*Division of Outdoor Experiences*

**Classification**

**Grade Level: 2**

**Length of Program: 2 - ten-minute video segments (A and B)**

**Setting: Asynchronous Remote Learning**

**State Standard:**
2.LS.1: Living things cause changes on Earth.
2.LS.2: All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.

**Theme:** Biological classification can be explored through observable characteristics

**Objectives**
*At the end of the program, student will be able to:*

- Distinguish between plants and animals
- Understand that living things are different than non-living things
- Name some of the identifying characteristics of the following animal groups: birds, fishes, mammals, amphibians, reptiles, and insects

**Vocabulary**

- Amphibians – animals with moist skin that lay their eggs in a damp or wet place; many spend their larval life in water and their adult life on land.
- Animals – living things that cannot make their own food; they usually move about to obtain their food from outside sources (other animals and plants).
- Birds – animals with feathers.
- Fishes – animals with scales, fins, and gills to breathe underwater.
- Insects – animals with six legs and three body parts.
- Living things – grow and reproduce; need food and water to live; respond to stimuli.
- Mammals – animals with hair or fur; warm blooded; have live babies and young drink milk from their mothers.
- Plants – living things that can make their own food through the process of photosynthesis.
- Reptiles – animals with dry scales; lay their eggs on land; have lungs to breathe air.
- Cold blooded – having a body temperature that fluctuates, approximating that of the surrounding air, land, or water.
- Warm blooded – maintaining a relatively constant and warm body temperature independent of environmental temperature.

**PROGRAM OUTLINE**

**Watch Video A**

1. Living Things, Nonliving Things, and Their Interactions
    - Introduce the idea of scientists putting animals into groups by the characteristics they have in common. Discuss why we classify things and why biologists developed classification systems for organisms.
    - Discuss how plants are different from animals. Discuss how they are the same. Revisit their "needs."
    - Explore how these living things interact with non-living things in their habitat. Students may enjoy further exploring the example in the video, outlining the slow and irreversible work of beavers; like humans, one of nature's environmental engineers.
        - Assign *The Busy Beaver* book for independent online reading. This title may be available as an eBook through your county library system and is listed on the "epic!" learning platform.

**Watch Video B**

2. Animals and Their Physical Features
    - Review their knowledge of plant and animal classification by reviewing animals (fishes, amphibians, reptiles, birds, mammals) that were seen in the video and their group characteristics.
    - Sort the animal groups into warm blooded and cold blooded.
    - **Enrichment Activity:** Have your student try their luck at the interactive Animal Classification game by Ecosystem for Kids online.
        - https://www.ecosystemforkids.com/games/4th-grade/classification-of-organisms/activity.html