

Animal Super Senses	Grade 4
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Adaptations & Super Senses

Assessment	discussion
Cross-curricular	

Big Ideas

50 minutes

Plants and animals are interdependent and are adapted to meet their needs from resources available in their particular habitats.

Specific Expectations

1. Students will build food chains consisting of different plants and animals, including humans (2.2);
2. Classify organisms, including humans, according to their role in a food chain (3.5);
3. Identify animals that are carnivores, herbivores, or omnivores (3.6);
4. Describe structural adaptations that allow plants and animals to survive in specific habitats (3.7);
5. Use appropriate science and technology vocabulary, including habitat, population, community, adaptation and food chain (2.5).

Description

Students will identify the adaptations of a selected animal and investigate which of the animal's adaptations are related to the five senses.

Materials

Enlarged pictures of a red-tailed hawk (sight), an African elephant (hearing), a North American porcupine (touch), a white tailed deer (smell) and a brown bullhead (taste).

Safety Notes

Introduction

1. Discuss with the students what a food chain is and the main components necessary to complete a food chain (producer, primary consumer, secondary consumer and a decomposer).
2. Explain that the animals, which make up the food chain all, have adaptations, which can be defined as a feature that allows an organism to live within its habitat.
3. Explain that these adaptations can also be related to the five senses, which are sight, hearing, touch, taste and smell.

Action

1. Divide the students into five groups (one for each animal).
2. Assign each group an animal; give them the picture, a pen and paper.
3. Give a set amount of time during which they must try and list a minimum of 5 adaptations as well as place their animal in a food chain.
4. After their time is up, tell them to look at the adaptations listed and identify the ones that could be related to one of the five senses.
5. Check with each group to ensure that they have identified at least one sense that has been adapted for that specific animal (e.g. hawks have an incredible sense of sight).

Consolidation/Extension

1. Ask each group to present to the class their findings and talk about the super sense of their animal.
2. Once a group has finished presenting, ask them to explain which part of the food chain their animal belongs to (e.g. primary consumer, secondary consumer, etc.).
3. Re-cap the concept of adaptations and how they are related to the five senses.