

Aimee Ferguson

Implementation-Phase II

PBS Kids Design Squad-Floating Box Pop-Up Card



Interdependent Relationships in Ecosystems

Vocabulary: survive, habitat, environment, plant, animal

Topic: Some animals form groups that help members survive.

Students will learn about their favorite animal’s habitats and demonstrate their understanding by creating a floating box pop-up card.

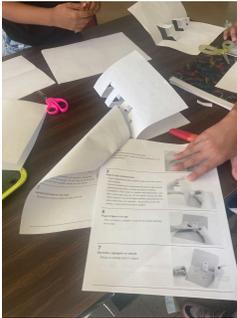
1. Identify the problem

<p><u>Question</u> How can you make a pop-up card that displays your favorite animal in their habitat?</p>	<p><u>Materials</u></p>
<p><u>Plan</u></p>	<p><u>Reflection/Redesign</u></p>

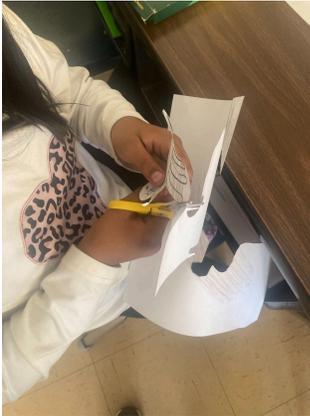
2. Brainstorming

<p><u>Question</u></p>	<p><u>Materials</u></p> <p>markers/color pencils/crayons/pencils Paper tape/glue scissors</p> 
<p><u>Plan</u></p>	<p><u>Reflection/Redesign</u></p>

3. Design

<p><u>Question</u></p>	<p><u>Materials</u></p>
<p><u>Plan</u></p> <p>Some students followed the directions (English/Spanish)</p> <p>Some students attempted doing it alone based on previous experiences at camp with the activity.</p> 	<p><u>Reflection/Redesign</u></p>

4. Build



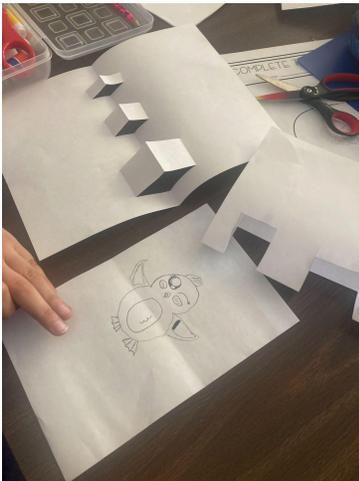
5. Test and Evaluate

Why is my animal not prominent?

How can I make animals and trees in different positions of my pop-up card?

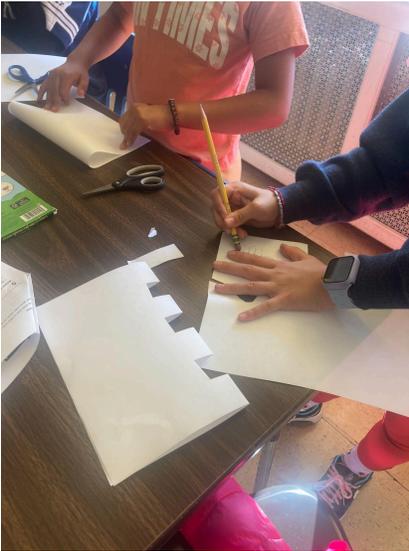
What materials can I use to make my animal stay on my pop-up?

When I open my card, does my pop-up figure stand up?



6. Redesign

Erasing and redrawing the animal because it was too big for the card.



7. Share the solution

Though the requirement was to have one pop-up figure, students wanted to add more pop-ups to give a more realistic look and experiment with different placements of pictures. They realized when you make bigger cuts, the larger the pop-up and closer to the edge they can add their animal.



<u>Question</u>	<u>Materials</u>
<u>Plan</u>	<u>Reflection/Redesign</u> If I were to to this challenge again, what would I keep and why? If I were to do this challenge again, what would I keep and why?

