



L22



ANIMAL KINGDOM – PLANT KINGDOM



15–20 minutes



- To practise categorising living things as plants or animals
- To know that animals may be herbivores, carnivores or omnivores
- To practise creating and using symbols for classifying living things as plants or animals
- To practise classification – use specified categories to group living things
- To develop the ability to use a systematic questioning strategy to discover the identity of an animal



- The pictures of animate and inanimate objects from L21



- Your completed 'animate' block of flats from L21, including your child's animate symbol on the roof
- 2 large square Post-It notes and a pencil
- Marker pen and ruler



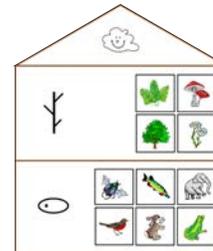
Animal Kingdom or Plant Kingdom?

Spread out your 'animate' pictures, and put out the block of flats from the previous session. Ask your child if they remember what these pictures have in common (they are all animate, or living, things). Draw a single line across the building so that it is divided into 'two flats'.

Explain to your child that in the block of flats for the animate pictures, there are two different flats, for two different families of animate things. Then say: *The animate pictures all found the correct block of flats before, thanks to you in our last game, but can you help each one find their actual flat now within the block – the flat for their family?* Encourage your child to look for similarities between, and common themes of, the animate pictures.

Let your child work independently if they can. However, if they are not able to categorise the pictures appropriately, suggest grouping all the plants in one family and all the animals in the other. Explain or remind them that this is how biologists (people who study living things) like to group them.

When they have placed all the animate pictures in the appropriate 'flat', give them two Post-It notes and ask them to create an appropriate symbol for each of the two flats – one for 'plants' and one for 'animals'. Display the symbols on each flat – for example:



CONTINUED ON THE NEXT PAGE



- Your child can identify pictures of animals and plants and place them in the correct 'flats'.
- Your child can create an appropriate symbol for animals and another for plants.
- Your child can verbalise some of the important differences between animals and plants.
- Your child can ask yes/no questions systematically to identify an unknown picture of a living or non-living thing.



KEY TO LEARNING
@HOME



L22

ANIMAL KINGDOM – PLANT KINGDOM – continued



What's the Difference?

Ask your child about the differences between the 'inhabitants' of the Plant Kingdom and the Animal Kingdom – explain that those words can be used to name the families that they are from. During the course of your discussion, help them reach the following conclusions:

- Plants make their food themselves, using their leaves; they need sunshine, air and water to do this.
- Animals cannot make their own food; some eat only plants (herbivorous), some only meat/other animals (carnivorous) and some eat both plants and meat (omnivorous).

Say that the plant pictures are going for a walk now, and take them away for the moment. Focus on the pictures of animals and talk about what the different animals in the pictures eat. When you've finished, reinforce that some eat only plants but some eat other animals, or both plants and animals – they are herbivores, carnivores or omnivores.

What's My Name and What Do I Eat?

Mix up all the living things picture cards, and put them face down on the table. Ask your child to turn over two cards and have them say:

- The name of the living thing;
- Whether it is a plant or an animal;
- If it is an animal, whether it is a meat eater or a plant eater;
- Whether or not one would eat the other, and if so which would eat which?

Question Time:

This is ideally played with more family members or friends if possible. Spread out all the animate and inanimate pictures face up, and explain the game rules. One person will be 'it' and must ask 'yes/no' questions to find out which card the other player(s) have chosen.

Discuss the best sequence of questions to help the players work out the right picture more quickly. Start by explaining how it would be best to start with asking about if it is living or non-living, as this is the main way we can divide up the pictures, like they did with the two blocks of flats.

- Then if it is living, find out if it is a plant or an animal.
- If it is a plant, is it a tree or a flower or a mushroom? If it is an animal is it a herbivore, carnivore or omnivore?
- And if it is non-living, is it related to water or heat or light or earth?

Choose a player to ask the questions and send them out of the room while the rest of the players choose a card. When the player returns, they must ask questions to help them work out which picture the other(s) chose. The answers must be either yes or no. Model a yes/no question first and then help them to reframe any other questions as necessary.

Note: There is more work on this topic in the coming sessions, ending with a logic tree approach on how to ask questions to focus and hone down on essential information to find out the identity of a picture quickly. The activity here is just to introduce the idea that an ordered and logical approach is best.