



Animal species

By the end of the lesson the learners will be able to:

- Describe how living things are grouped by their characteristics
- Name the six main animal classification groups

Materials and preparation

If choosing Activity 1 (art) you will need:

- Paper, enough for one sheet per learner, plus extra
- Art materials – crayons, colouring pencils, pens, paint
- Pictures of animals for the learners to copy (image resource)
- Sticky tape, blue tack or staples to fix the finished art work to the walls of the classroom
- Small cards (or bits of paper) with the characteristics of each species written on (characteristics are given below)

If choosing Activity 2 you will only need chalk or a board pen.

Key words

antennae

A pair of long, thin body parts on the head of insects. Antennae are used to feel and smell.

characteristic

1. Having to do with a typical or special quality of a person, group, action, or thing.
2. Something that makes a person or thing different from others.
Tails that can grasp things are a characteristic of monkeys.

classification

A system for arranging things into groups, depending on characteristics that they share with one another.

species

A group of animals that are more like each other than they are like other animals from a different group.

A tiger and a lion are different species of big cats.

Starter

Quiz
20 minutes

Start by writing the following classes of animal on the board

Mammals Birds Reptiles Insects Amphibians Fish

Explain: There are over eight million species of animals on the planet, most of which belong to these groups.

Ask the children questions about each class of animal in turn (add or omit questions depending on the species you are questioning them on), and write each correct answer next to the species on the board.

- Can you give examples of animals of this class? (write a few on the board)
- What is their skin like (e.g. hair, scales, covered in feathers)
- Do they lay eggs, or give birth to live young?
- Do they lay eggs in water?
- Are they cold blooded or warm blooded?
- Do they have wings?
- Do they fly, or often fly? (Not all insects have wings or fly, and not all birds fly either, although they do all have wings.)
- Do they have antennae?
- Do they feed their young with their milk?
- Do they have beaks?

After questioning the class on each class (ensure you correct any misconceptions), and writing the answers on the board, you should have a good amount of correct information about how to classify species of animal.

Allow some time for each learner to copy the information into their exercise books.

Extension: For those that finish writing early, ask them to write as many examples of each class of animals in their books as they can think of.

Main activity

Drawing or game
40 minutes

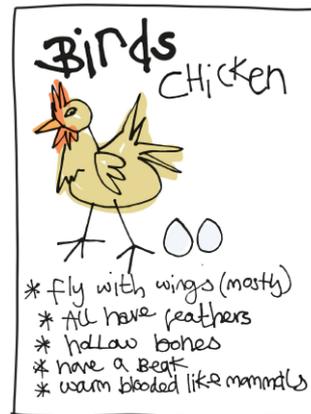
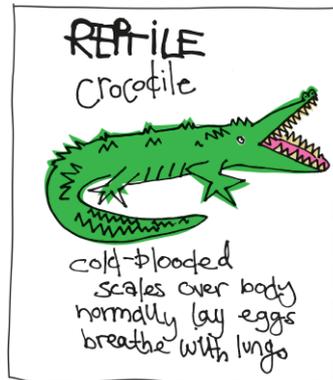
Choose **one** from the following activities.

1. Drawing

Divide the class into six groups and assign each group a species of animal; mammal, bird, reptile, insect, amphibian, fish.

Give out one blank sheet of paper to each learner. Explain that they are going to draw and colour an example of an animal from that species (e.g. reptile – crocodile, snake, iguana) and write the characteristic underneath.

When they are finished, the drawings can be displayed according to classification. Have the name of each class of animal prominently displayed in the centre, and all the drawings about each characteristic around the outside. This will form a colourful display wall for you to refer to whenever you like.



2. Odd one out

Write the following sequences of words on the board.

- o hen, cow, pigeon, duck, chicken
- o chimp, goat, chicken, sheep, horse
- o dung beetle, bee, butterfly, ant, turtle
- o tiger, dolphin, rhino, bat, turtle
- o chicken, vulture, butterfly, ostrich, owl

Ask learners to work in pairs to work out the odd ones out, and to write their reasons. Go through the correct answers with the group.

Plenary

Spelling game
10 mins

Stickman showdown

2. Use words that relate to the lesson.
3. Divide class into two teams.
4. Each team captain comes to the board and each must draw a stickman with the same number of body parts.
5. Stand the teams in two rows.
6. As you call the first word, the first two learners step forward to spell it on the board (check they aren't copying each other!).
7. If either team gets it wrong, then the opposing team is allowed to rub out a body part from their stickman.
8. The team that loses is the first to lose their stickman.

