



ACTIVITY 12

Hank's Crazy Creature Creation



RANCH LIFE SERIES / BOOK 3 / RANCH WILDLIFE

Chapter 10

Content Area

Science & Social Studies

Topic

Animal Structure and Function

Objective

Students will assess the contribution of an animal's structure and function to its survival and value to a ranch.

Texas Essential Knowledge and Skills (TEKS)*

2.13B, 3.13A, 4.13AB, 5.13AB & 1.9B, 1.16B, 2.7A, 2.15B, 3.15E, 4.11B, 4.19B, 5.12B, 5.23B





Hank's Crazy Creature Creation

CONTENT AREA: Science and Social Studies

TOPIC: Science- Animal Structure and Function
Social Studies- Animal Values on a Ranch

ACTIVITY MATERIALS:

- RANCH ANIMAL PICTURES (PAGE A12 - 3): 1 PER STUDENT
- COMPLETED RANK FOR HANK WORKSHEETS FOR CHAPTERS 2-3, 4-6, AND 7-9.
- SCISSORS: 1 PER STUDENT
- TAPE: 1 PER TABLE GROUP
- BOX OF MARKERS: 1 PER TABLE GROUP
- 11X17 BLANK PAPER OR BUTCHER PAPER: 1 PER STUDENT
- THE BOTTOM LINE (PAGE A12 - 4): 1 PER STUDENT OR STUDENT TABLE GROUP

READING STRATEGY:

The activity will be completed after students have read Book 3 Ranch Wildlife.

ACTIVITY INSTRUCTIONS:

1. Each group will need a set of RANCH ANIMAL PICTURES and the three completed Rank for Hank Worksheets for chapters 2-3, 4-6, and 7-9.
2. Students will stack their ranch animal pictures so that the animals are horizontal. Tape the spine of the pictures to create a "book" on their blank paper. You may also print all wildlife images and place into a three prong folder or binder to create the flip book. 
3. Once pictures are taped in place, students will carefully cut the images so they have a "head" section, "body" section, and a "tail" section. 
4. Using the information students collected during the Rank for Hank activities, students will create unique ranch creatures by selecting a head, body, and tail from their flip book. Their selections should be based on physical characteristics or defenses they discovered about each animal or an economic impact they learned about while reading Hank the Cowdog. The goal is to create a creature that is perfectly adapted for the ranch or would have the greatest economic benefit to Mr. Loper.
5. Students will present their creature to the class and explain why they choose each section of the creature.

STUDENT SKILLS ASSESSMENT:

- Have students (or student groups) complete THE BOTTOM LINE worksheet at the end of the activity.

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SECURITY BRIEFING –

WORDS OF WISDOM FROM HANK THE COWDOG:

*There are a lot of critters running around on the ranch, but sometimes I wonder what would happen if I took all the best **defenses** from each **animal** and made a crazy creature. For example, I think it is pretty cool that a skunk can fire its musk any time it wants. It is like a secret weapon. I mean, if I could do that, I would fire at will any time Plato came near my girlfriend! Or...if all the chickens could shoot quills out like a porcupine then it would save a lot of money. It would be pretty funny to see a coyote or a raccoon full of quills after trying to steal a chicken! I wonder what type of crazy creatures you can come up with?*

ACTIVITY MATERIALS:

- RANCH ANIMAL PICTURES
- Completed Rank for Hank posters for chapters 2-3, 4-6, and 7-9.
- Scissors
- Tape
- Box of Markers
- Blank Paper or Butcher Paper
- THE BOTTOM LINE

ACTIVITY INSTRUCTIONS:

1. You will need a set of RANCH ANIMAL PICTURES and the three completed Rank for Hank posters for chapters 2-3, 4-6, and 7-9.
2. Stack your ranch animal pictures so the animals are horizontal. Tape the spine of the pictures to create a “book”. 
3. Once your pictures are taped in place, you will carefully cut the images so they have a “head” section, “body” section, and a “tail” section. 
4. Using the information your group collected during the Rank for Hank activities, you will create unique ranch creatures by selecting a head, body, and tail from their flip book. Your selections should be based on physical characteristics or defenses you discovered about each animal or an economic impact you learned about while reading Hank the Cowdog. The goal is to create a creature that is perfectly adapted for the ranch or would have the greatest economic benefit to Mr. Loper.
5. You will present your creature to the class and explain why you choose each section of the creature using THE BOTTOM LINE to guide you.

WRAP UP:

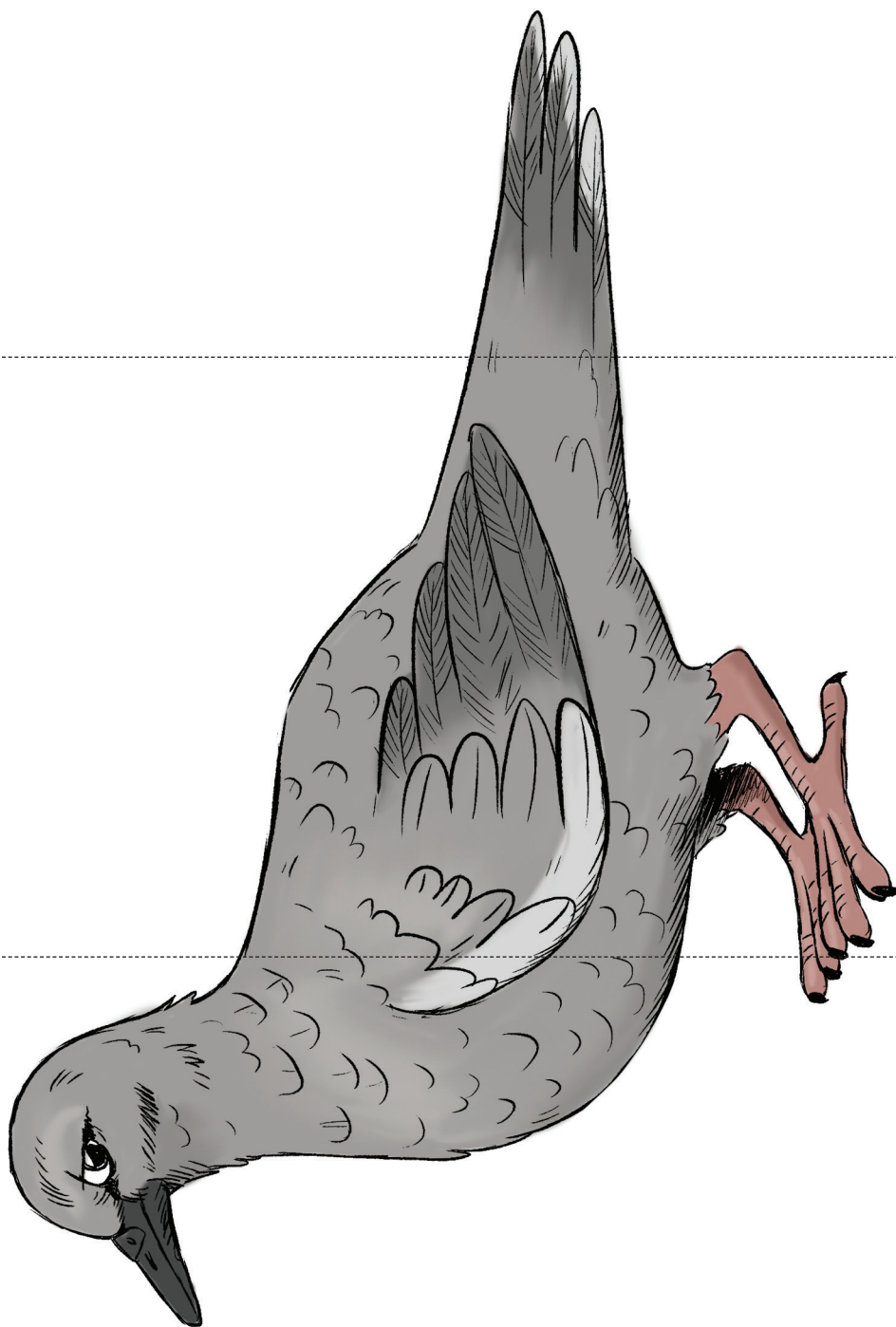
Fill out THE BOTTOM LINE worksheet after you have completed the activity.

BOBWHITE QUAIL

BOBWHITE QUAIL

BOBWHITE QUAIL

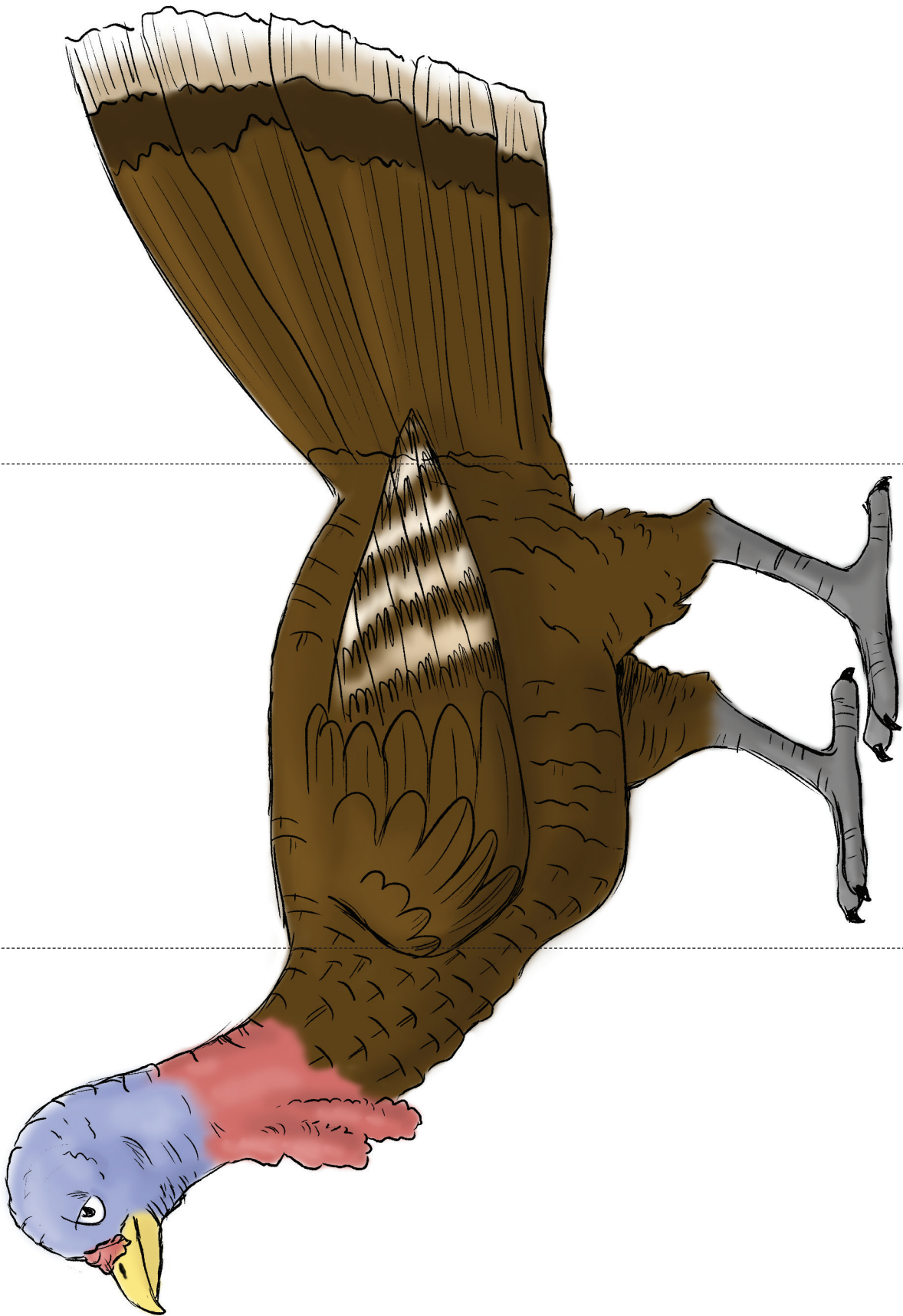




MOURNING DOVE

MOURNING DOVE

MOURNING DOVE



WILD TURKEY

WILD TURKEY

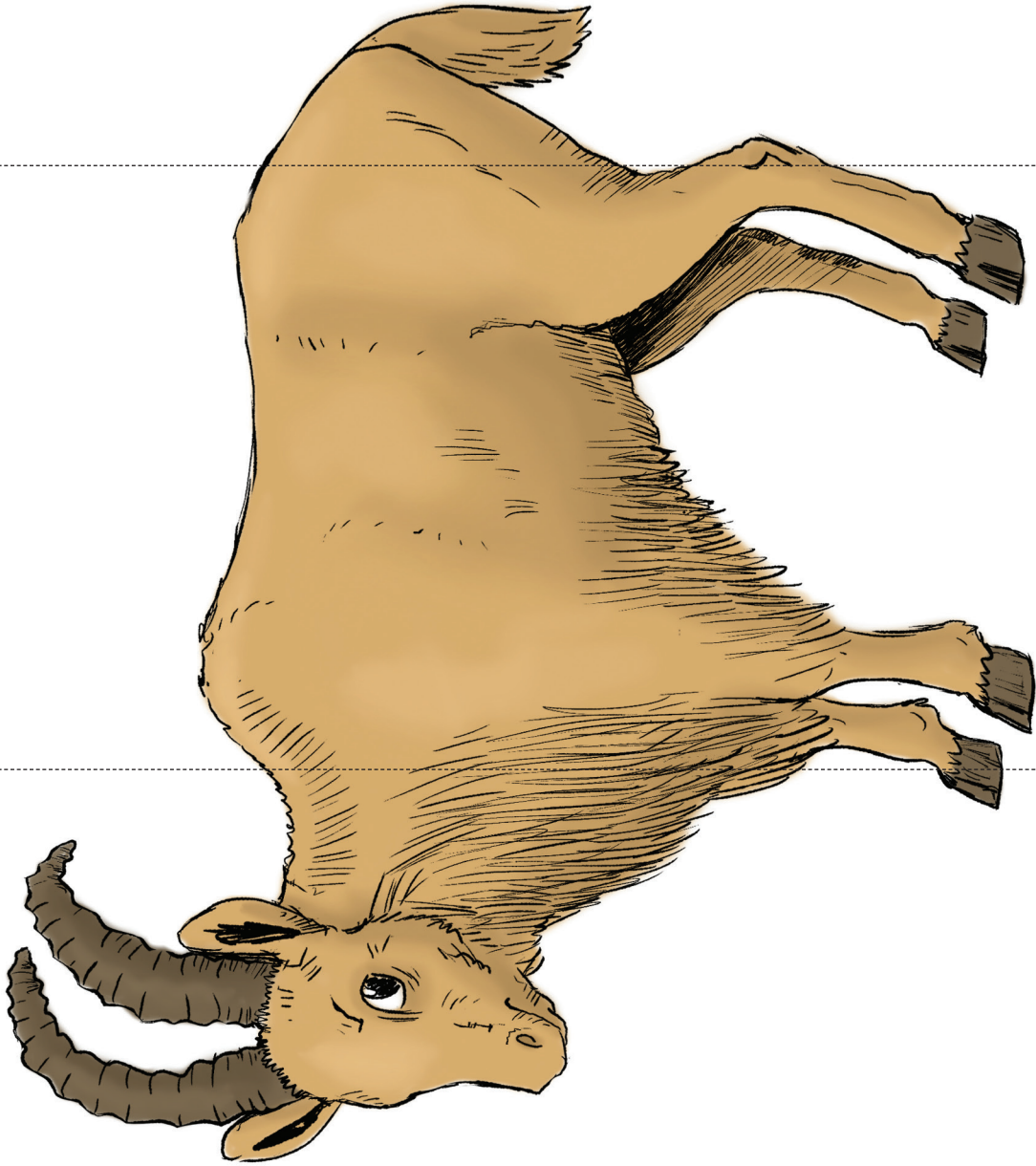
WILD TURKEY



TURKEY VULTURE (BUZZARD)

TURKEY VULTURE (BUZZARD)

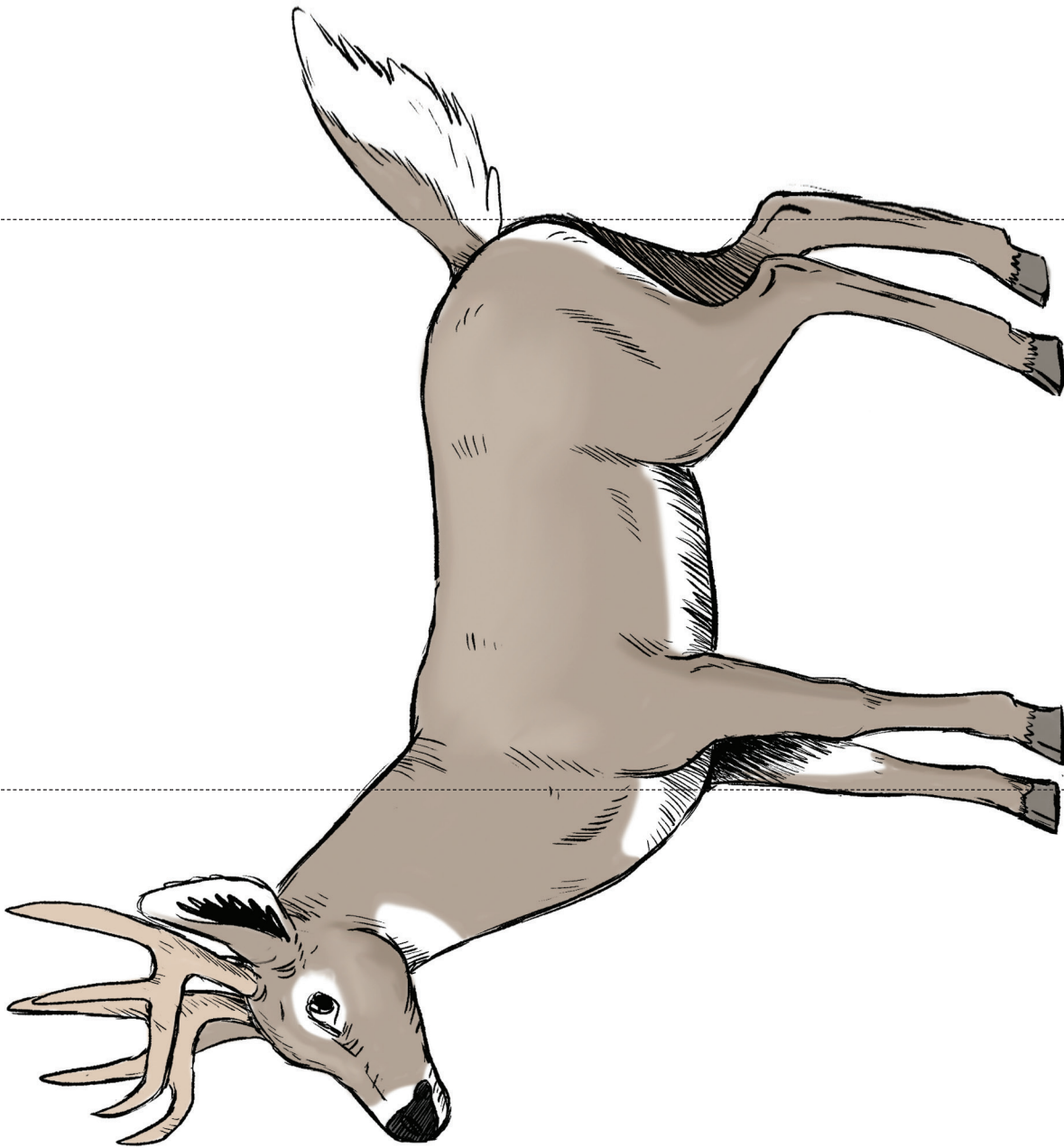
TURKEY VULTURE (BUZZARD)



AOUDAD SHEEP

AOUDAD SHEEP

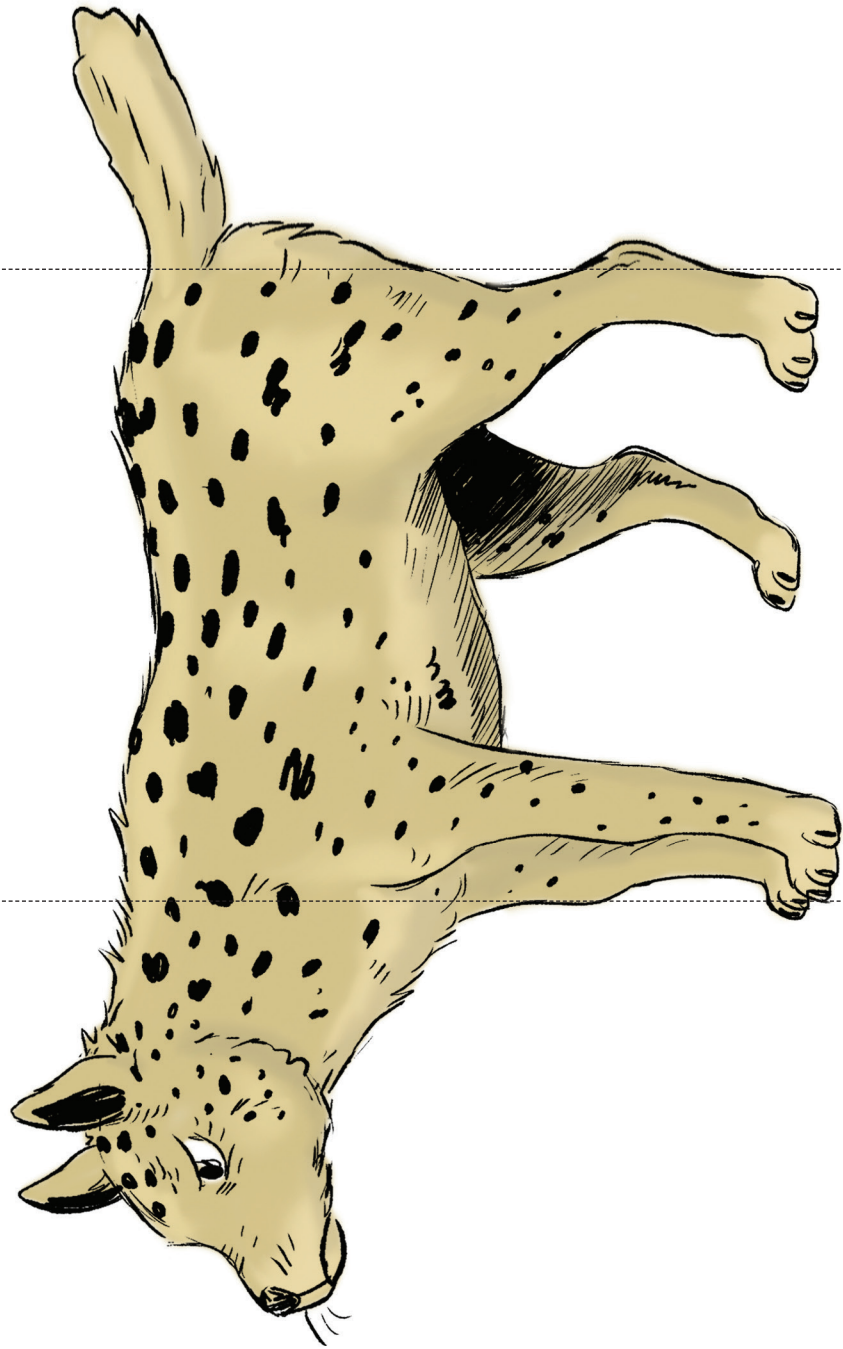
AOUDAD SHEEP



WHITE TAIL DEER

WHITE TAIL DEER

WHITE TAIL DEER



BOBCAT

BOBCAT

BOBCAT



COYOTE

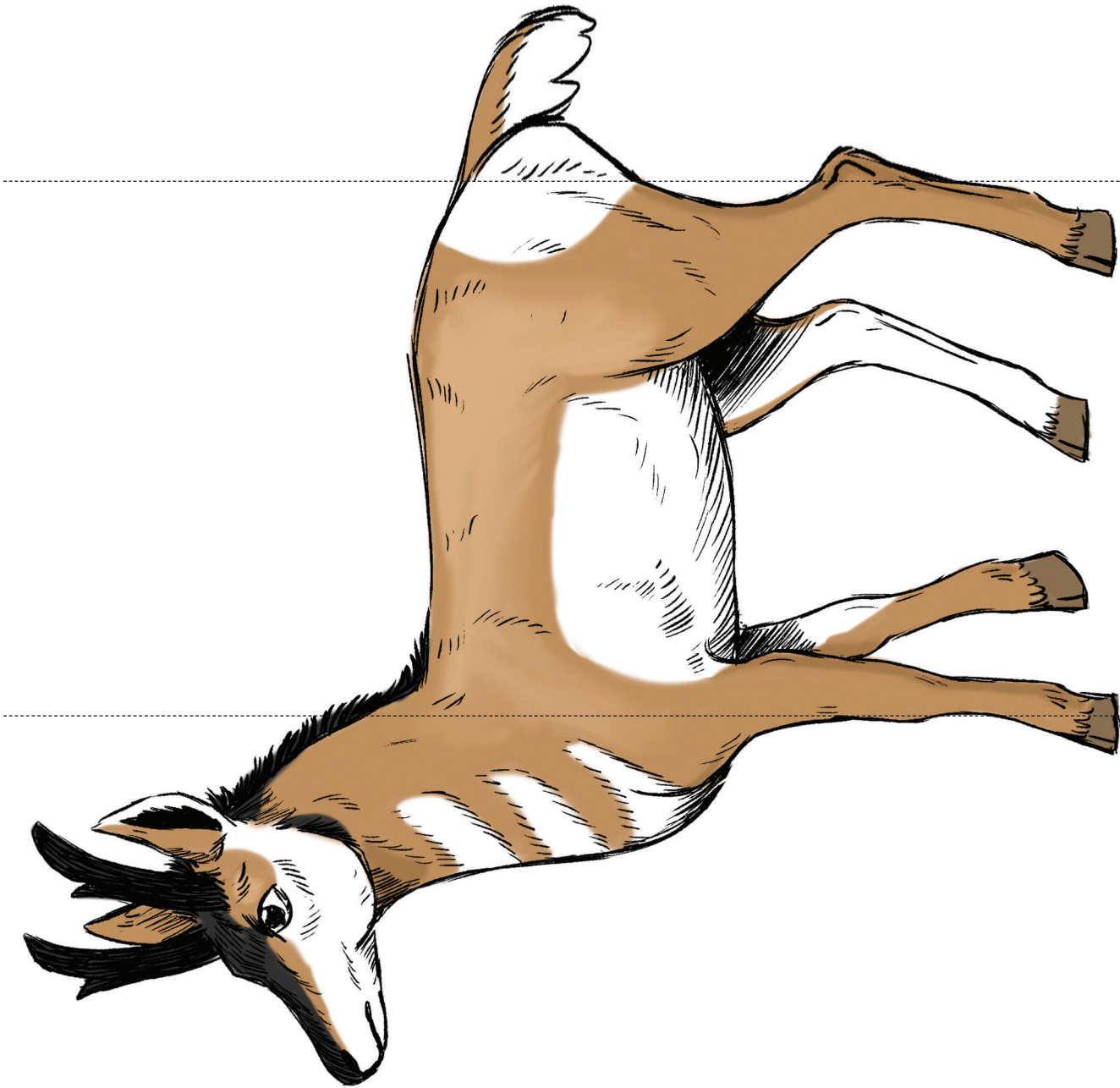
COYOTE

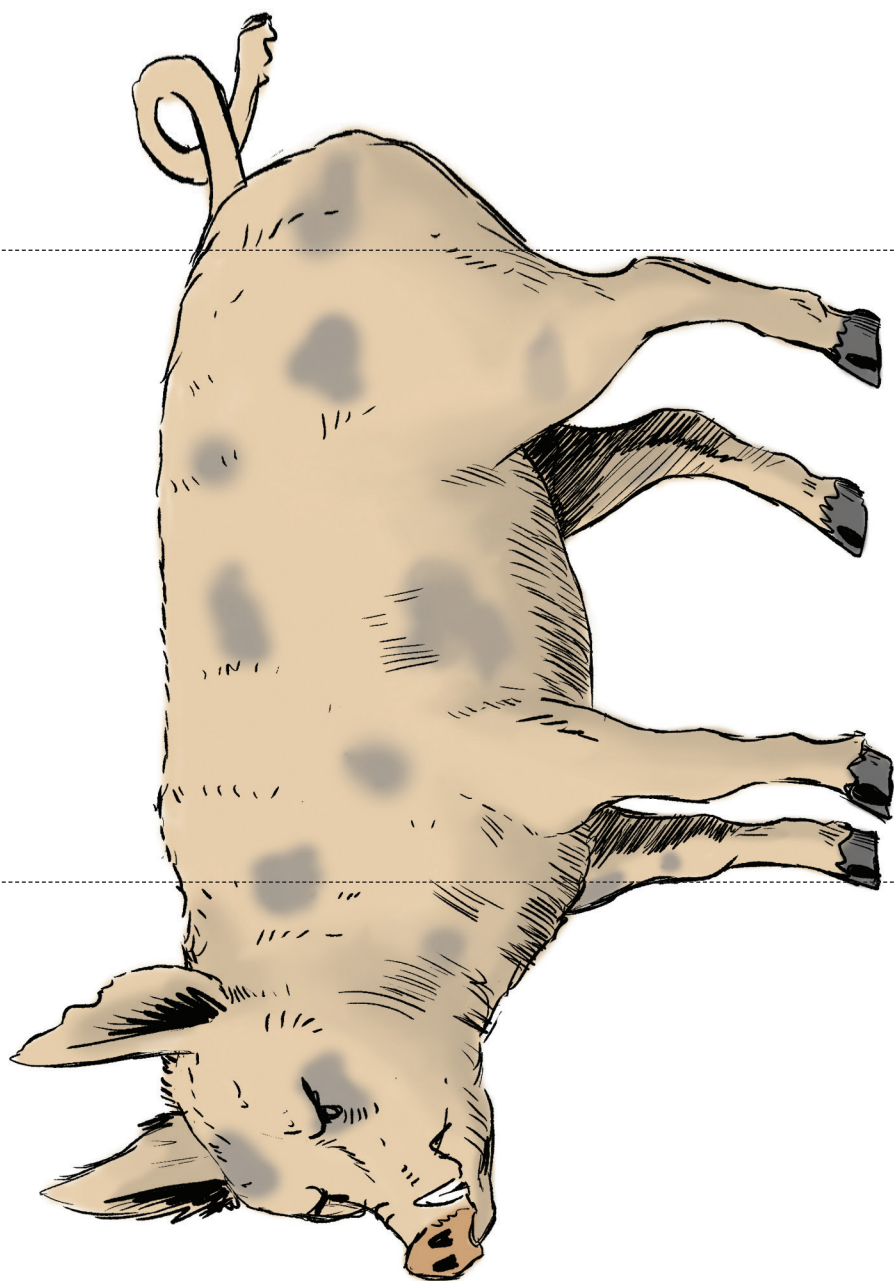
COYOTE

PRONGHORN ANTELOPE

PRONGHORN ANTELOPE

PRONGHORN ANTELOPE





FERAL HOG

FERAL HOG

FERAL HOG



PORCUPINE

PORCUPINE

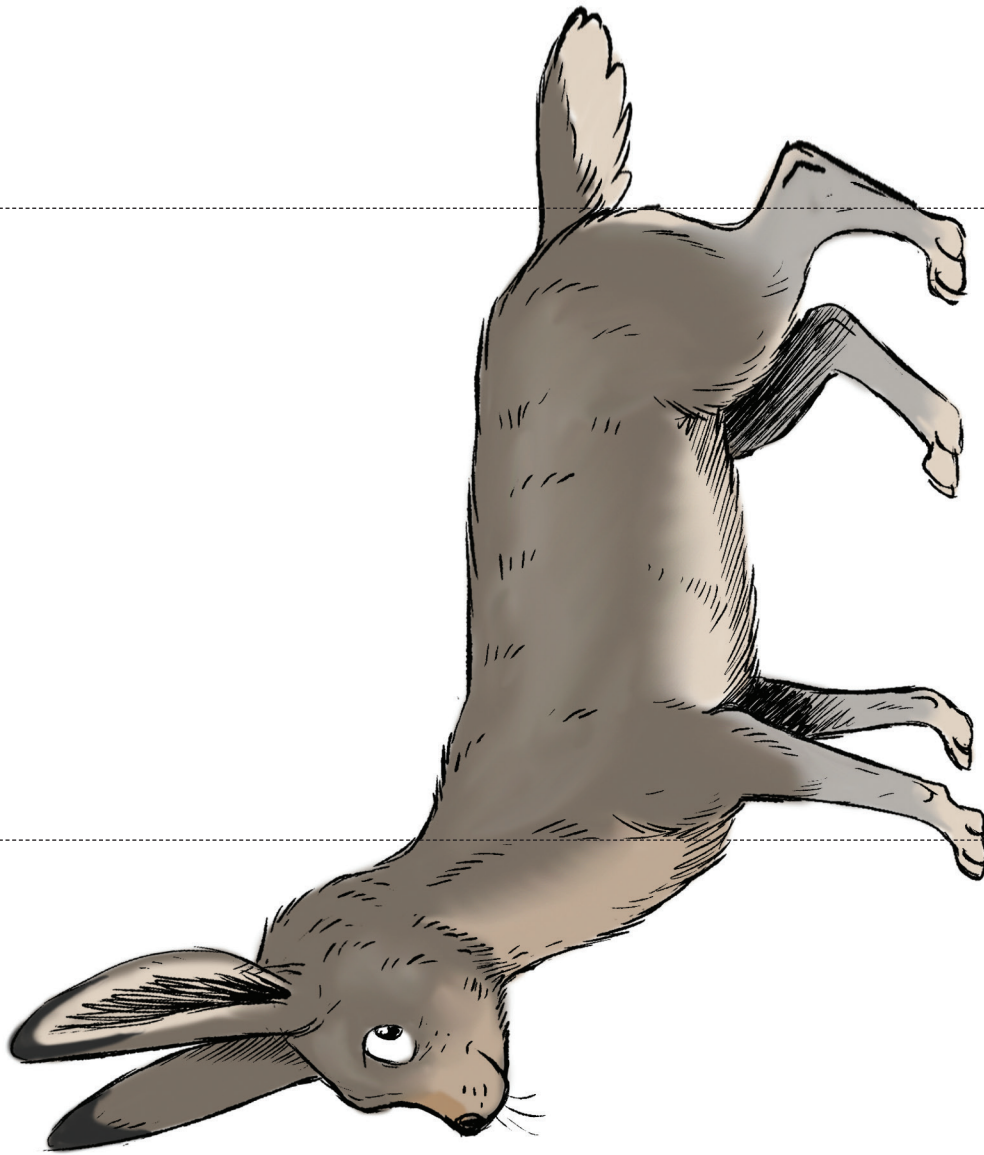
PORCUPINE



RACCOON

RACCOON

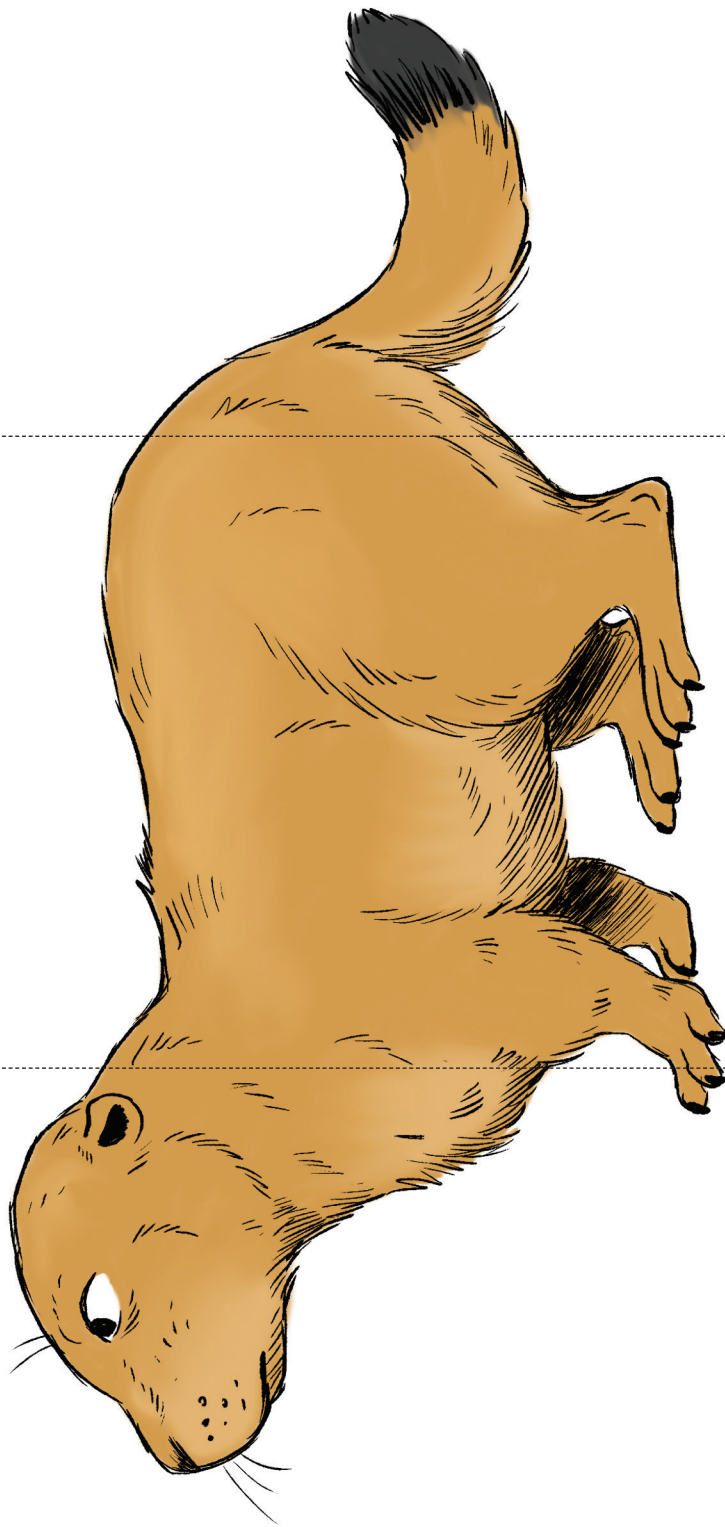
RACCOON



JACKRABBIT

JACKRABBIT

JACKRABBIT



PRAIRIE DOG

PRAIRIE DOG

PRAIRIE DOG



RED TAILED HAWK

RED TAILED HAWK

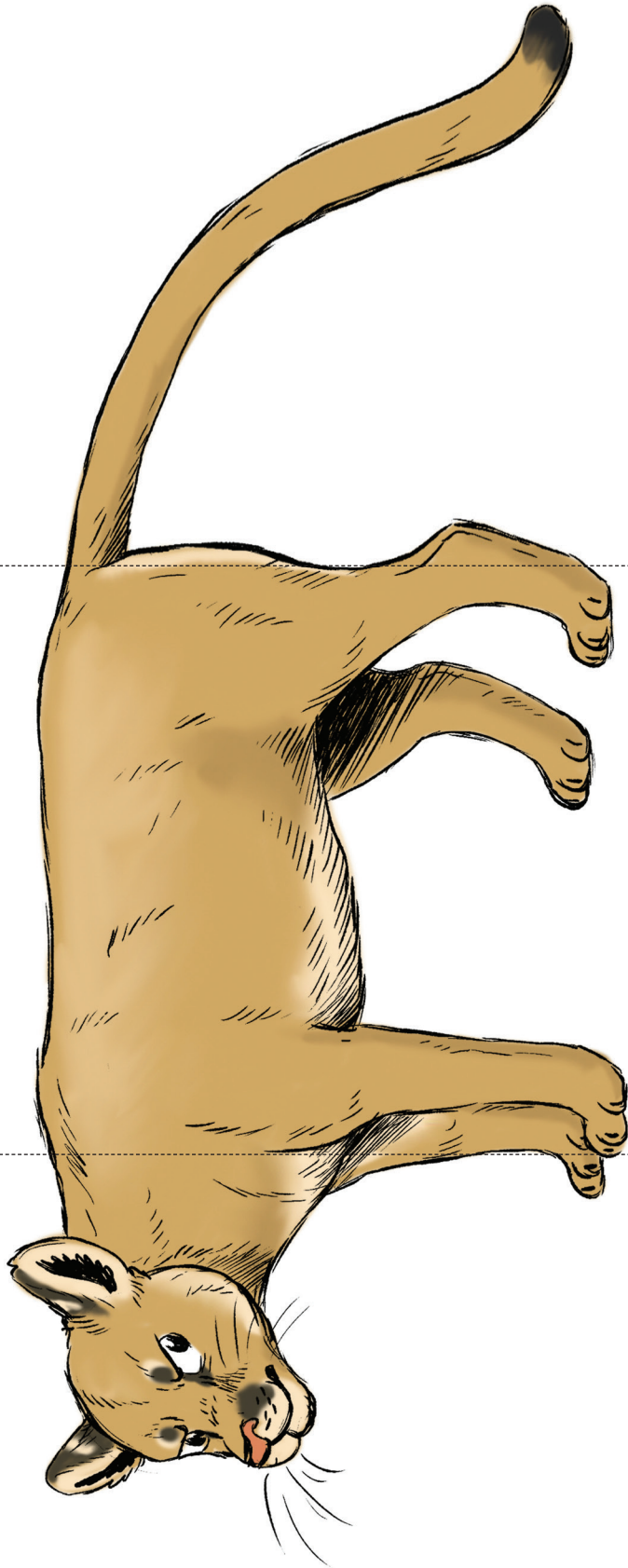
RED TAILED HAWK



SKUNK

SKUNK

SKUNK



MOUNTAIN LION

MOUNTAIN LION

MOUNTAIN LION

Hank's Crazy Creature Creation



NAME: _____ DATE: _____

THE BOTTOM LINE

Here is my Crazy Creature Creation! (*Show creature to class.*)

1. I choose the _____ head because:

2. I choose the _____ body because:

3. I choose the _____ tail because:

4. I think this would be a good addition to Hank's ranch because:

