Activity Name: Group the Animals

Subject: Science   **Grade: K, 1, 3,**

Big Idea:

Kindergarten: Plants and animals have observable features.

Grade 1: Living things have features and behaviours that help them survive in their environment.

Grade 3: living things are diverse, can be grouped, and interact in their ecosystem.

Curricular Competencies: Students will be able to …

Kindergarten: make exploratory observations using their senses

Grade 1: make and record observations

Grade 3: make observations about living and non-living things in the local environment

Content: Students will know…

Kindergarten: adaptations of local plants and animals

Grade 1: structural features of living things in the local environment

Grade 3: biodiversity in the local environment

Instructions:

- cut out the animals from the first page and separate them into different groups.
- then paste the animals onto a piece of paper in their groups (can use page 2 that has 6 coloured boxes)
- discuss with students how they decided to group the animals, and what structural features each animal has

Resources:

- Group the Animals worksheet (1&2 attached)
- Greater Vancouver Zoo Map (found online)
- gvzoo.com

At the Zoo:

- Check out conservation corner from 1:30-2:30 every day to learn about local animals that are endangered
- Interpretive talks will give more information on the animals and how to help them.

Variations:

- categorize based on mammal, bird, reptile or amphibian.
- categorize based on habitat

Simplification:
- pick 10-20 animals to categorize and discuss why those animals were chosen.

Extension:
- explain which features determined which group the animal is in

Focus:

The purpose of this activity is for students to decide how to group the animals. This can lead into a discussion of what makes an animal a: reptile, amphibian, bird, or mammal. In addition, you can discuss different structural features of animals and how they are adapted to their environment. Finally, students should discuss how they decided which group an animal was in and what they did if an animal fit into 2 or more groups. After the visit to the zoo students can discuss/evaluate how animals are grouped.

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