COOL CLASSIFICATIONS

A visit to Currumbin Wildlife Sanctuary provides a holistic experience where the curriculum area is presented using real world examples and encounters, creating a meaningful teaching and learning experience.

By combining the knowledge from one of our experienced education officers, with the experience of "seeing" the curriculum, students will become engaged in the topic area.

Students will see practical examples of how living things can be grouped based on observable features and distinguished from non-living things.

YEAR LEVEL: Year 3 and 4 / Stage 2

DESCRIPTION: How can we tell different animals apart? Their body features, as well as their lines of evolution help us to classify animals into different groups. In this lesson, we begin touching on how classifications are made, and using animals examples, enable students to understand the fundamental of animal classification.

EXCURSION FORMAT: This excursion provides a mix of self-guided activities as well as a lesson presented by one of our educators. Students will be able to meet some of our animals and learn how and why scientists classify animals.

AUSTRALIAN CURRICULUM LINKS:

YEAR 3: ACSSU044; ST2-10LW

YEAR 4: ACSHE062

ACTIVITIES

BEFORE YOUR VISIT:

Present a group of random items on a table. Have students try to describe these items without classifying them into groups (it is nearly impossible)! Have students then group the items and describe them using these groupings (classifications).

Discuss why we classify things. As humans, we classify many different things, plants, animals, food, cars etc. Classifying things helps us to find, understand, and talk about them.

Animals have basic classifications. These help us to understand about how they move, live and reproduce.

Watch the classification video https://www.youtube.com/watch?v=dCm5CcQhU-c

Have students make a collage of animals sorted into their different classifications.

DURING YOUR VISIT – SELF GUIDED:

As you move around Currumbin Wildlife Sanctuary, looking at the animals, can you find:

1. A mammal (extension, how many different types of mammals are there (marsupials, monotremes, placentals) can you find all of these at Currumbin Wildlife Sanctuary).

2. An amphibian? Where would you find these types of animals?

3. A bird? Do all birds fly? See if you can find 2 types of birds at Currumbin Wildlife Sanctuary that do not fly.

4. A reptile. What makes reptiles different to amphibians?

5. A fish? Are there any types of fish at Currumbin Wildlife Sanctuary that breathe air?

Complete the classifications worksheet (attached) as you walk around.

WILDLIFE DISCOVERY EXPERIENCE – LESSON – OPTIONAL

Students are each given a card with a picture of an animal on it (invertebrate, mammal, bird, fish, amphibian, reptile).

The different types of classifications are explained (using the cards as an aid).

An animal from each classification is introduced (depending on animal availability, plush toys or pictures may be substituted for live animals): Mammal, Bird, Reptile, Amphibian, Fish and Invertebrate.

(A minimum of 3 live animals will be included in the presentation)

Students will be asked to classify these animals according to their features and to then indicate if their cards place them in the same grouping.

AFTER YOUR VISIT:

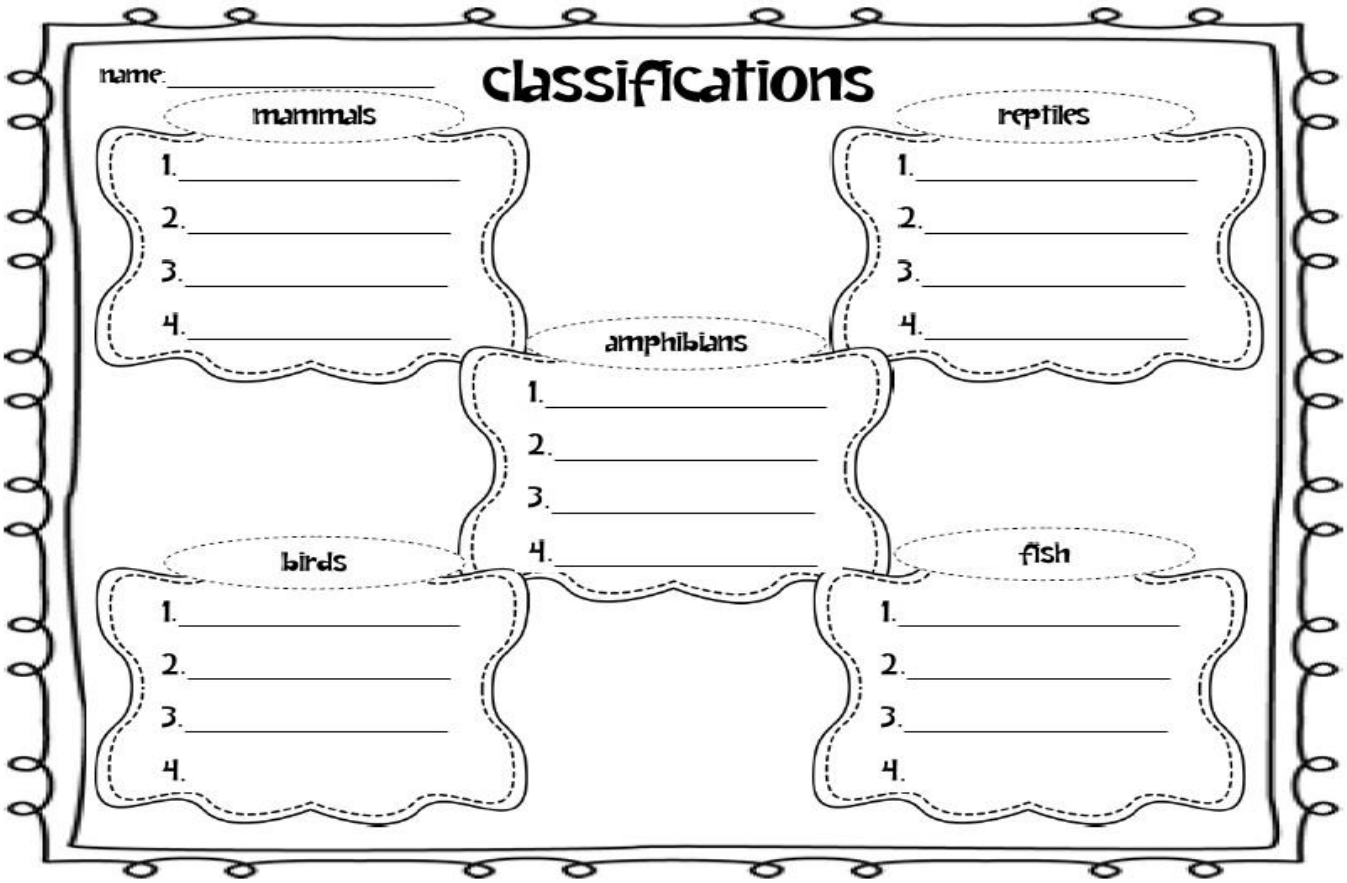
Complete the “Animal Search”, Scootle interactive resource
http://www.scootle.edu.au/ec/viewing/L1134/index.html .

Have students create a new animal. They may draw a picture or make a model of the animal. They can then write about its features. Have another student then classify this animal. What information is required to classify animals? Are all animals easy to classify? What features do we use for classification?

CURRUMBIN WILDLIFE SANCTUARY | NATURE ED

COOL CLASSIFICATIONS WORKSHEET

Animals come in many different forms and depending on their features, we group them into different categories. This classification helps us to know common features among different animals. Look at some of the animals at Currumbin Wildlife Sanctuary and check out their habitats.



DETAILED AUSTRALIAN CURRICULUM LINKS

Australian Curriculum links:		**Elaborations:**
Year 3 ACSSU044	Living things can be grouped on the basis of observable features and can be distinguished from non-living things.	Recognizing characteristics of living things such as growing, moving, sensitivity and reproducing. Recognizing the range of different living things. Sorting living and non-living things based on characteristics. Exploring differences between living, once living and products of living things.
Year 4 ACSHE062	Science knowledge helps people to understand the effect of their actions	Exploring how science has contributed to a discussion about an issue such as loss of habitat for living things or how human activity has changed the local environment.
NSW Syllabus links:	**Outcomes**	**Content**
Stage 2 ST2-10LW	Describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features	Living things can be grouped on the basis of observable features and can be distinguished from non-living things. (ACSSU044) Students: Sort objects according to whether they are living or non-living. Identify some features of living things that distinguish them from non-living things, eg reproducing, growing and responding to stimuli. Identify and use patterns in the observable features of living things to group them, by using tables, diagrams or flowcharts.