

Animal Classifications

3rd Grade

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1. References

Columbus Public Schools Third Grade Curriculum Guide, January 2005 Printing, Pgs. 47-64.

2. Benchmarks

GLI LS-3: Classify animals according to their specific survival functions (e.g., body coverings and body structure)

3. Objectives

- Have students understand how and why scientists classify animals.
- Familiarize students with kingdoms of animals, Vertebrates and Invertebrates and the subgroups that comprise these kingdoms.
- Have students be able to identify and distinguish traits that are necessary for an animal to be classified into an appropriate group.

4. Materials

- ✓ Shapes of varying size and colors
 - Colors: Red, Blue
 - Shapes: Triangles, Circles
 - Sizes: Small (~1"), Large (~2")
- ✓ Deck(s) of Standard playing cards
- ✓ Pictures of animals from each kingdom and the major groups of the kingdoms
 - Vertebrates: Mammals, Fish, Reptiles, Amphibians, and Birds.
 - Invertebrates: Annelids, Mollusks, Arthropods, and Echinoderms.
- ✓ Pictures of other animals and the cards from pages 61-64.

5. Demonstration

Begin by handing each group (station) of students a set of 8 shapes. Keeping one group for you and your teacher. Tell the students you want to sort/classify the shapes. First ask for a Name for the group as a whole. Ask students for their input on a name for the whole group. Write the name at the top of a chart and use tally marks to count the number of items in the group. Then instruct the students that you would like the whole group to be broken up into two smaller groups, be certain to stress that the members of the groups that they choose have one common feature. Ask the students for their opinions about what subgroups to break the whole into. Some responses may be Red/Blue, Circle/Triangle, Large/Small. Choose one of these pairs and write the names on the 2nd row of the chart, use tally marks to count the number of items in the subgroups. Next, instruct the students that you would like to sort each of the subgroups into two smaller groups, reiterate that in order for the group to be valid, all members must have one thing in common. Have a chart designed similarly to Figure 1 and fill in the classes'