



L23



THE ANIMAL KINGDOM



20-25 minutes



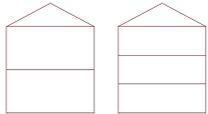
To practise classification – use specified categories to group living things
 To classify animals as wild or domestic, or as herbivores, carnivores or omnivores
 To develop the understanding that the same set of something can be categorised in different ways depending on the criteria chosen
 To practise dividing the same set (animals) into subsets several times, according to different criteria
 To introduce five families from the animal kingdom – reptiles, amphibians, birds, fish and mammals



❖ Set of animal pictures



❖ A two-roomed house and a three-roomed house



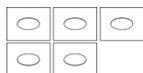
❖ An sheet with suggested answers on (for your use only)



❖ The Five Animal Families sheet (per child)



❖ 5 incomplete Family Flags (per child)



Note: If your child is concerned in these grouping activities about separating animals that might eat another of the animals, tell them that these animals have all agreed to 'be friends' and not eat each other. :-)

Tell your child that they will be working as some scientists (biologists) do today. Offer them the props, if using.

Wild Animals and Domestic Animals:

Put out your two-roomed house for the animals and the set of animal pictures. Ask your child: *Can you help each animal find the right room for them? Can you think which animals should share a room? Each animal wants to be with other animals that are similar to them.*



Discuss ideas for allocating animals to rooms, and praise good suggestions. If they suggest separating the animals according to what they eat (herbivore, carnivore and omnivore), explain that in this case that wouldn't work as there are only two rooms. Suggest and, if necessary, agree that in this house, you will split the animals into these two families – wild animals and domestic animals.

Explain that 'domestic animals' means both pets and farm animals, i.e. animals that people choose to keep in their homes because they make good pets, or on farms because the animals provide them with food or other useful products. Explain that in some countries, people keep animals as pets that other countries don't – so the way of grouping the animals would be different for some people.

Discuss some animals to help your child recognise and understand the real meaning of domestic. For example: *Some farmers keep cows on their farm as they get milk from the cows. They can sell the milk to others, or make other products from it like yoghurt and cheese that they can then sell too. Some farmers keep sheep for their milk, or their meat, or for their wool, or for all three reasons. They can sell the wool to others who will make things like clothes or blankets from it, for example.*

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- ❖ A pair of glasses to be the 'scientist's glasses' and/or a white jacket to be a lab coat (optional)
- ❖ A glue stick and pencil (per child)
- ❖ Some small Post-it notes for symbols
- ❖ Something to use as a divider for the domestic animals room, such as a straw or a piece of ribbon



KEY TO LEARNING
@HOME

THE ANIMAL KINGDOM – continued



Ask your child to divide up the animals into ‘wild’ (those that don’t make good pets or useful farm animals) and ‘domestic’ (pets and farm animals). When they have done that, say: *The domestic animals now want to use a divider to split their room in half. Can you think why they might want to do this?*

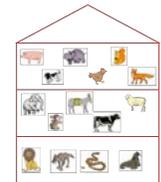
Discuss your child’s ideas and agree that all the pets want to be together in one part of the room and all the farm animals want to be together in the other part of the room. Put your chosen divider in place, and have your child help the animals find the right part of the room for them, according to what you have talked about and their previous knowledge of typical pets and farm animals.

Finally, ask your child to invent symbols for the doors of the two rooms (wild animals and domestic animals) *so that each knows where to go*. Have them draw their ideas on two small Post-it notes. Stick them on each room *to help the animals find the right part of the house*. For example, for wild:



Herbivore, Carnivore, Omnivore:

Put away the two-roomed house and put out your three-roomed one. Explain that the animals are now going to move into this new house that has three rooms. Ask your child if they can think which animals might share a room now. Again, listen to their ideas for classifying the animals into three groups. If they don’t suggest organising them according to meat eaters and plant eaters and those that eat both, suggest it and remind them of what they already know about this.



Help your child to divide some of the animals into two ‘animal families’ with one ‘family’ in each room – herbivores in one and carnivores in the other. Then talk about what humans can eat – both meat and plants. Explain that many people are omnivores but some choose to be herbivores, i.e. not eat meat or animal products, for personal or religious reasons.

Finally, talk about which animals should go in the omnivore’s room and add them. Decide where any remaining animals go and put each into the correct room. Point out that there are some species of a certain animal that are exceptions to the groups, but as a general rule, the animals fit where you have just put them.

On three small Post-it notes, have them draw an appropriate symbol for each of the three categories - herbivore, carnivore and omnivore – and use them to label the rooms in the house. Remind them if necessary that symbols should be as simple as possible and not detailed drawings.

To end the session, summarise that they have seen the same set of animals regrouped in different ways, according to different criteria. Congratulate them on *thinking the way that scientists do*.

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The Five Animal Families:

Explain to your child that there is yet another way that scientists think about animals – they divide all animals from the animal kingdom into separate ‘families’ too. Ask for your child’s ideas about what the families might be, and then show them the ‘Five Animal Families’ sheet.

Explain the names of the families used here: Reptile, Amphibian, Fish, Bird and Mammal. Look together at the animals in each. Establish that each family has animals that are similar to each other and explain what each have in common:

- All reptiles are cold-blooded, have lungs for breathing, have dry scaly skin and lay eggs with leathery shells (e.g. crocodile, lizard, snake).
- All amphibians are cold-blooded, have lungs for breathing when adult, but gills for breathing when they are young larvae living in water, have moist skin and lay eggs covered in jelly in the water (e.g. frog, newt, salamander).
- All fish are cold-blooded, have gills for breathing, have wet scales on their bodies, and lay eggs in water (e.g. goldfish, carp, perch).
- All birds are warm-blooded, have lungs for breathing, have feathers, lay eggs with hard shells and have wings (e.g. blackbird, robin, hen).
- All mammals are warm-blooded, have lungs for breathing, have body hair or fur, give birth to live young and produce milk for their babies (e.g. human, dog, walrus).

Talk about the key characteristics of each family in relation to each animal on the sheet – blood temperature, way of breathing, type of skin, wings or not, and so on.

Point out to your child that there are other animal families that scientists use too, but that these five are the most well-known ones from the animal kingdom and the ones that are used to categorise the animals that you have pictures of here. If appropriate for your child, you can also explain that these five families cover the ‘vertebrates’ of the animal kingdom – the animals that have backbones (which is most of the animals in the world but not all).

Explain to your child that each of the five families here now needs a flag to show which part of the kingdom is theirs. Remind your child how flags often have symbols on them, to keep it simple and easy to recognise what they represent, rather than full detailed drawings. Show them the oval shape on the incomplete Family Flags provided and discuss how this represents the body of an animal. Model on a piece of paper how to add features to the oval shape to create a unique symbol for each different family of animals. For example, discuss the special features of birds and what you could use on the flag to represent them – add wings, a head, a beak and two stick legs to the oval shape, for example:

Give your child their five incomplete flags, and ask them to plan and then draw a symbol to put on each one. They can turn the flag over and do a design that doesn’t use the oval if they wish. When they have finished, ask them to stick each flag onto its corresponding family on their Five Animal Families sheet.



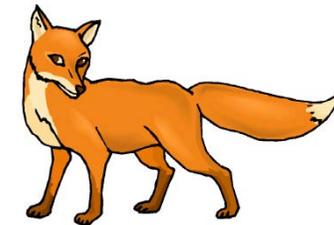
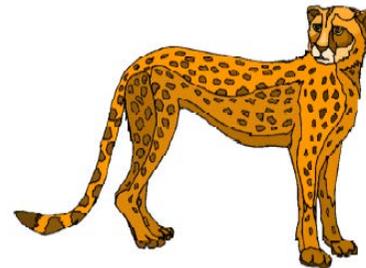
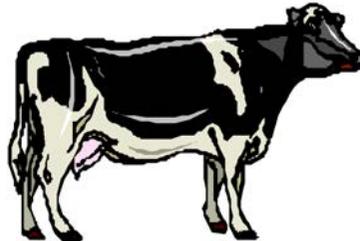
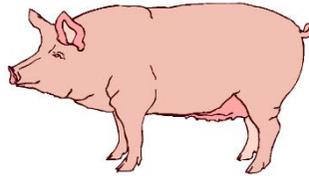
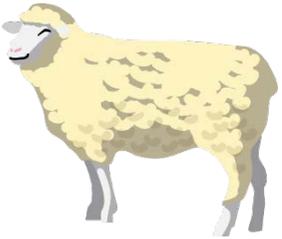
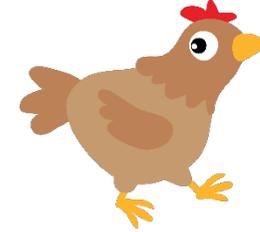
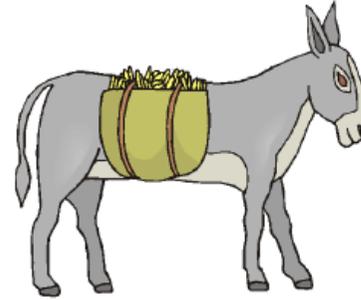
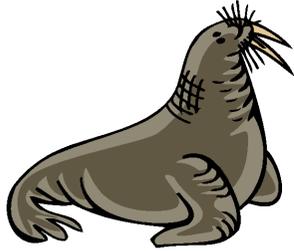
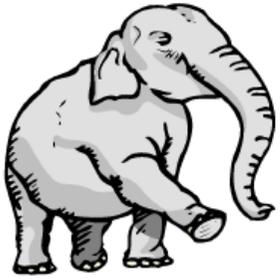
Your child can divide animal pictures into two groups, classifying them as ‘wild’ or ‘domestic’, and then sub-divide ‘domestic’ into ‘farm animals’ or ‘pets’.

Your child can use what an animal eats as the criterion for classification into one of three sets – carnivore, herbivore and omnivore.

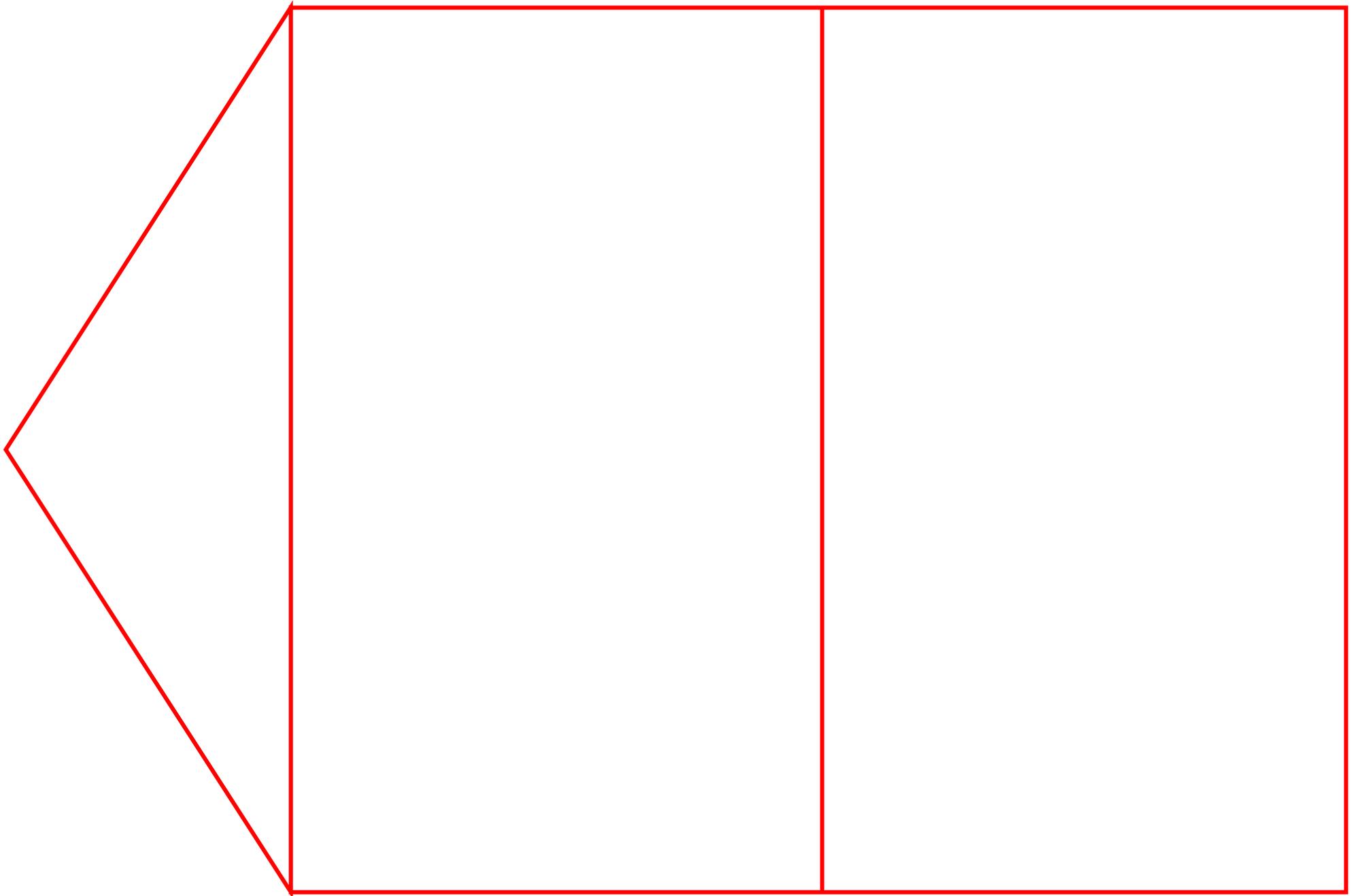
Your child can say that most people are omnivores, but some choose to be herbivores.

Your child can create symbols to represent different categories of animal.

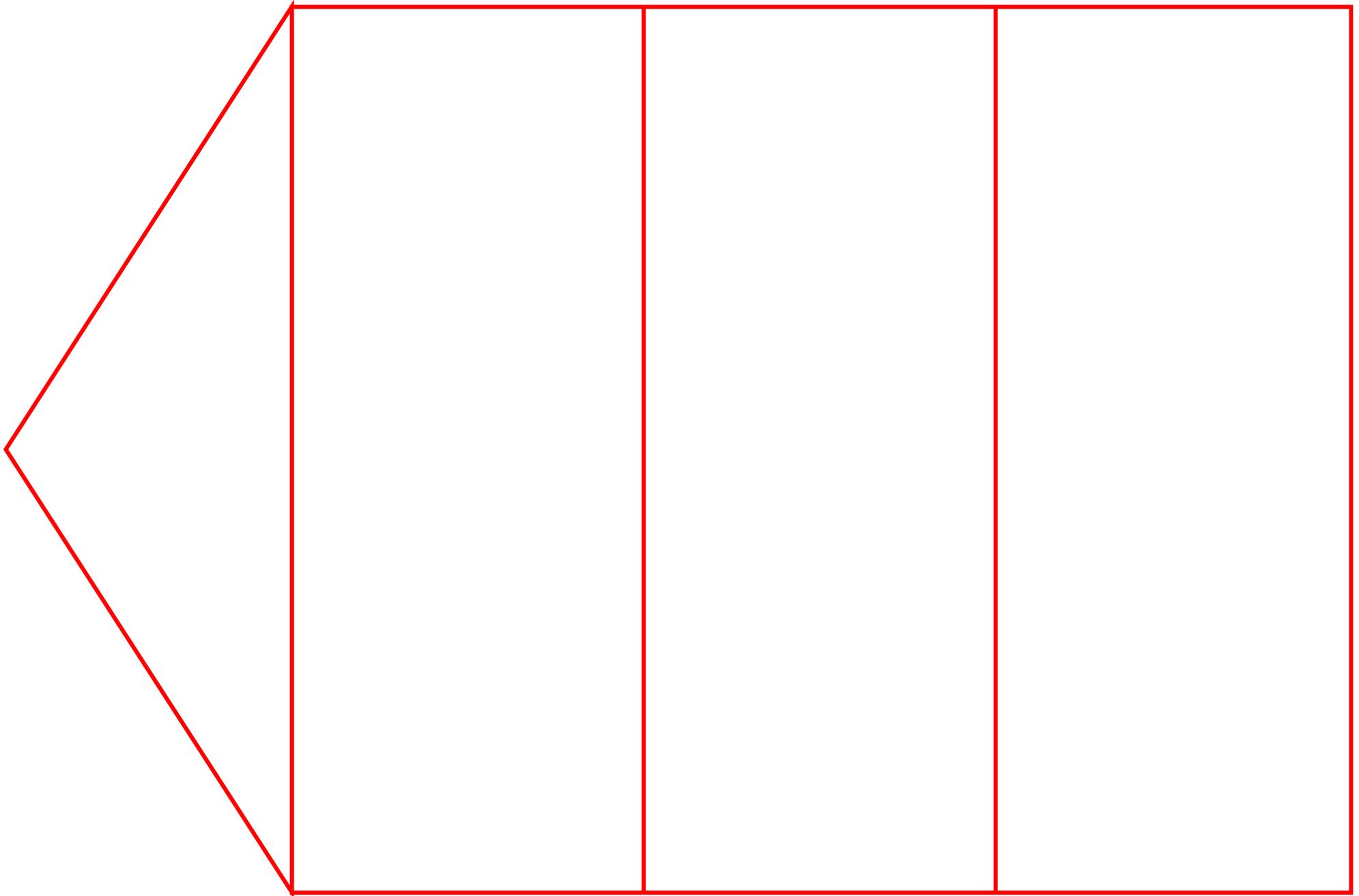
Cut out each animal separately.



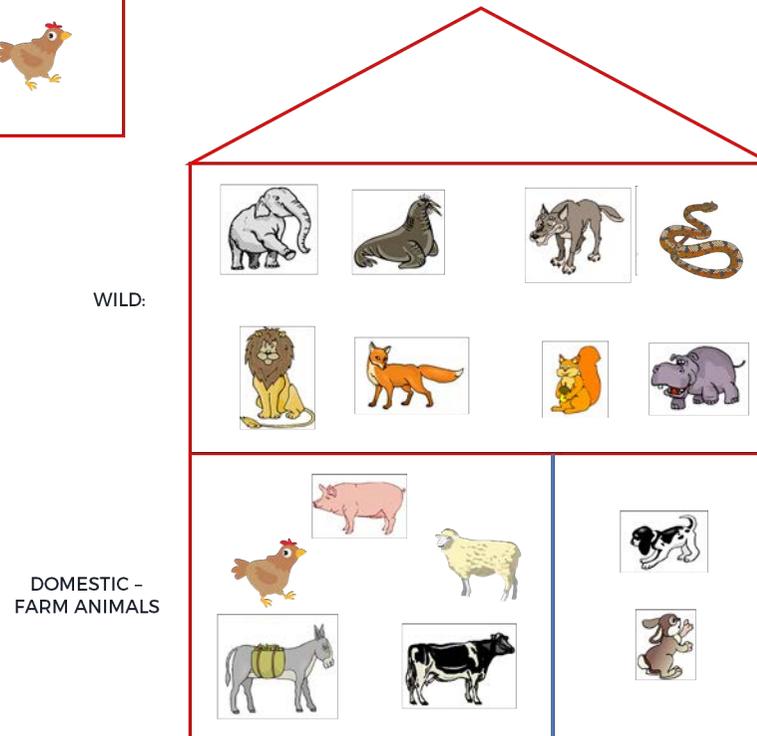
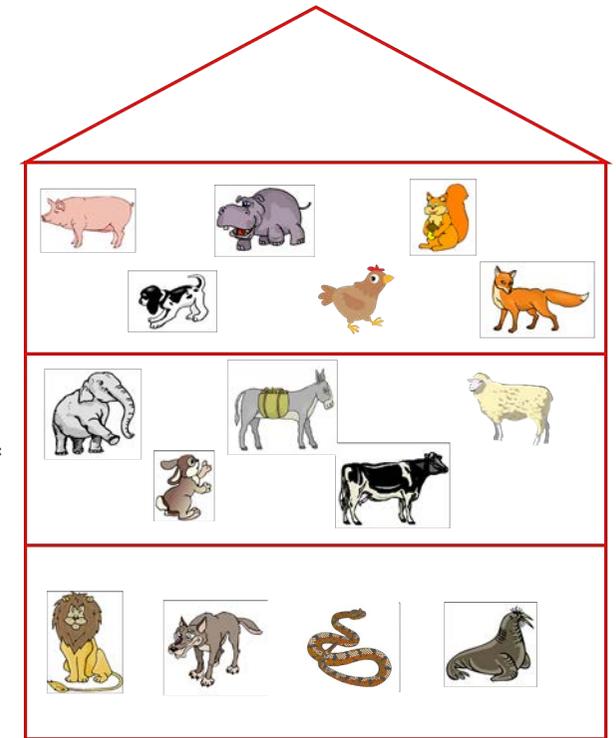
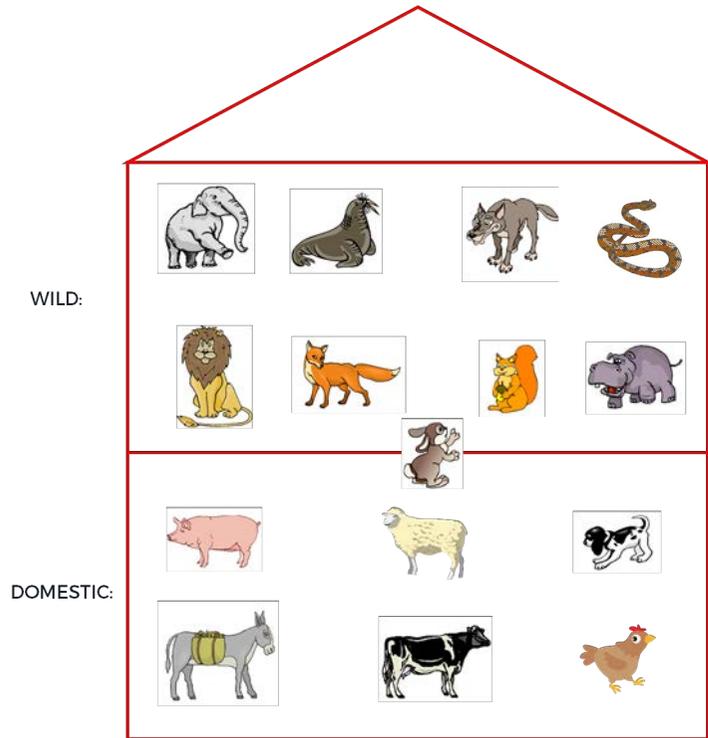
The two-roomed house.

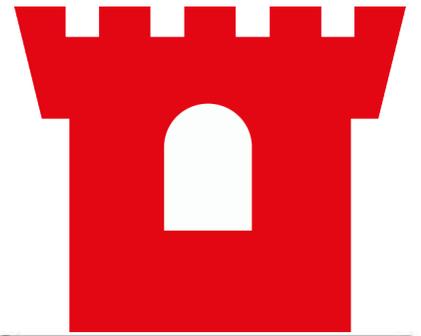
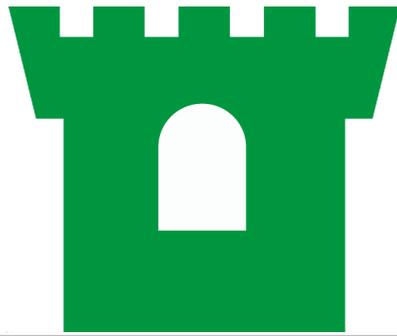
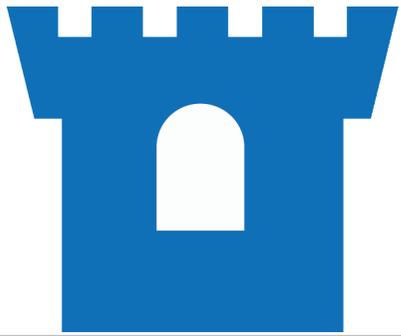


The three-roomed house.



Answer sheet - suggested answers. Your answers may vary for some groupings depending on the culture to which you choose to relate these activities or your family experience/life.





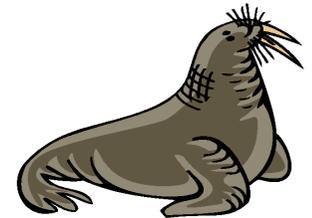
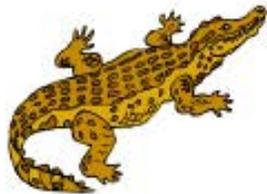
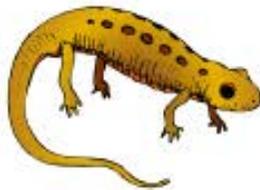
REPTILES

AMPHIBIANS

FISH

BIRDS

MAMMALS



Cut out each Family Flag separately.

