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| Survivor: Northern Ontario | Grade 2 & 4 |
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| Animal Adaptation Post-Activity | Assessment |
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| | Assessment <i>for Learning</i> |
| | Cross-curricular |
| | N/A |
| <p>Big Ideas</p> <p>Grade 2: Understanding Life Systems</p> <ul style="list-style-type: none"> • Animals have distinct characteristics. • There are similarities and differences among different kinds of animals. • Humans need to protect animals and the places where they live. <p>Grade 4: Understanding Life Systems</p> <ul style="list-style-type: none"> • Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats. • Changes to habitats (whether caused by natural or human means) can affect plants and animals and the relationships between them. <p>Overall Expectations</p> <p>Grade 2: Understanding Life Systems</p> <ol style="list-style-type: none"> 1. Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live. 2. Investigate similarities and differences in the characteristics of various animals. <p>Grade 4: Understanding Life Systems</p> <ol style="list-style-type: none"> 1. Analyse the effects of human activities on habitats and communities. 2. Investigate the interdependence of plants and animals within specific habitats and communities. 3. Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them. | <p>Specific Expectations</p> <p>Grade 2: Understanding Life Systems</p> <ol style="list-style-type: none"> 1.2 Identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced. 2.2 Observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources. 2.5 Investigate the ways in which a variety of animals adapt to their environment and /or to changes in their environment, using various methods. 3.2 Describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment <p>Grade 4: Understanding Life Systems</p> <ol style="list-style-type: none"> 1.1 Analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account and evaluate ways of minimizing the negative impacts. 2.5 Use appropriate science and technology vocabulary, including <i>habitat, population, community, adaptation</i> and <i>food chain</i>, in oral and written communication. 3.1 Demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life. |

Description

Students will identify which habitat is best for an animal's physical adaptation.

Materials

- Adaptation PowerPoint

Duration

15 minutes

Introduction

- Ask students to define physical adaptation.
 - An adaptation of an animal's body that helps them survive in their environment. (e.g. camouflage)
- Ask students to define habitat.
 - A natural shelter for animals or plants.

Action

1. With the interactive Adaptation PowerPoint, ask students to select which environment will help the animal survive based off of their physical adaptations.

Consolidation/Extension

- Have students discuss the similarities and differences between the animals in the Adaptation PowerPoint (e.g. habitat, colour, adaptations)
 - Have students discuss how human activities (e.g. deforestation) can affect an animal's habitats and how we can minimize our impact.
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