

 **Check for Understanding**

Use evidence to construct an explanation (SEP.6) for how **sensory substructures relate to specialized functions (CC.6)**, allowing **animals to sense each type of information (LS1.D)**.




EVIDENCE	NEXT STEPS
<p>Look and listen for the following ideas in students' responses:</p> <ul style="list-style-type: none"> • How the type of information is sensed by the sensory structure (LS1.D) • An explanation (SEP.6) of how the function of the sensory structure and substructure (CC.6) is specialized for that type of information (LS1.D) 	<p>If students need support to make connections between the sensory structure, sensory information, and how the shape of the sensory structure is related to its function, consider using questions such as the following:</p> <ul style="list-style-type: none"> • How might having bigger or smaller ears affect an animal's ability to sense information? • What might happen if you had more or fewer taste buds?

LAND 5 to 10 minutes

Students debrief their learning and navigate to the next lesson part by identifying what they need to explore next about the anchor phenomenon.

5. Distill students' conceptual understanding of sensory structures and their functions.

Ask students to reflect on the Phenomenon Question **How do other animals sense information differently than humans?** Ask questions such as the following to support students' thinking.

-  **What did you notice about how an animal's structure relates to the structure's function?**
-  **How does the shape of the sensory structure or number of sensory receptors affect the sense?**
-  **Why do animals have different types of sensory receptors?**