NEW BEDFORD WHALING MUSEUM WHALES GIANTS OF THE OCEAN

Formative Assessment

Learning Targets

- · Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-1
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. 4-LS1-2
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-2
- The history of whaling, the present endangerment and protection of marine mammals, and "the role humans play in determining the health of the ocean" (from IMLS project justification) and the life it contains.

Directions

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You're going to learn/have learned lots of great things about whales, dolphins, and porpoises (a group known as Cetaceans). What you learn is tied to important big ideas or concepts that will help you understand so many more things you'll learn.

Match the BIG IDEA with the Great Thing. You can use the BIG IDEAS more than once.

Big Ideas

M = <u>Mammals</u> are a group of animals with certain things in common.

A = <u>Adaptations</u> to living in the ocean and surviving.

Great Things About Cetaceans Whales eat tons of tiny bug-like animals and small fish.

Whales have bodies shaped like torpedoes, and tails that move up and down.

Hunting whales is now against the law because many whale species are endangered.

S = <u>Sound</u> is a kind of energy that bounces off of things and can travel through water.

C = <u>Caring</u> for our earth and its living things is important.

- Some whales have teeth and some have baleen.
- Whales can sing songs to communicate with each other.
- Whales have special fat called blubber.
- Whales have to come to the surface to breathe.
- Whales give birth to live young.

Echolocation helps some whales locate food.





www.whalingmuseum.org