones, porcupine quills, creature claw, horns, slime, teeth, beetle wings, feather, wing bones, jaw bones, hoof |
| B. Footprints (cast): raccoon, goose, deer, bear, rabbit, woodpecker |

**Museum Exhibition Connection**
Fantasy: Worlds of Myth and Magic

**Vocabulary**
habitat, anatomy, biology, fantasy, specimens, landscape, texture, shape, collaboration, discovery, frozen picture

## Learning Standards

### Common Core State Standards

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

### WA Science Learning Standards

K-LS1-1, K-ESS2-2, K-ESS3-1, 2-L-S4-1, 3-L-S4-1, 3-S4-3, 3-LS3-2

### WA Arts Standards: Theatre

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

### Social Emotional Learning Standards

Self-Management, Self-Efficacy, Social Management, Social Engagement

### 21st Century Skills

**Learning & Innovation:** Creativity, Critical Thinking and Problem Solving, Communication, Collaboration

**Life & Career Skills:** Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility

### Artist Habits of Mind

Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore
<table>
<thead>
<tr>
<th>Learning Objective 1:</th>
<th>Assessment Criteria: 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.</th>
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</thead>
<tbody>
<tr>
<td>Students will use critical thinking and inference to embody a fantasy creature’s physical appearance and mannerisms.</td>
<td><strong>Method:</strong> We will assess this through a reverse room scan.</td>
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<tr>
<td>Learning Objective 2:</td>
<td>Assessment Criteria: 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.</td>
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<tr>
<td>Students will use critical thinking to differentiate between what is real and what is imagined.</td>
<td><strong>Method:</strong> We will assess this through conversations with each table group and observing their drawings.</td>
</tr>
<tr>
<td>Learning Objective 3:</td>
<td>Assessment Criteria: A minimum of two students per group will speak about the inferences and discoveries they made based on the specimens.</td>
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<tr>
<td>Students will collaborate as a team to share information about their creature discovery.</td>
<td><strong>Method:</strong> We will assess this through observing final sharings.</td>
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