

2.5 How are Animals Adapted for Survival?

Story Extension for This Lesson:

In their first visit to the forest, Sam and Alex met several different animals, all of which make the forest their home. Different animals have different characteristics that help them to survive and reproduce. In this activity, we are going to choose an animal, and look at ways that it is adapted to survive.

Grade: 2

Strand: Growth and Changes in Animals

Big Ideas:

- Animals have distinct characteristics. (Overall expectations 2 and 3)
- There are similarities and differences among different kinds of animals. (Overall expectations 2)

Overall Expectations:

2. investigate similarities and differences in the characteristics of various animals

Specific Expectations:

2.2 observe and compare the physical characteristics (e.g., fur or feathers; two legs or no legs) and the behavioural characteristics (e.g., predator or prey) of a variety of animals, including insects, using student-generated questions and a variety of methods and resources (e.g., observation of live animals in the schoolyard; books, videos/DVDs, CD-ROMs, and/or Internet sources that depict animals in a positive light)

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

2.6 use scientific inquiry/research skills, and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice

2.8 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes

Inquiry Skills:

Selecting, Gathering Data, Analyzing, Reporting

Instructions:

Part 1:

In the story of Sam and Alex, the grey wolf is an important character, and wolves tend to be an interesting creature to students. As a class, make a chart with the word "WOLF" in the middle (or a picture of a wolf), and brainstorm ways in which this creature is adapted for survival. Students may require some prompting: a short video of the grey wolf might Part 1 some thinking.

- Video: <http://www.arkive.org/grey-wolf/canis-lupus/video-01.html>

What are some specific BEHAVIOURS or PHYSICAL attributes that help the wolf to survive?

- Reference: <https://www.reference.com/pets-animals/wolves-adapt-2bcc0aa1897645ef>

Doing this as a class will model what you expect each student to do. You can watch YouTube videos that show how wolves communicate, which in turn may lead to great questions about animal communication.

- Example: YouTube video: <https://www.YouTube.com/watch?v=L28CnhmeAD4>

Part 2:

Have students choose an animal, and create a poster (could be a mind map or labelled diagram) to show physical and behavioural adaptations that help that animal to survive. Use the Wolf chart that you created with the class to generate success criteria, and refer back to it often to help students understand what is expected. Encourage students to choose an animal that they are somewhat familiar with, and encourage them to seek out various sources of information (ie. books, websites, interview with other adults, or VROC researchers).

Part 3:

Students can share their own poster with the whole class or in small groups.

Materials List:

- chart paper for class exemplar (Grey Wolf) and Success Criteria
- 11x17 paper for student work
- data projector to show video of Grey wolf

Assessment Strategy:

Teachers can assess the student presentations of their posters, and the posters themselves.