

Animals Have Class

Post-Program Activity

Grades 3-5



Objective: Students will recognize the characteristics of different groups of animals.

Sunshine State Standards:

- **SC.3.L.15.1** Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- **SC.4.L.16.3** Recognize that animal behaviors may be shaped by heredity and learning.
- **SC.5.L.14.2** Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- **SC.5.L.17.1** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

Overview: Students are given a combination of characteristics and name an animal that has those characteristics.

Materials:

- [Characteristic Cards](#)
- Dry erase boards and markers (or paper and pencils)

Procedure:

- Cut the characteristic cards apart and put the cards with a number 1 in one pile, the cards with a number 2 in another pile, and the cards with a number 3 in another pile.
- Review characteristics of invertebrates, fish, amphibians, reptiles, birds and mammals. Then divide students into teams and give each team a dry erase board (or paper). Explain that their goal will be to identify which of these groups of animals has certain characteristics and to give a specific example from that group.
- Draw one card from each of the three piles. If you draw two characteristics that could not be found on the same animal (for example, feathers and gills), put one back and choose a different card.
- Give the teams 30 seconds to write down the name of an animal group (not every animal in the group needs to have every characteristic that was drawn) and an example from that group that has the characteristics on the cards. Award each team 1 point for writing down a correct animal group and another point for writing down a correct example.