

**Project FOCUS
Best Lessons
KINDERGARTEN**

Title of Lesson: Animal Sorting by Observable Characteristics

Theme: Life Science

Unit Number: 4 **Unit Title:** Plants and Animals

Performance Standard(s) Covered (enter codes):

SKL1: Students will sort living organisms and non-living materials into groups by observable physical attributes.

SKL2: Students will compare the similarities and differences in groups of organisms.

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Certain characteristics that differentiate animal groups from one another. Examples include: number of legs, habitat, laying eggs, venomous vs. non-venomous, flight, group of animal (reptile, mammal, bird, amphibian, fish), location of habitat, color, size, type of movement,

Learning Activity (Description in Steps)

Abstract (limit 100 characters): An active lesson to sort animals, moving to make groups and working with fellow students.

Details: The lesson relies very heavily on the questions that the teacher asks. If the questions are good, then the kids have a great time moving around the room, sharing which animal they have with the other students, and learning the different attributes of certain animals.

First, print and cut out 1 animal per student. Hand these cards out and begin asking questions. They will have questions too, which should be repeated for the entire class to hear, then answered. The students will not have seen many of the animals before, so that is why it would be a good idea for a preview lesson (either through a slideshow, book, or video).

Materials Needed (Type and Quantity):

A source of background knowledge of the animals presented (either through the form of a PowerPoint presentation or a video).

A small card with a picture of an animal.

Question list

Notes and Tips (suggested changes, alternative methods, cautions):

It may be a useful addition to have the cards laminated, seeing how kids can be rough on paper (especially when excited about moving around the room). A caution would be how some kids will not be happy if they do not get an animal that they like. Another thing to be cautious of is the noise level. It will obviously get louder in the classroom, which is good to a point because of interaction, but some may find it to be too much. This lesson can also be easily repeated, using different animals or questions, and the kids will still enjoy it while learning about new things.

Sources/References:

- 1) No source for idea
- 2) Source would include the websites where images are obtained for the animal cards
- 3)