

NEW BEDFORD WHALING MUSEUM

# WHALES GIANTS OF THE OCEAN

## Lesson 3.1 - Animal Classification Hands-on Lesson Options

Adaptations to the original lesson.

Lesson times: 45-60 minutes



## LESSON OPTION 1

*Students sort and identify features (requires 5 sets of [printed photos](#))*

- Split the class into small groups of 3 to 4 students.
- Provide each group a set of the printed animal photos.
- Instruct students to separate the animals into 2 groups using whatever criteria they want. Some examples of how students may possibly sort is by color, number of legs, habitat, size, etc.
- Have the students share with the other groups what features were used to make the groupings.
- Have students put the pictures back into one pile and re-sort them into three different groups.
- Have students share what features were used for these new groupings.
- Finally, have students put the pictures back into one pile and resort them into five different groups.
- Have students share what features were used for these new groupings.

## LESSON OPTION 2

*Group by known features (requires 5 sets of [printed photos](#) and five sets of [Animal Headings](#))*

- Divide the students into groups of 4-5, with a maximum of 5 groups
- Have students watch a [short movie on animal classification](#):
- Place a copy of the [Vertebrate Key](#) and [Table 1](#) with each student.
- Show this [video](#) that explains how to use this dichotomous key
- Using prior knowledge and information from the videos go over the [features](#) for VERTEBRATE/INVERTEBRATE and each of the 5 major animal vertebrate classes: AMPHIBIANS, BIRDS, FISH, MAMMALS, & REPTILES
- Students should check off the appropriate boxes in Table 1. They can use this as reference as they work through this activity.
- For each group of students, place the VERTEBRATE heading on their table and place the 5 vertebrate class heading cards: AMPHIBIANS, BIRDS, FISH, MAMMALS and REPTILES under it. Place the FEATURES cards with the appropriate headings. Give them the INVERTEBRATE card as well.
- Give each group its own set of 54 color photos. Direct the students to divide these animal photographs evenly within their group.
- Students take turns placing an animal picture card under the heading they think it belongs in. No pictures should be placed directly under the VERTEBRATE heading. If the picture shows an organism with a spine it needs to go with one of the five headings that are part of the VERTEBRATE group. All photographs of invertebrates will be placed as one group under the INVERTEBRATE card.
- Students should be able to justify their placement, if asked, by explaining what feature the animal has that allows it to be included in that particular class. If students need help they can use the key provided in this activity.
- You can check their answers against the [answer key](#) provided.
- Students can reflect on their learning by writing in the [Think About It](#) sheet.