**Name:** Andrea MacMurray **Grade/Developmental Level:** 2/3 Grade

**Subject Area:** Science Classification of Animals

**Length of Time:** 20 Minutes **Date Taught:** 10/28/10

**Purpose:** To review classification of animals.

**Curriculum Standards:** Life Science - LS1– All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

***Second Grade***

1. S:LS1:2:1.1 Differentiate between living and nonliving things; and categorize objects in each group using the significant observable characteristics they share, such as color, shape and size.

***Third Grade***

1. S:LS1:4:1.1 Recognize and identify the various ways in which living things can be grouped.
2. S:LS1:4:1.2 Sort/classify different living things using similar and different characteristics; and describe why organisms belong to each group or cite evidence about how they are alike or not alike.

**Objectives:**

1. The children will be using the smart board to play a game which classifies animals.
2. The children will be sorting characteristics of animals.
3. The children will see and drag characteristics to the corresponding animal.

**Background Knowledge Needed:** What do the children know about animals? How do the children classify animals? In order to do this lesson I needed to review classification of animals. These are a few facts to help me help the children.

Reptiles:

* Cold blooded
* Hard skinned
* Dry skin
* Scales
* Usually lay eggs sometimes live young
* Four legs or no legs

Amphibians:

* Cold blooded
* Live in water and land
* Webbed feet
* Moist skin
* Lay many eggs

Fish:

* Cold blooded
* Fins
* Scales
* Gills (breath underwater)
* Lay many eggs

Birds:

* Warm blooded
* Hollow bones
* Feathers
* Wings
* 2 legs
* Lay eggs

Mammals:

* Hair or fur
* Give birth to live young
* Receive nutrients from mother’s milk
* Lungs
* Warm blooded

**Materials Needed:**

1. Smart Board

**Student Grouping:** Whole class group activity

**Preparation for Experience:**

1. Have smart board set up depicting

<http://www.sheppardsoftware.com/content/animals/kidscorner/games/animalclassgame.htm>

**Outline of Experience:**

**Introduction:** Who knows what a reptile is? (mammal, bird, fish, amphibian,)

**Body of the Lesson**:

Give each child a turn to practice dragging characteristics of each animal on the smart board. The children will be able to see when a characteristic of a certain animal does not fit and they will have the opportunity to see what characteristics fit with which animals. I will carry out the lesson by inviting \_\_\_\_\_\_\_\_\_\_\_ to choose a characteristic on the smart board and drag it to the animal. I will dictate to the class what the child is doing so they are visually seeing it and auditory hearing it. For instance “\_\_\_\_\_\_\_\_\_\_\_ you are dragging the characteristic gills to fish. Oh looks like that fits.” Now it is \_\_\_\_\_\_\_\_\_\_\_\_\_ turn. Come on up.

**Conclusion**: Play a quick game of: who am I? Choose (reptile, amphibian, fish, bird, mammal) characteristic.

Example: I have two legs, I lay eggs, and I am warm blooded who am I? (Bird)

I am cold blooded, have webbed feet and I live in water and land who am I? (Amphibian)

**Assessment Plan**:

I will know that my objectives have been met through observation of the smart board game. I will be able to assess the activity through participation of the conclusion game of who am I. I be able to assess if the children grasped the concept of the various characteristics of animals though observing them play the game on the smart board and observing them with the conclusion game.

**Child Guidance/Classroom Management Plan:** I anticipate that this will get rowdy. The children will be excited to use the smart board and to play a game on the smart board. I will need to make sure to make it clear in the beginning that all of the children will get a turn to drag characteristics on the smart board to the animal. Some children will have trouble with speaking out of turn. I will practice proximately I will move my body to the area of the room that is in need of my presence. I will also use gestures such as quiet signal or looks when I need children to be look at me or the child who is at the smart board.

**Extension Plan:** The children could then extend this activity into a writing activity. They could write the characteristics for each animal and draw each animal. The children would be reinforcing what they have just reviewed and working on writing skills.