

## **Animal Classification** (2<sup>nd</sup> - 5<sup>th</sup> Grades)

### **Academic Content Standards** (geared towards 3<sup>rd</sup> grade)

#### **Life Sciences**

- Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies)
- Classify animals according to their characteristics (e.g. body coverings and body structure)

#### **Goals and Objectives**

- **Goal:** Students will become aware of the various body coverings and adaptations of animals. Students will learn how animals use their body coverings and adaptations to survive.
- **Objectives:** The students will:
  1. explore concepts of classification
  2. learn about various animal characteristics
  3. learn about various animal adaptations
  4. identify methods animals use for survival
  5. learn vocabulary

#### **Pre- program Activities**

1. Review the vocabulary list you received with your confirmation letter. Have students develop a crossword puzzle, using the definitions as clues.
2. Discuss how animals use adaptations for survival. Ask students to think of animals with adaptations and how they are used for survival. (Example: tigers use their body patterns to blend into the tall grass; this makes them good hunters because they can sneak up on other animals.)

#### **Post-program Activities**

1. Use old animal magazines and/or pictures from the internet to make a collage of different animal body coverings. Groups of students can work together and find pictures of animal body coverings in the following categories: mammals, reptiles, birds and animals with just skin.
2. Visit the website [www.kidssavingtheearth.org](http://www.kidssavingtheearth.org). On the homepage, click “programs”. Choose an activity that will help support animals and/or their habitats. Remember, kids can make a difference!!!!

#### **Websites** (for resources and information on how students can help animals and their habitats)

[www.clemetzoo.com](http://www.clemetzoo.com) and [www.clemetparks.com](http://www.clemetparks.com) Cleveland Metroparks Zoo and Cleveland Metroparks  
[www.cheetah.org](http://www.cheetah.org) Cheetah Conservation Fund (CCF)  
[www.kidsforsavingtheearth.org](http://www.kidsforsavingtheearth.org) Kids for Saving the Earth

## ANIMAL CLASSIFICATION

### VOCABULARY

- Adaptation-** A behavior, physical feature or other characteristic that helps an animal survive.
- Birds-** A warm-blooded, two-legged animal with feathers and wings. Young hatch from eggs.
- Camouflage-** A coloration or a shape that helps hide an organism from its predator or prey.
- Cold-blooded-** Varying body temperature.
- Invertebrate-** An animal without a backbone.
- Mammals-** An animal that is warm-blooded, has a backbone, has hair or fur, raises its young on milk and breathes air. Young are **usually** born alive (**exception to this are monotremes: egg-laying mammals. Examples: echidna and platypus**)
- Predator-** An animal that hunts kills and eats other animals to survive.
- Prey-** An animal hunted by other animals.
- Reptiles-** A cold-blooded animal with tough dry skin covered with scales. Young hatch from eggs which are laid either outside or inside of the body.
- Vertebrate-** An animal with a backbone.
- Warm-blooded-** Constant body temperature.