

## LIIESTOCK \& AGRICULTURE

 GRADE 6 STEMCLASSIFY THIS!
THE ANIMAL KINGDOM

## TEACHER

With so many animals at the Fair, it is hard to remember them alI! Each of them, big and small, serves an important role in the Animal Kingdom.

## Classify This!

 The Animal Kingdom

## In this lesson students will:

$\star$ Compare and contrast the various animals at the State Fair. * Use visual representations to make connections, and create an animal kingdom map or web for the animals found at the Fair. * Create a poster that displays the animals of the State Fair, complete with the proper Animal Kingdom names.

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& 0 \text { Before You Go } \\
& \text { Standards } \\
& \begin{array}{l}
\text { * Math TEKS: } \\
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The Animal Kingdom
$\star$ Watch the Classification of Living
Things video from YouTube: https://www.
youtube.com/watch?v=vqxomJIBGcY

* Let students know that even though there
are five kingdoms, you will be focusing
only on the Animal Kingdom, for now.
* Discuss the animals at the State Fair.
Look at the list of animals and begin a
class discussion about how they aren't
JUST chickens, cows, goats, sheep, and
pigs: http://bigtex.com/livestock/
breeds/

Number Systems and Graphic Organizers
太 Driving Question: Why do we need a number system?

* Like scientists, mathematicians use classification systems to describe, name, and categorize different types of numbers.
* Today, Mr. Wifflebird just finished teaching his students about three categories of numbers within the number system- rational numbers, integers, and whole numbers. This is the graphic organizer Mr. Wifflebird drew to show the relationship between the three categories:
* Driving Question: How does this graphic organizer show the relationship between rational numbers, integers, and whole numbers?


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 Classify This!The Animal Kingdom Classify This!
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 STEM

Created by B. Ratliff using makebeliefscomix.com, June 232015

$\star$ Checking for
Understanding: Draw a graphic organizer to represent the two examples Mr . Wifflebird's students gave about music and computers. What other people/things could be placed in those graphic organizers?

* Driving Question: How is classifying numbers like classifying animals?


## Plan Your Route.

$\star$ From the Texas Star, head around the back of the Cotton Bowl Stadium.

* Go to the Livestock Barns.
$\star$ Wave hello to the Woofus!

TEACHER



## While You're There

The goal of your visit is to gather information on as many animals in the Livestock Barns as you can.

## ANIMAI

CLASSITICAIION - As you visit the Iivestock pens, take note of the
different animals. is (cow, sheep, chicken, pig, or goat).
If there is a tag, write Ifthere is breed of cow, down the breed of cow,
sheep, chicken, pig, or - goat. How would you describe each of the animals?

- Is it a mammal?
- What shape are the feet?
- Does it lay eggs or give birth to live young?
- What characteristics do the animals have in common?
- What characteristics make the animals different?
- How would you classify or group the animals you observed?

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ART
Sketch or take photos of
animals so you remember
them for your projetr

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## Classify This!

 The Animal Kingdom
## GRAPHIC

- create your own graphic organizer to show how you would classify the animals you observed at the State Fair of Texas. organizer similar $M_{r}$ Whiffler similar
organizer us dis graphic numbers? How is it different?

Checking for Understanding:

- Share your State Fair of Texas graphic organizer with another classmate.
- Ask him/her to tell you where certain animals should be placed within your graphic organizer.


## After the Fair

$\star$ When you return to class following your


State Fair visit, you will:

* Create a graphic organizer to classify the animals you discovered at the Fair.
* Map out an Animal Kingdom web on poster board or using a computer.
* Design an artistic poster of the animals you found.
* How could you combine these three goals into one awesome project?!


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& \text { Complete your map on } \\
& \text { poster board or }
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& \text { to present to or on a Prezi } \\
& \text { the class. }
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* Note: there are only two species of domestic cattle, one specie of sheep, one specie of chicken, one specie of domestic pig, and one specie of goat.
* Although animal breeds are not part of the taxonomy chart, students may have fun and get extra practice with classification by listing breeds, as well.


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## Arts Connection:

## "Animals of the State Fair" Poster

## Before You Go

Prior to visiting the Texas State Fair:
$\star$ Review the classification levels from the Science lesson. https://www.youtube.com/ watch?v=vqxomJIBGcY.

* Show the students some examples of "Animals of the World" posters.
* UK illustrator Andy Ward has created a fantastic "Animals of the World" series of posters.
* Informative posters include images of various animals that live in regions of the world.
* Visit the following link with the students and discuss how the artist displays the animals and uses colors and balance to create a successful artwork.
* http://www.mymodernmet.com/profiles/blogs/ andy-ward-natural-history-poster-series
* Be sure to draw attention to the fact that the artist includes the common name and the scientific name of each animal.
* There are also some drawing tips at the bottom of the page!



## While You're There

As you make your way through the livestock barns, take notes of all of the different animals you see, including the various breeds. If possible, stop and create sketches of each animal, or take a photo for later reference.

* Do any of these animals look familiar?
* Are there some that you have never seen before?
* How would you group these on a poster to make it easy for the viewer to tell the difference between the various breeds of the same animal?


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