Title: Theme Unit: Animal Classification

Learning Intention/Description of Learning Activity:

We have completed a unit on the topic of Animal Science. Learning about animals helps children appreciate the beauty and diversity of the natural world. It can spark curiosity about wildlife and ecosystems, encouraging them to explore nature and learn about different species. This connection to nature can lead to a lifelong appreciation for the environment and a desire to protect it. Observing animals from birth to death, including reproduction, growth, and aging, provides valuable lessons about life cycles and natural processes. Animals can help children understand the complexities of life, including birth, illness, and death, in a safe and age-appropriate way. They can learn about the interconnectedness of all living things and the importance of respecting all stages of life.

There are many **different types of animals** in the world. **Types of animals** can be split into two main groups: **Vertebrates** – animals that do have a backbone and **Invertebrates** – animals that don't have a backbone. We can **classify** or put **types of animals** into smaller groups by looking at the ways they are the same and the ways they are different: **Amphibians** - live on land and in water. They lay their eggs in water. **Reptiles** - live in water and on land. They have scales and are cold-blooded. This means that they cannot keep warm by themselves and need to be in a warm place. They lay their eggs on land. **Mammals** - usually have hair or fur. Mammals give birth to babies. The mothers feed their baby's milk. Humans are mammals. **Insects** - have six legs. Their bodies are made up of three parts. Some have wings. They lay eggs. **Birds** - have a beak, wings, feathers and two legs. They lay eggs. In this theme unit we did not include fish in our studies. **Fish** - live in water. They have fins instead of legs and gills instead of lungs. They lay their eggs in water. We will learn about fish and sea life in a separate theme unit on "The Sea".

Students were required to follow along completing worksheet pages which included learning about the classification system for mammals, reptiles, amphibians, birds, insects and spiders along with a few gastropods commonly found in our garden. Students learned about animal adaptations in various habitats, as well as in the way they eat, survive, and move. We focused in on a few specific animals such as, desert birds, kangaroo rats, elephants, Gila monster lizards, desert tortoises, snakes, frogs, hunting spiders, and ants. They also completed a short book report on a specific insect of their choice.

Teacher Comments/Feedback:

NAME is currently at an "developing" level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to

demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown.

Next steps:

Continue to learn about topics both new and previously discussed. Visit the local library to learn more about various animals and check out some fun non-fiction books to encourage further interests and research. Go online to investigate more about animals. A great place to start is on the National Geographic's for Kids website at www.kids.nationalgeographic.com When kids are interested in a topic they want to know more about it becomes a great opportunity to further reading and writing skills through simple "at-home" research projects.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Beginning to or not yet demonstrating learning in relation to standards. **Emerging is not failing**	Demonstrating learning in relation to learning standards with growing consistency. **Developing is not failing**	Showing competence and consistency when demonstrating learning in relation to the learning standards. **Proficient is not perfect.**	Showing increasing depth and complexity and demonstrating learning in a variety of contexts. **Extending is not bonus or accelerated work.**

Emerging	Developing	Proficient	Extending