

# Activity 2



## WHAT IS THIS ANIMAL?



**STUDY QUESTION:**

Can we develop a way of identifying animals we have not seen before?

**THE ACTIVITY:**

Students arrange animal pictures in a series of increasingly specific groups based on their similarities and differences.

**CURRICULUM FIT:**

**DIVISION ONE - LANGUAGE ARTS**

- Follow simple oral directions.

**DIVISION ONE - SCIENCE**

- Observations, classification.

**AGRICULTURE CONCEPTS:** Diversity

**PURPOSE:**

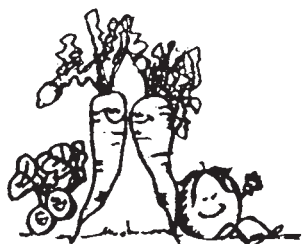
To develop students' abilities to attack a problem in an organized way.

**MATERIALS REQUIRED:**

Supplied in this activity.

**TIME REQUIRED:**

40-50 minutes.



# BACKGROUND - For the Teacher

In addition to its intrinsic value in science, the scientific approach to the world provides valuable thinking tools for everyday life. In this lesson your students practice using one tool of this approach, the dichotomous key.

This technique gets its name from the fact that it proceeds by dividing groups into two sub-groups, i.e. by setting a series of dichotomies.

**NOTE:**

You can help yourself and your students by not burdening them with this name. There is plenty of time for those who specialize in science to learn it.

Like all science skills, this one depends on accurate observation and the use of real, visible characteristics for sub-dividing.



## PROCEDURE

### Part 1

#### Preparation

1. Decide on a way to organize your students into groups of three. (If your class is not an even multiple, then a group of 2 or 4 will be fine).
2. Make enough copies of the student resource sheet so that each group can have one.

### Part 2

#### Introduction

3. Tell the students that today they will be looking at farm animals, and divide them into working groups of three.
4. Give each group a copy of Student Resource Sheet One and have them cut the sections apart.

### Part 3

#### Activity

5. Ask each task group to organize their pictures into two categories and tell the reason they chose those categories.
6. Have the groups each focus on one of their two categories and divide it into two smaller groups.

**NOTE:**

When there is only one member of a category that path is finished. See teacher's resource sheet categories 3B, 4A, 4B, 5B, 6B, 7A, 7B.

7. Repeat the splitting process until every animal is in its own group.

## Part 4

- Conclusion
8. Have the students make a map that shows how they separated out their animals.
  9. Ask the class what they would have to do if somebody added a cat or a canary or a snake to the original list and asked them to include it in the dividing process.

## DISCUSSION QUESTIONS

1. Could we use this same procedure to identify cars? How?
2. Can we classify television programs this way? How?

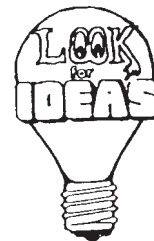
## RELATED ACTIVITIES

1. Have students bring in pets (or photos of their pets) and use them as the basis of a key.
2. Have the students make lists of the needs, lives, useful products and similar facts about farm animals.



# TEACHER RESOURCE

## A SAMPLE SEQUENCE



### Group 1

cow      turkey      dog      chicken  
horse                  sheep      duck

hair or feathers?

### Group 2A

turkey  
duck  
chicken

### Group 2B

cow  
dog  
horse  
sheep

webbed feet?

hoofs or claws?

### Group 3A

chicken  
turkey

### Group 3B

duck

### Group 5A

cow  
horse  
sheep

### Group 5B

dog

big or little?

horns?

### Group 4A

turkey

### Group 4B

chicken

### Group 6A

cow    sheep

### Group 6B

horse

hair curly or straight?

### Group 7A

sheep

### Group 7B

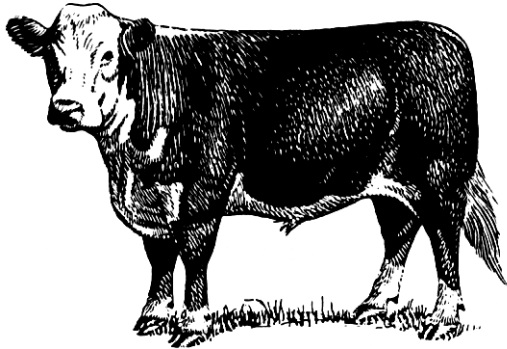
cow

#### NOTE:

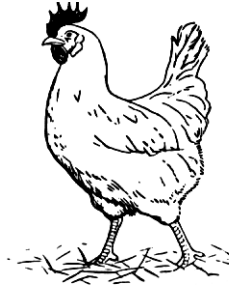
This is only one sample sequence; it is not the only correct (or even best) pattern. Anything your class can do is right if it works.

# STUDENT RESOURCE

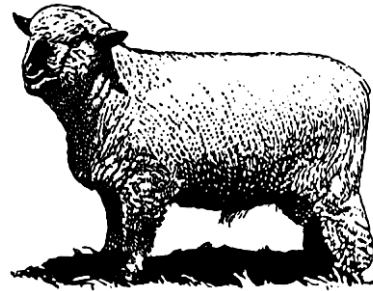
## SHEET ONE - The Animals



**cow**



**chicken**



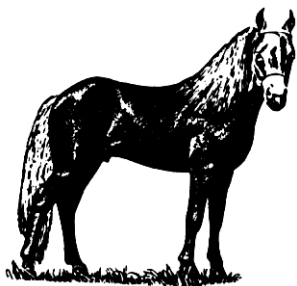
**sheep**



**turkey**



**dog**



**horse**



**duck**