Animal World: Animal Kingdom Boogie

Grade Level: K - 3
Content Areas: Life Science, Music, Technology and Language Arts
Time Frame: 45 minutes

MATERIALS

Animal World: Animal Kingdom Boogie Books

Pictures of a variety of animals

General research materials on animals (e.g., biology books, encyclopedia)

Computer with Internet access

OBJECTIVES

Students will:

- Learn that classification is the arrangement of objects, ideas, or information into groups, the members of which have one or more characteristics in common.
- Learn that classification makes things easier to find, identify, and study.
- Learn that scientific classification groups all plants and animals on the basis of certain characteristics they have in common.

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Classification—The arrangement of objects, ideas, or information into groups

Kingdom- Generally, scientists agree there are six kingdoms

Phylum-Within the animal kingdom, the animals are divided into more than 30 phyla

Class-The third level of classification is class.

Order-The next level, or rank, is order. Orders are smaller groups within the different classes.

Family-The fifth rank of classification is family.

Genus- It's the second-to-last rank, and a genus may have only one or two animals in it.

Species-When an animal is called by its scientific name, then that means it is being identified by its genus and species.

PROCEDURES/ACTIVITIES

Preparation:

As an introduction to the activity, discuss classification in general. Ask students what we mean by classification and why we classify things. Establish that classification makes things easy to find, identify, talk about, and study.

As background information, let students know that, beginning in ancient times, scientists tried to develop a system of classifying animals and plants. The system we use today was developed by the Swedish naturalist Carolus Linnaeus, who separated animals and plants according to certain physical similarities and gave identifying names to each species.

Read Animal World: Animal Kingdom Boogie books to students. Have them listen for the different types of classifications.

Lesson Procedure:

1. Go on to explain that Linnaeus's system classified plants and animals on seven levels, using Latin and Greek words.
2. Give an example of what a classification could look like.
3. Here is the classification for a brown squirrel:
    - Kingdom (Animal)
    - Phylum (Has a backbone)
    - Class (Has a backbone and nurses its young)
    - Order (Has a backbone, nurses its young, and has long, sharp front teeth)
    - Family (Has a backbone, nurses its young, has long, sharp front teeth, and has a bushy tail)
    - Genus (Has a backbone, nurses its young, has long, sharp front teeth, has a bushy tail, and climbs trees)
    - Species (Has a backbone, nurses its young, has long, sharp front teeth, has a bushy tail, and has brown fur on its back and white fur on its underparts)
4. Discuss the example with the class, bringing out the idea that each subsequent level of classification eliminates animals that could be included in the previous level. Have students give examples of several mammals.
5. Tell students that it is not necessary to go through the entire seven-level classification system to identify a plant or animal. Just two names—the genus and species names—are sufficient. Thus, the scientific name for the brown squirrel is Tamiasciurus hudsonicus .
6. Have students do some research in a biology book, encyclopedia, or online to find the genus and species names of some familiar plants and animals.
7. Instruct each student to list on the chalkboard three or four scientific names he or she has found and the common names of the animals they identify.
8. Divide your class into groups and have them devise their own system of classifying everyday objects around the room. Advise students to use Linnaeus's system as a model, starting out with one classification level that divides all the objects in the room into two major categories. For example, the two "phyla" could be "natural" (made of natural materials) and "artificial" (made of artificial materials). The two major categories combined should include all objects in the room, and the final "genus" and "species" names should exclude all objects but the one being identified.

FREE SONG

Click here to download or stream the Animal World: Animal Kingdom Boogie songs.

Find other Cantata Learning songs and books at http://www.cantatalearning.com.

Technology Extension:

Have students visit Puzzle Maker. Have them create word puzzles using the scientific names of animals on the class list as clues and common names as answers, or vice versa. Students can then exchange puzzles and challenge their classmates to solve them.

Students can also visit Switch Zoo, which lets them create their very own mixed-up animal using lots of different animal parts. This can lead into a wonderful language extension (please see below) and art extension too.

Music and Art Extension:

Have students work in pairs or groups to create new animal species. Invite students to imagine they have discovered a new species of animal, one that has never before seen.

Have students draw a picture of their animal, describe its physical and behavioral characteristics, describe its habitat, and make up a name for it that would fit into the system of binomial nomenclature. Encourage students to use their imaginations when creating their new species.

It would also be fun to have students create the animals a classmate has created with Switch Zoo. This could be turned into a listening activity as well with one student telling another what their animal looks like in Switch Zoo. They could give details and then give the other a chance to draw or paint each detail. After they are finished, let the students compare what they created on Switch Zoo and on paper. This could be accomplished with clay or 3-dimensional tools too.

For a music extension, students can create a new song about their mixed up animal. Give them the lyrics to the Cantata Learning songs and see how they can switch some of the lyrics to match up with their created animal. The music is available to download and use on the Cantata Learning website here. Students can also visit Switch Zoo, which lets them create their very own mixed-up animal using lots of different animal parts. This can lead into a wonderful language extension (please see below) and art extension too.

Language Extension

Within Switch Zoo, there is the Creative Writing Field Trip which allows you to write about the mixed up animals you are creating. You can use this online tool for writing and also paper for drawing your mixed up animal too.

After students have finished creating and writing about their mixed up animal, have them share. You can create a mixed-up animal zoo or display by having students print off and post their original art work and writing.

Standards:

CCSS.ELA-LITERACY.SL.K.2-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.1.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.3-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCSS.ELA-LITERACY.SL.3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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