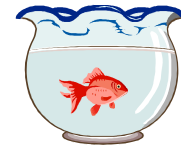




# ANIMAL ATTRIBUTES



## BENCHMARKS and TASKS

**SC.A.1.1.1** The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).

**SC.F.1.1.5** The student compares and describes the structural characteristics of plants and animals.

- The student classifies real living objects as plants or animals.
- The student recognizes the characteristics of plants and animals.

## KEY QUESTION

What are some characteristics of animals?

## BACKGROUND INFORMATION

Most living things are classified as either plant or animal. Plants and animals share many common characteristics:

- Both plants and animals change as they grow and develop.
- Plants and animals have certain needs in order for them to live and grow. Animals need air, food, water, shelter, and adequate space, while plants need food, air, water, light, and certain nutrients, which they usually obtain from the soil in which they grow.
- Both plants and animals reproduce their own kind.
- Plants and animals have certain characteristics and structure by which they can be described.

Plants and animals each have certain distinguishing characteristics:

- Plants usually remain in one place, while animals move around.
- Animals obtain their food by eating plants and other animals, while plants make their own food through a process called photosynthesis.
- Both animals and plants have cells, but plant cells are rigid, with supporting cells containing cellulose.
- Plants, unlike animals, do not have sensory organs or a nervous system.

Humans and all other life forms depend upon plants for survival. There are over 350,000 species of plants, and they can be found almost everywhere in the world – in polar regions, deserts, oceans, and on mountains. The plant life in an area determines what animal life will be present.

## MATERIALS

### Teacher

1 piece of chart paper per group  
labeled with name of animal  
Venn diagram or Double Bubble Map  
on chart paper

*Quick as a Cricket* by Audrey Wood

*Make a Bird Feeder* by Cathy French (Benchmark Education Co.)

### Per group

clear glass/plastic container with hole-punched  
cover (lid with holes or plastic wrap with holes)  
magnifiers

### **Per student**

drawing paper  
crayons or markers

### **Per class**

variety of small animals (pill bug, earthworm, snail,  
goldfish, etc., one per container)

### **TEACHING TIP**

Place all animals in appropriate containers prior to starting this lesson. (You may save some time and effort by borrowing animals for this activity from other teachers' classrooms.)

### **ENGAGE**

Read *Quick As a Cricket* and discuss.

Ask:

*What animals did you see in the book?*

*How do you know they were animals?*

*How did they move?*

### **EXPLORE**

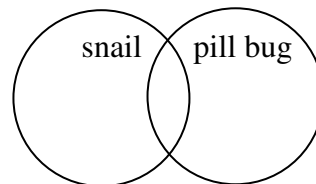
1. Tell students that they are going to observe some animals and talk about how they are alike and different.
2. Remind students that the animals are living things and must be treated humanely.
3. Give each group of students one animal in a container. Make certain each child has a magnifier. Ask students to observe the animals closely.
4. After 5-10 minutes, have students rotate to another animal container to observe and discuss that animal. Continue until all students have interacted with all of the animals.

### **EXPLAIN**

Encourage student discussion about the characteristics of the animals they are observing. Does it have legs? How many? What type of body covering does it have? How does it move? Does it have a mouth, eyes, etc.?

### **EXTEND/APPLY**

1. Choose two animals to use for a Venn diagram or Double Bubble Map. Compare and contrast the two animals.
2. Ask:  
*How are the animals alike?*  
*How are the animals different?*  
*Did both of the animals move?*  
*How did they move?*  
*What can animals do that plants cannot do?*
3. Have each student draw a picture that shows something unique about an animal they observed.



### **EXTENSIONS**

1. Read *Make a Bird Feeder*. Have students make bird feeders and hang them outside. They can observe and feed the visiting birds.
2. Imitating the movements of animals can be fun. Have students pantomime an animal's movement while other students try to guess the name of the animal.
3. Encourage students to bring in small pets to observe, compare, and contrast.

## **ASSESSMENT**

Have the students look at one of the animals and observe the characteristics. Draw the animal including as many characteristics as you can find.

Rubric:

Minimal	Basic	Advanced
Drawing includes 0-1 characteristics	Drawing includes 2-3 characteristics	Drawing includes 4 or more characteristics. Student is able to discuss characteristics.