

# Classification Practice - Animals

Subject: Life science, classification

Grade: 5-8

Lesson Topic: Classifying animals

Length: 1-2

## Learner Objective:

With minimal instruction, the students will demonstrate their ability to group a given list of animals into specific, related groupings by creating a minimum of two subgroups from the given group with 90% accuracy.

## Introduction:

Grouping, or classification, facilitates study by allowing focus on like species, and is simply an extension of a practice we all use to organize our world and the non-living objects we use regularly. Since early times, biologists have attempted to classify organisms in order to understand them and their relationships to other forms of life.

## Content:

To classify things means to arrange them into groups based upon some similarity. Much of what we do in our daily lives can be considered classification. For example, when we put our clothes away, we tend to group them according to types, i.e. shirts, pants, socks, etc. Some things can be classified in more than one way, and there is no wrong or right way to do it.

## Materials and Supplies:

Student Worksheet (below)

## Anticipatory Set:

Show them some animal pelts and prompt them to describe the animal with as much information as they can deduce. There are no wrong answers. Write the list on the board. Encourage them to realize the importance of their powers of observation, to pay attention to details and how to really look at things. Just like sometimes when we read we skip over words we don't know, sometimes we look at things and forget to go back and ask what it really was we saw.

## Activity Outline:

Provide the students with the worksheet on animal groups. Have them group the animals in any way they choose. They should work independently. When they are finished (approx. 10 min.) have them share with the class the different ways the animals were grouped. Ask them to think about other characteristics, which could have been used to group the same animals.

### Closure and Assessment:

This activity is meant to be a warm-up to other lessons in classification. Have them turn in their worksheets to evaluate their progress on this activity.

### Independent Practice and Related Activities:

Have the students create their own classification system of things at home, either within the entire home or a classification system of things in their bedroom. Their systems of classification should be shared in class, with special attention to how different students may classify the same objects in different ways.

### Resources:

None noted for this intro lesson.

### Vocabulary:

Classification

### National Science Education Standards:

#### **Life Science - CONTENT STANDARD C:**

As a result of their activities in grades 5-8, all students should develop understanding of

- Structure and function in living systems
- Reproduction and heredity
- Regulation and behavior
- Populations and ecosystems
- Diversity and adaptations of organisms

Name \_\_\_\_\_

## Animal Grouping Worksheet

### Part A

In the exercises that follow, arrange the items listed into different groups. Give each group a title indicating what the members of that group have in common.

1) German Shepherd, Great Dane, parrot, Irish setter, canary, husky, robin, pigeon

Title _____	Title _____
_____	_____
_____	_____
_____	_____
_____	_____

2) apples, peas, orange, banana, carrot, lettuce, turnip, pear, grape, potato

Title _____	Title _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3) steak, football, sausage, chair, table, bacon, sofa, baseball bat, cleats, ham, bookcase

Title _____	Title _____	Title _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name \_\_\_\_\_

**Part B Study the following list of living things:**

mare, trout, parrot, quarterhorse, woodpecker, spaniel, goldfish, Great Dane,  
eagle, bass, beagle, hawk, stallion, Dalmatian, shark

Classify them into two groups.

Group 1 \_\_\_\_\_ Group 2 \_\_\_\_\_

1) Using the same list of living things show how they could be classified into three groups.

Group 1 \_\_\_\_\_ Group 2 \_\_\_\_\_ Group 3 \_\_\_\_\_

2) Using the same list, show how they could be classified into four groups.

Group 1 \_\_\_\_\_

Group 2 \_\_\_\_\_

Group 3 \_\_\_\_\_

Group 4 \_\_\_\_\_