

NAME: \_\_\_\_\_



# Activity One

## DESIGN A CLASSIFICATION GAME!

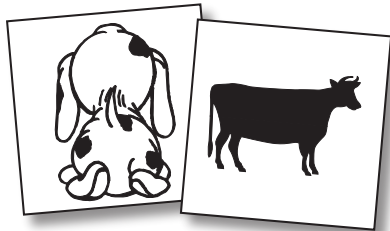
Organize yourselves in groups of 3 or 4. Together you will form a **classification design team!** Your job is to design a game that the rest of your class can play once it is complete. You have just learned about classification – what it is and how to classify something. **It is time to test the knowledge of your classmates!**

For this activity, you will need:

- **Blank pieces of paper**
- **Scissors**
- **Pencil**
- **Markers or colored pencils**
- **Large envelope**

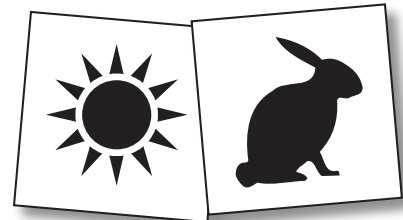
Time for the design team to start brainstorming!

Your team will **draw pictures of 20 'things'**. These 'things' can be absolutely anything! Here are a few suggestions, but try to use your imagination to come up with your own ideas.



Some possibilities are:

- **Types of food**
- **Music bands**
- **Types of flowers**
- **Types of candy**



Once you have chosen your topic, start thinking about what to draw! Cut your blank pieces of paper into smaller squares. Make sure that each square is the same size. Using pencils and markers, you are ready to start drawing. A bit of advice... start with a pencil in case you want to erase something!

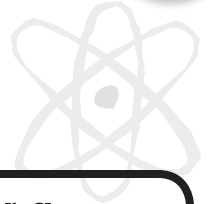
**Each team member should draw on at least FIVE squares.** Once the drawings are complete, put all of the squares into the large envelope.

How are you going to tell others about how to play your game? **Through an instruction page.** Remember to include all of these instructions on the instruction page. Players will work in teams. They will look at your drawings (all 20 of them). Then they will classify them however they want to, but they will need to explain their choice.

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# Activity Two



## BREAKING NEWS!

**You have just been hired to be part of a writing team for a large country-wide newspaper. With a partner, you will form the new BREAKING NEWS report team. This week's Breaking News is:**

**"We have Classified the \_\_\_\_\_ (Animal of your Choice)!"**

Together as a team, you will research an animal of your choice. Focus your research on this animal. Your team should find enough information so that you can write a **one-page article for the newspaper**. The main point of your story should be that you were finally able to formally classify this animal. It's breaking news! Everyone in the country is going to be reading your article!

In your newspaper article, you should include the following information:

- **Basic information about the animal**  
(physical description, habitat, etc.)
- **What Formal Classification is**  
(describe the different levels: kingdom, phylum, class, family, genus, species)
- **Your animal's formal classification**
- **What it means for the world to have finally discovered this**  
(use your imagination!)

Before beginning your research, spend some time with your team looking at a sample newspaper. Read a few articles that interest you.

While reading, think of the following things:

- What is a good catchy title?
- How is the topic introduced?
- Are pictures or any visuals used in addition to the writing?

This activity is heavily based on your own creativity:

- How can you make your article very interesting to read?
- How can you use pictures to keep the reader's attention?

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# Activity Three

## IT'S DRAMA TIME!



**In this activity, you will put on a drama production.  
You will work with one other person.  
You will put on a TWO-PERSON PLAY about  
warm-blooded and cold-blooded animals.**

Before you begin writing your play, you need to do some planning and brainstorming. One person will be a cold-blooded animal; the other person will be a warm-blooded animal. **Which animals are you going to choose?** It's up to you! Pick an animal you would like to learn more about... Don't forget, you need to pick **ONE cold-blooded animal** and **ONE warm-blooded animal**.

Once you have chosen your animal, it's time to start your research! You will need to learn a bit more about your animal so that you can write the dialogue of your play. Use research tools like the internet and books to find out about your animal. Look for answers to the following questions:

- **What does my animal look like (You will be dressing up as your animal!)**
  - **What makes it either cold-blooded or warm-blooded?**
    - **What is your animal's habitat?**
- **Does it have any physical adaptations that help it survive in its habitat?**

### It's time to start writing your play!

With your partner, start writing a conversation between you. Remember, you are acting out animals! You should have at least TWO pages of dialogue. Once you have written your play, you are ready to start thinking about your costumes. How creative can you be?

Your play should teach the audience what the difference between cold-blooded and warm-blooded animals is, using your animals as examples.

**Have fun putting on your play, and have fun watching your classmates' plays as well!**

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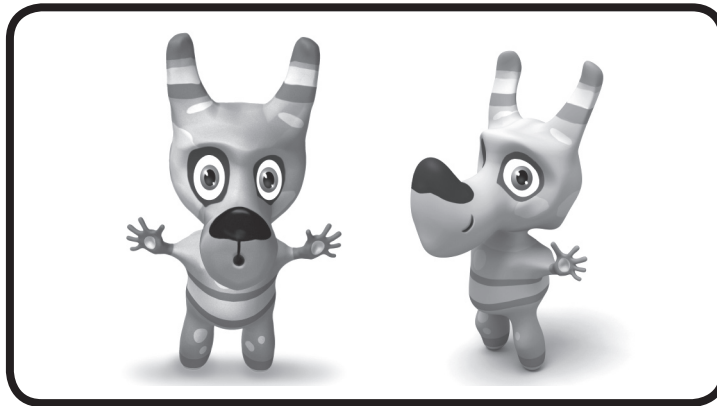


# Activity Four

## PLASTICINE VERTEBRATES AND INVERTEBRATES!

**WHAT is the difference between a VERTEBRATE and an INVERTEBRATE?  
Let's explain the difference using PLASTICINE!**

Below is a picture of some figurines that someone has made using Plasticine.  
Are these figurines vertebrates or invertebrates?  
Let's make our own!



You can either work with a partner or on your own. Before beginning to sculpt your Plasticine, you will need to **brainstorm**. If you work with a partner, you will need to create a group of twelve animals (six per person). If you work on your own, you will need to create six animals.

**Whether you work on your own or with a partner, make an equal number of vertebrates and invertebrates. If you're working with a partner, this means that SIX of the animals have to be vertebrates and SIX have to be invertebrates. If you're working on your own, THREE of the animals have to be vertebrates and THREE have to be invertebrates.** If you need help, you can look back to your reading passage for examples. You can also use books or the internet for help. Make a list of your animals.

**You are ready to start sculpting!**

When you are done sculpting your animals, walk around the classroom and look at other groups' sculptures. Try guessing what animals they have sculpted.

**Can you classify other groups' animals into the two groups: vertebrates and invertebrates?**

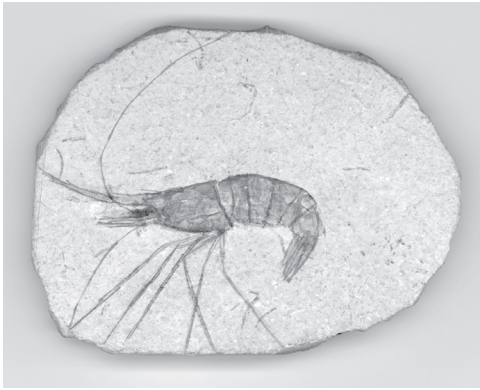
Ask others to try classifying the animals you have sculpted.



# Activity Five



## CREATE YOUR OWN FOSSIL IMPRESSION!



**FOSSILS** are the remains of animals or plants that are preserved from a long time ago. You have probably seen a fossil before, but not realized what it was!

Here is a picture of a **fossil** found on a rock. This fossil is very obvious. It is easy to see. It isn't always so noticeable though! Sometimes it might just be a faint line or a bump. This could just be part of the rock. Or it could be a real fossil!

In this activity, you are going to **create your own fossil impression** using a paper rubbing technique.

Walk around the classroom and find TEN small objects that you find interesting. Try to find something that you can imagine as a fossil. Look for something that has a lot of texture on it – bumps, indents, lines, etc. The more texture, the better your fossil impression will look! You can also look at home for things that you would like to make a fossil impression of. Here are just a few suggestions:

- **A leaf**
- **A small rock or stone**
- **A coin**
- **A piece of food (for example, an almond has bumpy skin)**
- **The carpet**
- **Door handle**
- **And so on...**

Once you have made a list of your **ten objects**, you are ready to start making your fossil impression. **You will need:**

- **Blank piece of paper**
- **Pencil**

Start making your impression by placing the piece of paper over your object. Use the side edge of the pencil lead (ask your teacher to demonstrate) to start 'rubbing'. The texture of the object underneath the paper should start to appear. Don't press too hard with the tip of your pencil!

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## Activity Six



### ILLUSTRATE A PERFECTLY ADAPTED ANIMAL!

You have been hired to invent a **perfectly adapted animal** for life on Earth! This animal does not need to look like anything that lives on Earth right now.

**Rather, it should not look like any animal you've ever seen!**

Let's remind ourselves what a **physical adaptation** is. It is a physical feature that has been changed for survival purposes. Now try to think of this... Can you invent an animal that you believe has all the perfect physical adaptations for it to survive here on Earth? We know that humans survive well and that our bodies have many functions to make life easy.

**Can you stretch your imagination even further? Can you invent an animal that has even more adaptations than a human? That has perfect physical adaptations?**

**YES YOU CAN!**

In this activity, you will draw out this perfectly adapted animal. On a blank piece of paper, start your brainstorming with sketches. Once you have sketched out your animal, you are ready to transfer it to a new blank piece of paper. Use colored pencils to add color to your animal.

Hopefully it will be obvious how **different** your animal is from any animal you have ever seen. You will still need to label **ALL** parts of your drawing. Use arrows and lines to point out each physical adaptation that you have invented for your animal.

**By the end of this activity, your class should be able to put together quite an INTERESTING group of animals...**

**Can you imagine a ZOO full of your animal inventions?**

**Can you think of a name for your class' ZOO? Have fun being creative; let your imagination be free!**