COMMON CORE CONNECTION
IMAGINARY AND HYBRID CREATURES

COMMON CORE STANDARDS
CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.

OVERVIEW
In consideration of diverse learners and with the inclusive efforts of our Sensory Morning workshops in mind, this lesson has been written to engage multiple learning styles. Through exploration of the artworks Statuettes of the Four Evangelists from a Lectern, this lesson provides suggestions for engaging students through hands-on learning opportunities. We encourage you to make modifications to better meet the needs of your students!

SUPPLIES
- Student copies of Animal / Artwork ID Cards
- Chalkboard, white board, or chart paper
- (Optional: feather and fur samples)
- Real / Imaginary Images
- Real / Imaginary Chart
- Colored Pencils or Crayons
- Blank Paper
- Cut out images from Imaginary Creature Collage Materials
- Glue
- (Optional) Scissors, construction paper, and feathers

VOCABULARY
Characteristic: a special quality that helps us to identify a particular animal, person, or thing. For example, cats are furry, have long tails, make a meow sound, etc.

Real creatures vs. imaginary creatures: Real creatures are creatures that we could see in the wild. Imaginary creatures are creatures that we make up in our minds.

Hybrid creatures: creatures that are made up by combining parts of other creatures.

Myths: stories that people use to explain things. A myth can be based on truth or not true. Often they are passed down from generation to generation. Some myths have to do with religion, but not all myths are about religion. Sometimes myths were to used to entertain and inspire people.
ACTIVITIES

Domains Accessed: Scientific Thinking; Language & Literacy

① Define characteristics for students. A characteristic is a special quality that helps us to identify a particular animal, person, or thing. For example, cats are furry, have long tails, make a meow sound, etc.

② Give each individual or group a copy of Animal / Artwork ID Cards, front to back, found in the Animal / Artwork ID Cards resource. Ask students to examine the black and white images of Statuettes of the Four Evangelists from a Lectern and identify realistic characteristics and characteristics that are not realistic. For example, the wings on the bull are unrealistic.

③ Read the list of characteristics found on the Characteristic List. Have students raise images as they apply. Remind them that some characteristics are shared by more than one animal!

④ Using the lion image, ask them to come up with additional characteristics for the lion. Direct them to think of physical characteristics, habitats, sounds, and textures.

⑤ Ask students to come up with some characteristics for the other animals, including sounds. Write this list on the board or chart paper.

⑥ To help expand on student list of characteristics of different animals and engage auditory learners, use http://seaworld.org/en/animal-info/animal-sounds/. (Optional: pass around samples of features and fur to help make the characteristics more concrete for students to connect the audio with the characteristics.)

Domains Accessed: Language & Literacy; The Arts; Physical Development and Health

① List the terms “Real” and “Imaginary.” Work as a group to define the two terms, including examples. Real creatures and imaginary creatures. Real creatures are creatures that we could see in the wild. Imaginary creatures are creatures that we make up in our minds. They sometimes combine parts of real creatures. We might call these mixed up creatures hybrid creatures.

② Explain that some imaginary creatures are from myths, or stories that people use to explain things. A myth can be based on truth or not true. Often they are passed down from generation to generation. Some myths have to do with religion but not all myths are about religion. Sometimes myths were to used to entertain and inspire people. Ask students to describe a dragon. Ask students if this creature belong in the real creature category or the imaginary creature category. Direct them to think about the parts from real creatures that could make up a dragon (lizard head and legs, bat wings, snake tail, etc.).

③ Cut out the images from the Real / Imaginary Images resource ahead of time, depending on the needs of your students. Using those images, have students sort them into real and imaginary using the Real / Imaginary Chart and the class-generated list.

④ Have students discuss how they categorized the animals.

⑤ Optional: give students background on the imaginary creatures (phoenix, griffin, sphinx, centaur, unicorn, and Pegasus) and their corresponding myths.

Domains Accessed: Physical Development and Health; The Arts; Language & Literacy

① Explain that students will now create their own creature based on an understanding of animal characteristics and real animals vs. imaginary or mythological animals.

② Give students a piece of blank paper and cut out images from the Imaginary Creature Collage Materials ahead of time, depending on the needs of your students.

③ Allow students to pick and choose from these shapes to create their own creatures. They will have to draw in missing pieces of the animals. They can also use construction paper to make missing shapes.

④ Students should finalize their project by coming up with a name for their imaginary creature. Put the creature’s name at the top of their project.
PERSON

Animal / Artwork ID Cards
BULL

Animal / Artwork ID Cards
BULL

Animal / Artwork ID Cards
LION

Animal / Artwork ID Cards
LION

Animal / Artwork ID Cards
EAGLE
I WALK ON FOUR LEGS
I WALK ON TWO LEGS
I AM COVERED IN FEATHERS
I AM COVERED IN SKIN
I ROAR
I HAVE PAWS

I HAVE A MANE
I FLY
I HAVE HOOVES
I HAVE A BEAK
I AM COVERED IN FUR
I HAVE CLAWS
<table>
<thead>
<tr>
<th>Fish</th>
<th>Lion</th>
<th>Unicorn</th>
<th>Pegasus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Bird</td>
<td>Griffin</td>
<td>Sphinx</td>
</tr>
<tr>
<td>Horse</td>
<td>Snake</td>
<td>Centaur</td>
<td>Phoenix</td>
</tr>
</tbody>
</table>

Real / Imaginary Images
REAL

IMAGINARY

Real / Imaginary Chart
<table>
<thead>
<tr>
<th>Mermaid tail</th>
<th>Wing</th>
<th>Fox tail</th>
<th>Snake tail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog nose</td>
<td>Leg</td>
<td>Goat hoof</td>
<td>Deer hoof</td>
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