

# Chapter 4

## Adaptations in Animals

### LESSON PLAN

#### SPECIFIC OBJECTIVES

The students will learn about

- ❖ different extinct animals
- ❖ adaptations in animals of different habitats
- ❖ adaptations in animals for feeding
- ❖ care of animals

#### Teaching Aids

**Pictures/charts/models/animation** on the topics given in the chapter.

#### Lesson Plan

- ❖ Teacher will start the chapter with 'Gear Up' section by giving a brief idea that all animals cannot live in the same habitat and asking a few questions based on the given text.
- ❖ With the help of pictures/animation on some extinct animals, teacher will explain why some animals die and ultimately become extinct.
- ❖ Now, teacher will explain the groups of animals based on different habitats, i.e., terrestrial animals, aquatic animals, amphibians, arboreal animals and aerial animals.
- ❖ Teacher will explain the adaptations found in animals of different habitats.

#### **Adaptations in terrestrial animals**

- ▶ Teacher will explain the adaptive features of camel and polar bear that suit them to live in hot desert and polar region respectively.
- ▶ Teacher will define hibernation, explain why some animals go on hibernation and how these animals survive during hibernation.
- ▶ **Adaptations in aquatic animals:** Teacher will explain the adaptive features of fish, ducks, water crows, cranes, flamingoes, etc. that enable them to live in water.
- ▶ **Adaptations in amphibians:** Teacher will explain adaptive features of frog that help it to live both on land and in water.

- ▶ **Adaptations in arboreal animals:** Teacher will explain adaptive features of arboreal animals that help them to live on trees.
- ▶ **Adaptations in aerial animals:** Teacher will explain the adaptive features of birds and bats that help them live aerial mode of life.
- ❖ To check the learning of students, teacher will ask them to solve 'Check Point 1'.
- ❖ Now, teacher will define the groups of animals according to the food they eat, i.e., herbivores, carnivores, omnivores, parasites and scavengers.
- ❖ With the help of different teaching aids, teacher will explain the adaptive features for feeding in herbivores, carnivores, omnivores and parasites.
- ❖ Teacher will discuss the importance and ways for taking care of animals.
- ❖ Now, teacher will ask students to solve 'Check Point 2'.
- ❖ The teacher will sum up the chapter by going through the points given under the head 'Wrap up now' and revising the 'New Words'.
- ❖ Finally, teacher will help students to solve all the exercises given under the head 'Practice Time'.

### Boost Up

- ❖ Teacher should display the pictures of animals and birds named in the chapter.
- ❖ Students should be encouraged to collect pictures of different animals and birds and categorise them as herbivores, carnivores and omnivores.
- ❖ Students should be encouraged to watch programmes on animals and birds broadcasted on Discovery and National Geographic Channels.

### Expected Learning Outcomes

The students understand and know

- ❖ different extinct animals.
- ❖ adaptive features of animals living in different habitats.
- ❖ adaptive features of animals for eating different types of food.
- ❖ different groups of animals according to the food they eat.
- ❖ adaptive features of parasitic animals.
- ❖ need and ways of taking care of animals.

### Evaluative Questions

Teacher may ask the following questions for evaluating learning and understanding of students:

1. Why have some animals become extinct? Name some extinct animals.
2. What is adaptation?
3. What are terrestrial animals?
4. What are amphibians?
5. What are parasites?
6. What are omnivores?