

Animals Have Class

Pre-Program Activity

Grades 3-5



Objective: Students will describe characteristics of different groups of animals and give examples of animals that belong in each group.

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.
- **LA.3.6.1.1** The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
- **SC.4.L.16.3** Recognize that animal behaviors may be shaped by heredity and learning.
- **LA.4.6.1.1** The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
- **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.
- **LA.5.6.3.2** The student will use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.

Overview: Students compare animals from two different animal groups.

Materials:

- Nonfiction books about different types of animals.
- Paper
- Pencils
- [Venn diagram](#) for each pair of students

Procedure:

- Put students into pairs and assign each pair one of the following types of animals:
 - Dolphin
 - Shark
 - Lizard
 - Salamander
 - Snake
 - Worm
 - Eel
 - Bird
 - Bat

- Give the pairs time to read about their type of animal and have them make a list of its characteristics. Ask them to make sure that both students have a copy of their list.
- Assign each student to a new partner according to the following animal pairs:
 - Dolphin – Shark
 - Lizard – Salamander
 - Snake – Worm
 - Snake – Eel
 - Bird – Bat
- Have the students tell their new partner about the type of animal they read about. Then have the pairs make a Venn diagram to compare their two animals ([click here for example](#)).
- Discuss with the class how animals that look similar at first may actually be very different. Talk about the six major groups of animals and ask students to identify which group each of their animals belongs to.

Extension:

- Repeat the activity using animals that belong to the same class but different orders or families, such as porcupines and hedgehogs.