

Teaching

Animal Groups Are CATEgorical™

Animal Groups
Are CATEgorical™



Interest Level: Grades K–3

Reading Level: Grade 3

LEARNER  SOURCE™

Titles in this series:

Butterfly, Flea, Beetle, and Bee:

What Is an Insect?

Catfish, Cod, Salmon, and Scrod:

What Is a Fish?

Dolphin, Fox, Hippo, and Ox:

What Is a Mammal?

Salamander, Frog, and Pollywog:

What Is an Amphibian?

Sparrow, Eagle, Penguin, and Seagull:

What Is a Bird?

Tortoise, Tree Snake, Gator,

and Sea Snake: What Is a Reptile?

Standards

National Science Education

- Science as inquiry: abilities necessary to do scientific inquiry
- Life science: characteristics of organisms
- Science in personal and social perspectives: personal health

AAAS Benchmarks for Science Literacy

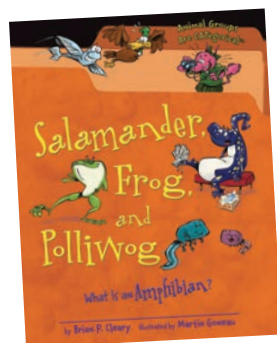
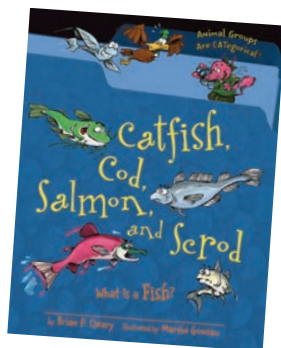
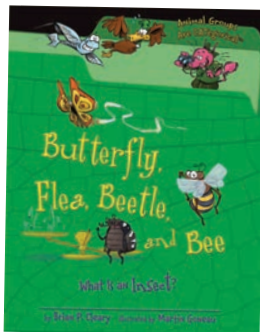
- **The Human Organism** *Basic Functions:* Know that from food, people obtain fuel and materials for body repair and growth.
Physical Health: Know that food provides fuel and materials for growth and repair of body parts. Know that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well.
Know that as people grow up, the amounts and kinds of food and exercise needed by the body may change.

Common Core Reading (Informational Text)

- Key Ideas and Details
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Multiple Intelligences Utilized

- Verbal-linguistic, visual-spatial, bodily-kinesthetic, logical-mathematical, intrapersonal, interpersonal



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Lesson 1

Previewing for Vocabulary

Purpose

Students will preview unfamiliar text to look for important words.

Materials

- Animal Groups Are CATegorical™ books
- sticky notes
- pencils
- paper

Pretest

- What words do you think we would find in books about animal groups?

Model

- Explain that readers can skim text to find important words.
- Discuss which words might be important, such as specific vocabulary that is repeated.
- Choose one of the Animal Groups Are CATegorical™ books, and

demonstrate how to skim the text for important words. Explain your thinking as you select words.

- When you select a word, write it on a sticky note and attach it to the edge of the page.
- If the word is repeated, write the page numbers on the same sticky note.
- Demonstrate how to look up new words in a dictionary.

Read

- Read books from the Animal Groups Are CATegorical™ series.

Practice

- As students skim their Animal Groups Are CATegorical™ books, they should mark important words with sticky notes.

Discuss

- Group students by the books they skimmed, and ask them to share the words they chose.
- Have groups create lists of the top ten most important words from their books, and use dictionaries to define the words.
- As a class, discuss the process of skimming for words. Did group members choose many of the same words? Why is this pre-reading skill important when reading a new text?

Evaluate

- Observe understanding and participation during small group discussions.

Lesson 2

Animal Groups Poem

Purpose

Students will work with partners to write rhyming poems about the animal groups.

Materials

- Animal Groups Are CATegorical™ series
- paper
- pencils

Prepare

- Choose two or three stanzas from the Animal Groups Are CATegorical™ series to explain rhyming stanzas.

Pretest

- What is a rhyme? What is a poem?

Read

- Read the Animal Groups Are CATegorical™ series.

Model

- Write two or three rhyming stanzas from the books on the board.
- Explain what a rhyme is. As a group, brainstorm rhyming words related to animals and the animal groups.
- As a class, come up with a new rhyming stanza about an animal group's characteristics.

Practice

- In pairs, students will write rhyming poems about a specific animal or animal group.
- Invite students to read their poems aloud or display the poems in the classroom.

Discuss

- What did you like about writing rhyming poems?
- What did you find difficult about writing rhyming poems?

Evaluate

- Evaluate students' participation in the activity and class discussion.
- Review students' poems for understanding of the animal groups.

Lesson 3 Classifying Flowchart

Purpose

Students will use a flowchart to classify animals.

Materials

- Animal Groups Are CATEgorical™ series
- Classifying Flowchart p. 5
- crayons

Prepare

- Copy Classifying Flowchart p. 5 for each student.

Pretest

- What is a bird? What is a mammal?

Read

- Read books from the Animal

Groups Are CATEgorical™ series.

Model

- Demonstrate how to use Classifying Flowchart p. 5. If students do not know the answers, they should refer to the Animal Groups Are CATEgorical™ books.
- Explain that this flowchart is not always correct. Some animals, such as worms, spiders, and a few unique animals, will not fit correctly into this flowchart.

Practice

- Each student will choose an animal

and complete Classifying Flowchart p. 5.

- Students can classify more than one animal by tracing each path in a different color.

Discuss

- Which kinds of animals were easy to classify? Which were more difficult?
- What other questions could you use to classify animals?

Evaluate

- Evaluate Classifying Flowchart p. 5 for completeness and accuracy.

Assessment Animal Groups Report

Purpose

Students will gather information to create reports on animal groups.

Materials

- Animal Groups Are CATEgorical™ series
- file folders (one for each student)
- My Report About pp. 6–8
- pencils
- colored pencils
- glue
- additional resources on animal groups

Prepare

- Copy My Report About pp. 6–8 for each student.
- Prepare a sample report.

Pretest

- What makes a mammal different

from a fish?

Read

- Read books from the Animal Groups Are CATEgorical™ series.

Model

- Explain how to complete My Report About pp. 6–8.
- Students will draw a picture in the box on the cover page and in the habitat box on the last page. They can also draw pictures in the body parts box.
- Demonstrate how to glue the completed pages to a file folder. The folder will open like a book, with the cover page glued on the front and the pages glued inside the folder.

- On the back of the folder, students may list ten animals from their animal group or create a collage of animal group pictures.

Practice

- Students will each choose an animal group and a favorite animal from that group.
- Students will complete My Report About pp. 6–8 and then glue their completed pages to a file folder.

Discuss

- Invite students to share their reports with the class.

Evaluate

- Evaluate animal group reports for completeness and accuracy.

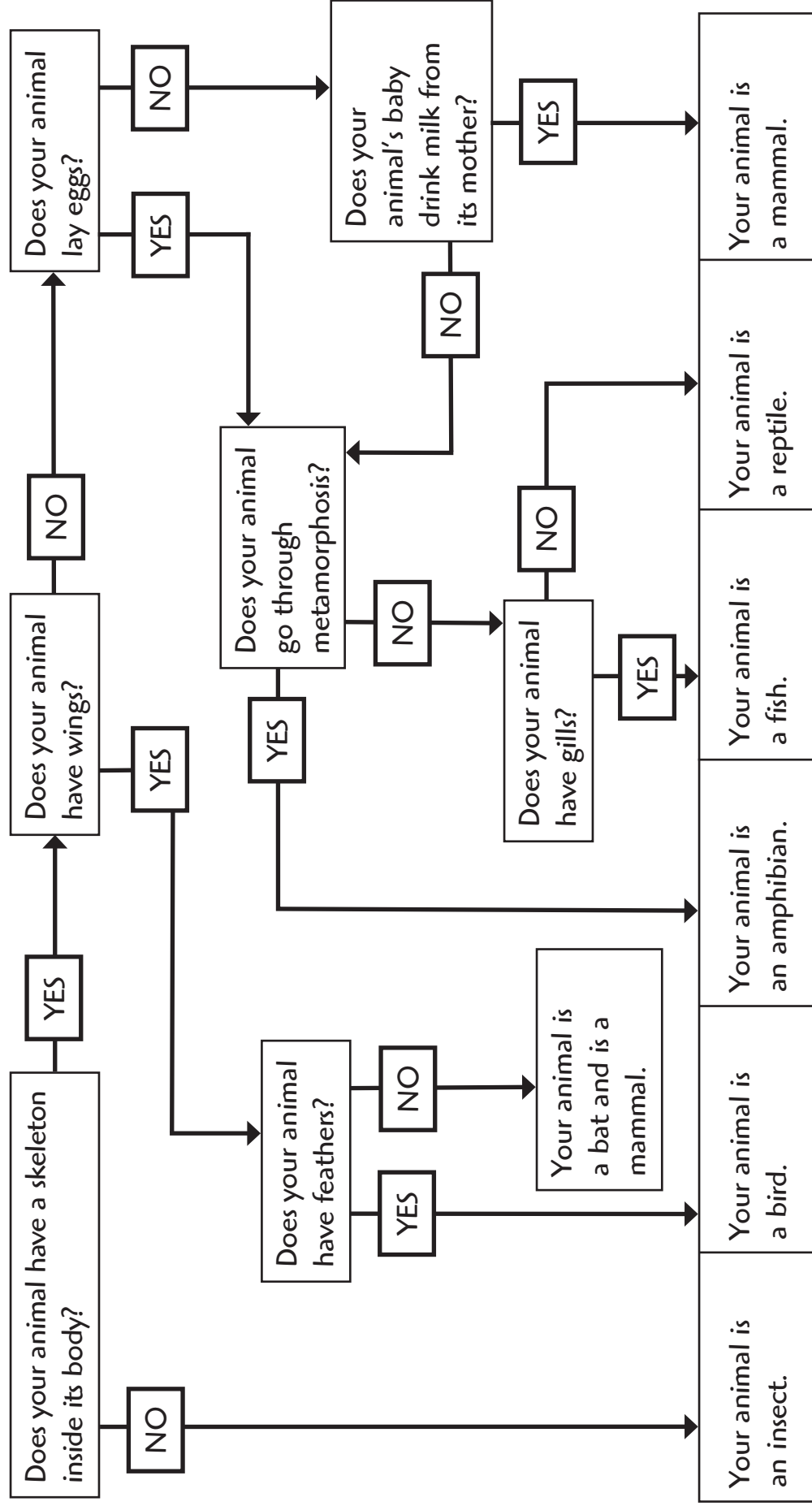
Name _____

Classifying Flowchart

Name of animal _____

Directions: Answer the questions to classify your animal. Color your path yellow.

START HERE:



My Report About

(animal group)

by

My favorite _____ is a _____.
(animal group)

What traits does my animal group have? _____
(animal group)

Is it warm- or cold-blooded?

Is its skeleton inside or outside its body?

What type of body covering does it have?

Does it breathe with lungs or gills?

Are its babies born live or hatched from eggs?

Does its baby drink milk from the mother?

What are its special body parts?

Main habitat of my favorite _____
(animal group)

It lives in _____.

Unusual _____
(animal group)

Animal	Unusual characteristic

Other interesting facts about _____
(animal group)