

Animal Classification

A collaborative sorting activity for Key stages 2 & 3



Teachers' notes

Contents

- Animal Cards: 8 Pictures per card (54 +2 blanks)
- Alphabetical list of pictured animals
- Group cards: VERTEBRATE/INVERTEBRATE
- Group cards: FISH, AMPHIBIA, REPTILES, BIRDS, MAMMALS
- Features.
- Instruction sheet - one per group
- Vertebrate Key.
- Classification table and sample paragraph
- Further paragraphs about each of the animal groups for pupils to complete and

Preparation

Sorting Exercise

For each group of students (3-5) copy:

- Pages 10-16 (animal pictures)
- Page 3 (group headings)
- Page 4 (features)
- Page 1 (instruction sheet)
- Page 2 (vertebrate key sheet)
- Page 9 (alphabetical animal list)

Classification table

- Page 5 One per pupil
- Pages 6, 7, and 8. Further paragraphs to copy and complete - one for each pupil who needs structured support in writing.

This pack has been produced to provide a flexible approach to animal classification. By providing a wide range of animal pictures, students can try sorting according to their own criteria before engaging in more formal classification. This gives the opportunity to discuss dilemmas which arise in using criteria such as live in water/live on land or fly/do not fly. Teachers can decide whether to commence with students doing the sorting exercise in groups and then deducing the features for each of the major groups of vertebrates, or to start with a more formal consideration of the features of each animal group, filling out the tick-table and then proceeding to the sorting exercise. The written paragraphs are considered consolidation exercises. The group and individual projects are suggested to provide a variety of activities for both class and homework.

This pack has been designed to be used as a free-standing pack or to support activities in the Oxford Science Programme.

Animal Groups – sorting exercise

What you have to do*

- Work in groups of 3, 4, or 5.
- Share the animal cards out.
- Place the VERTEBRATE/INVERTEBRATE cards at the top of the table.
- Under the VERTEBRATE heading place the 5 vertebrate groups: FISH, AMPHIBIA, REPTILES, BIRDS, and MAMMALS.
- Take turns to place a card in a group. Make sure that everyone in your group agrees. If there is any disagreement about a card, put the card on a 'Dispute' pile.
- Continue placing the cards in the groups until all the known cards are placed.
- Now place all the 'FEATURES' cards for each group. (Some features are correct for more than one group). Make sure that all the cards in the group fit in with the features.
- Go through the 'Dispute' pile again, checking each animal against the Features of each group.

Use the key on the following page to help you decide which group to put the animal into.

** [Note for teachers – it is useful to print the various cards in different coloured card e.g. Vertebrate/Invertebrate – red, Vertebrate group headings – yellow, Features – beige]*

Group Project

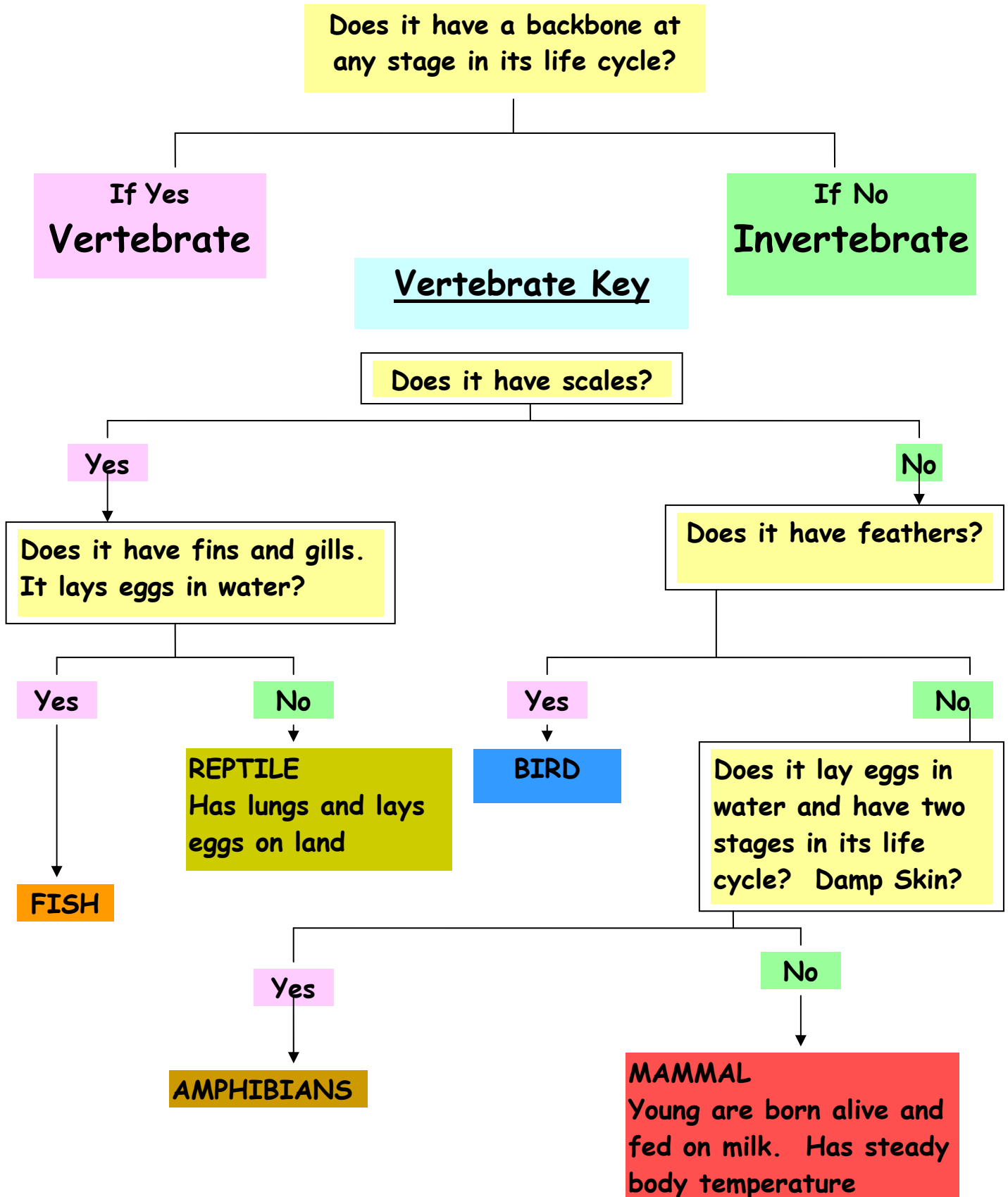
As a group find a way to show information about the features of the five different vertebrate groups to some children who have not yet learned about animal classification. You could choose an example of an animal from each group and find out all about that animal.

You can make a poster or a large book. Be prepared to show and talk about your finished work to other groups.

Individual Project

Choose an animal card and find out all about that animal: where it lives, which country does it come from, what kind of environment it prefers, what it eats, life cycle, how it lives – on its own, in pairs, or in packs. Write as much as you can.

Use the key below to help you decide which group to put the animal into.



Try making your own key by asking different questions.

Vertebrate

Invertebrates

Mammals

Fish

Reptiles

Birds

Amphibians

Features (some features have been repeated because they apply to more than one animal group).		
lays eggs in water	have babies	
lay eggs in water	hair or fur	
lay eggs on land or in a nest	damp skin	
lay eggs on land or in a nest	gills	fins
feeds babies with milk	lungs	lungs
steady body temperature	lungs	lungs
steady body temperature	scales	scales

Groups of Animals - Classification

Animals without backbones - Invertebrates

Animals with backbones - Vertebrates

Vertebrate Groups

<u>FEATURE</u>	FISH	AMPHIBIANS	REPTILES	BIRDS	MAMMALS
backbone					
fins					
scales					
lay eggs in water					
lay eggs on land or in a nest					
have live babies					
hair/fur					
damp skin					
feathers					
mammary glands - feed young with milk					
gills					
lungs					
have steady body temperature, "warm blood"					

Use the table above to help you write paragraphs in your books about each group of vertebrate animals. e.g. FISH



Fish have a backbone, _____ and _____.

They _____ eggs in _____.

They live in _____ and use _____ to get oxygen from the water.

They do not have a _____ temperature.

Examples of fish: _____, _____.

Now write paragraphs about Amphibians, Reptiles, Birds and Mammals. Include as much information as you can.

Copy these sentences into your book and fill the gaps from the information in the table



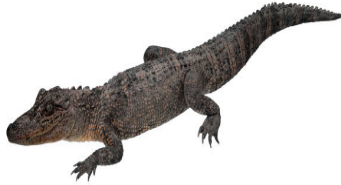
AMPHIBIANS

Amphibians have a _____.

They _____ eggs in _____. During their life cycle they change from a stage when they live entirely in water to a stage when they can live in _____. They do not have a _____ temperature.

Examples: _____, _____.

Copy these sentences into your book and fill the gaps from the information in the table



Reptiles

Reptiles have a _____. They have a _____ skin. They lay eggs _____.

They have _____ to breathe but they do not have a _____ temperature.

Examples: _____, _____, _____.

Copy these sentences into your book and fill the gaps from the information in the table



Birds

Birds have a _____. They have _____.

They _____ eggs in a _____.

The eggs have a _____* shell.

They have a _____ temperature.

*hard / soft

Examples: _____, _____, _____.

Copy these sentences into your book and fill the gaps from the information in the table



.Mammals

Mammals have a _____ .

They have _____ or fur on their bodies.

They have live _____ and feed their babies with _____ .

They use _____ to breathe.

They have 'warm blood' which means they have a _____

temperature.

Examples: _____, _____, _____.

Animal Cards

alligator
ant
bat
bear
beetle
butterfly
camel
caterpillar
centipede
chameleon
chicken
cow
deer
duck
eagle
eel
fly
frog
giraffe
gorilla
hedgehog

herring
jellyfish
kangaroo
koala bear
lion
lobster
locust
monkey
newt
ostrich
owl
pelican
penguin
plaice
prawn
rabbit
rat
rhinoceros
robin
sea anemone
seal

snail
snake
spider
spiny fish
squirrel
starfish
tadpoles
tiger
turtle
whale
wolf
worm



