



# Frisch’s Outreach: Classification (1-3) Extensions

### At a glance

Students will explore the meaning of “classification” by grouping together different items, animals, and maybe even themselves!

### Goal

This program will show students how classification helps group animals and other items together by the traits they have in common.

### Theme

By breaking a large group of items or animals into smaller groups according to the similar characteristics they share, you can learn more about them.

### Objectives

1. The students will know how to classify a group of objects according to common characteristics.
2. The students will be able to name three differences among reptiles, birds and mammals.
3. The students will be able to tell how these differences aid in these animals’ survival.

### Sub-themes

1. There are five main classes in the animal kingdom.
2. Three classes to focus on are: mammals, reptiles, and birds.
3. Each of these classes has their own unique set of traits that aid in their survival.

<b>Academic standards</b>	
Ohio Science Academic Content Standards	<i>First Grade</i> Life Sciences—3 Scientific Inquiry—1, 2
Kentucky Core Content—Science	<i>Grades Primary through 4</i> SC-E-3.1.1, SC-E-3.1.3

## Vocabulary

*Classify*—to assign to a group or category

*Classification*—the systematic arrangement in groups or categories according to established criteria

*Bird*—an endothermic animal that is more or less completely covered with feathers and has forelimbs that are modified as wings

*Mammals*—endothermic animals that have vertebrae, or backbones, nourish their young with milk secreted by mammary glands, have skin that is usually more or less covered with hair, and include humans

*Reptile*—an ectothermic animal that usually lay eggs, have skin that is often covered in scales, and breath with lungs

*Endothermic*—AKA “warm-blooded”—when an animal is able to regulate its own body temperature relatively independent of its surroundings

*Ectothermic*—AKA “cold-blooded”—when an organism has a variable body temperature that tends to fluctuate with and is similar to or slightly higher than the temperature of its environment

## Extension

1. Have your students practice classifying, or grouping, like items. Divide your students into groups of 4-5. Randomly distribute animal pictures to each small group. Instruct your students to classify these pictures by whatever method they deem appropriate. Upon completing the activity, ask each group to explain why they have grouped the pictures as they have. Did any two groups utilize the same classification method?

When is it important to have one standard means of classification? See if your class can decide on one system of classification that would effectively group all of the pictures. Ask your students how each of these animal groups differs from the others (body covering, birthing method, etc.) Ask your students to think of their favorite animals. In which group would each of these animals be placed? Why?

2. Play a "What am I?" game. Tape a picture of an animal on the back of a student without identifying it. Allow the rest of the class to see the picture. Encourage the student with the picture to ask the group yes/no questions as a means of identifying the animal. The student's questions may focus around adaptations (ex. body coverings and behavior), habitat, food choice, etc. Make sure the pictures represent all of the major animal groupings they reviewed during the Zoo visit (reptile, mammal, bird, fish).

3. Give each student a piece of paper on which is written an animal's name (a picture of an animal may be used instead). Some suggestions include:

elephant	trout	alligator
shark	gecko	cheetah
rabbit	whale	human
turtle	snake	duck
hawk	ostrich	parrot
zebra	piranha	iguana

Arrange the chairs in a circle. All but one student should be seated. The student who remains standing should be in the center of the circle. This student's role is to call out a word which describes some of the animals that his/her classmates are holding. Students holding animals that fit the caller's description are to exchange seats within the circle. While this seat

exchange is occurring, the person in the center is also looking for a place to sit. The person who remains standing at the end of each round is the next caller. Some example descriptive words include: mammals, fishes, birds, reptiles, scales, fur, feathers, vertebrate/invertebrate, water animals, land animals, etc.

## Resources

### *Books:*

Bowden, Marcia. Nature for the Very Young: a Handbook for Indoor and Outdoor Activities. John Wiley & Sons, Inc. 1989.

Hare, Tony. Animal Fact File. Facts on File Inc. New York. 1999.

Legg, Gerald. The X-Ray Picture book of Amazing Animals. Franklin Watts. New York. 1993.

Wilson, Ruth. Fostering a Sense of Wonder During the Early Childhood Years. Greyden Press. 1993.

### *Websites:*

ALA's Great Websites for Kids:  
Animals

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=1>

Awesome Library – Kids

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Awesome Library – Teachers

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Cincinnati Zoo & Botanical Garden

[www.cincinnati-zoo.org](http://www.cincinnati-zoo.org)

Internet Public Library/Kidspace/  
Animals (comprehensive listing)

<http://www.ipl.org/kidspace/browse/mas4500>

KinderNature: A Resource for Early Childhood Educators

<http://kindernature.storycounty.com>

National Geographic: Animals

<http://www3.nationalgeographic.com/animals/>

National Association for the Education of Young Children

[www.naeyc.org](http://www.naeyc.org)