

# 7E Science – Mrs Swancutt

## Lesson 1

### Tasks

#### Learning Objective:

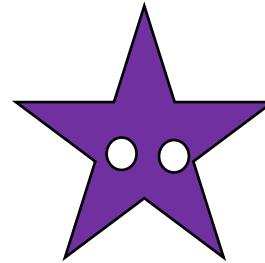
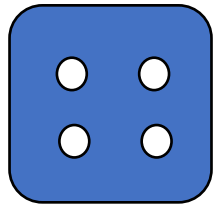
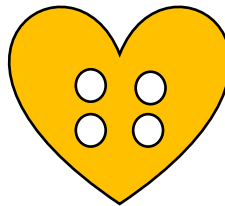
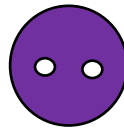
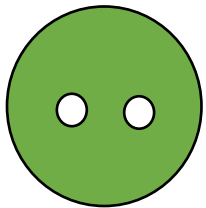
I am learning that **classification** is based on physical **characteristics (features)**

#### Success Criteria:

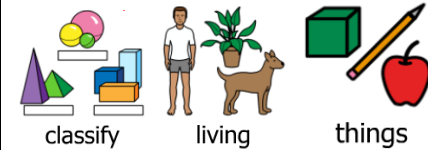
I will be successful when I can correctly **classify living things**

#### Lesson:

1. Look at the eight **buttons** provided



### Prompts



Access the lesson summary below for more information

Look at real buttons if you have them



Cut the button pictures out if it helps



cut

What do they look like? What do they feel like?

2. What **characteristics** do the buttons have?

What other **characteristics** would they have if they were real buttons?

3. **Sort** the buttons into two groups based on a **characteristic** – eg. Buttons that are blue and not blue.

4. What other ways could you group them? – share your ideas with someone in your home.

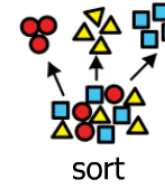
Practice sorting them in different ways.

5. Pick one **characteristic** that you could sort the buttons by and complete the table below:

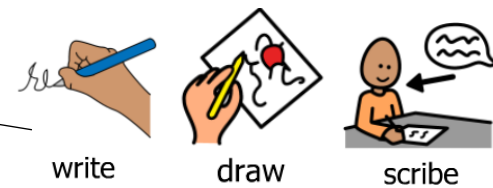
Group	1	2
Characteristic used		
Number of buttons in the group		

6. **Think** about why it might be handy for buttons to be **sorted** by **characteristics**.

Share your thinking below:



How are buttons used?  
 How are they stored?  
 What happens to them?  
 Who needs to use them?  
 Where do you get them from?



7. **Think** about objects you could **sort** in your home – tell someone in your home about your ideas. Practice **sorting** them by **characteristics** if you have permission.

Share your ideas below:

8. Objects can be **sorted** by **living** and **non-living**.

Brainstorm three examples of **living** things and three examples of **non-living** things:

Living	Non-living

There are millions of different types of living things. Dividing them into groups helps scientists compare and study them, and identify and sort newly discovered organisms. The practice of grouping living organisms together is called **classification**.

**think**  
 Toys  
 Books  
 T-shirts  
 Objects in a catalogue  
**sort**  
**characteristic**  
**write**  
**draw**  
**scribe**  
**sort**  
**living**  
**non-living**  
**classify**

9. What are some **characteristics** of **living** things that are **different** from **non-living** things?

Share your thinking below:

**Classification systems** should use characteristics that do not change over time, so the organisms do not move between groups. Many animal behaviours change over time, so they are not good characteristics for grouping living things. For example, classifying an animal based on whether it lives on land or in water doesn't work well for crocodiles or frogs, which live in both environments.

Many physical characteristics (such as body shape or number of body parts) don't change over time. These are better characteristics to use for classifying organisms.



characteristic



living



different



non-living



write



draw



scribe

Classification systems work best with features that don't change



classify



features



no



change

10. Mrs Swancutt **classified** the animals in her backyard by two groups

Moving	Still
Cat	Fly
Ant	Bird
Dog	Butterfly

What is the problem with Mrs Swancutt's classification?

11. **Cut** out the **animal** classification cards – see below.

12. **Classify** the animals into groups with their matching group name.

13. **Explain** why you put each animal into its group – tell someone in your home about what you have done.



classify



think



write



draw



scribe



cut



animal



classify



explain

What is wrong with it?

Animals have different characteristics. Mammals have...and they...  
 Birds have...and they...  
 Fish have...and they...  
 I sorted them by...because...

14. What are the **characteristics** of each group? Record below:

Mammals	Fish	Birds



characteristic



write



draw



scribe



15. **Cut** out the **plant** classification cards – see below.

16. **Think** of two or three ways that you could classify them based on their physical appearance

Record your classification ideas below:



cut



plant



think



classify



write

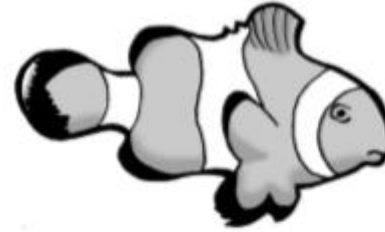


draw



scribe





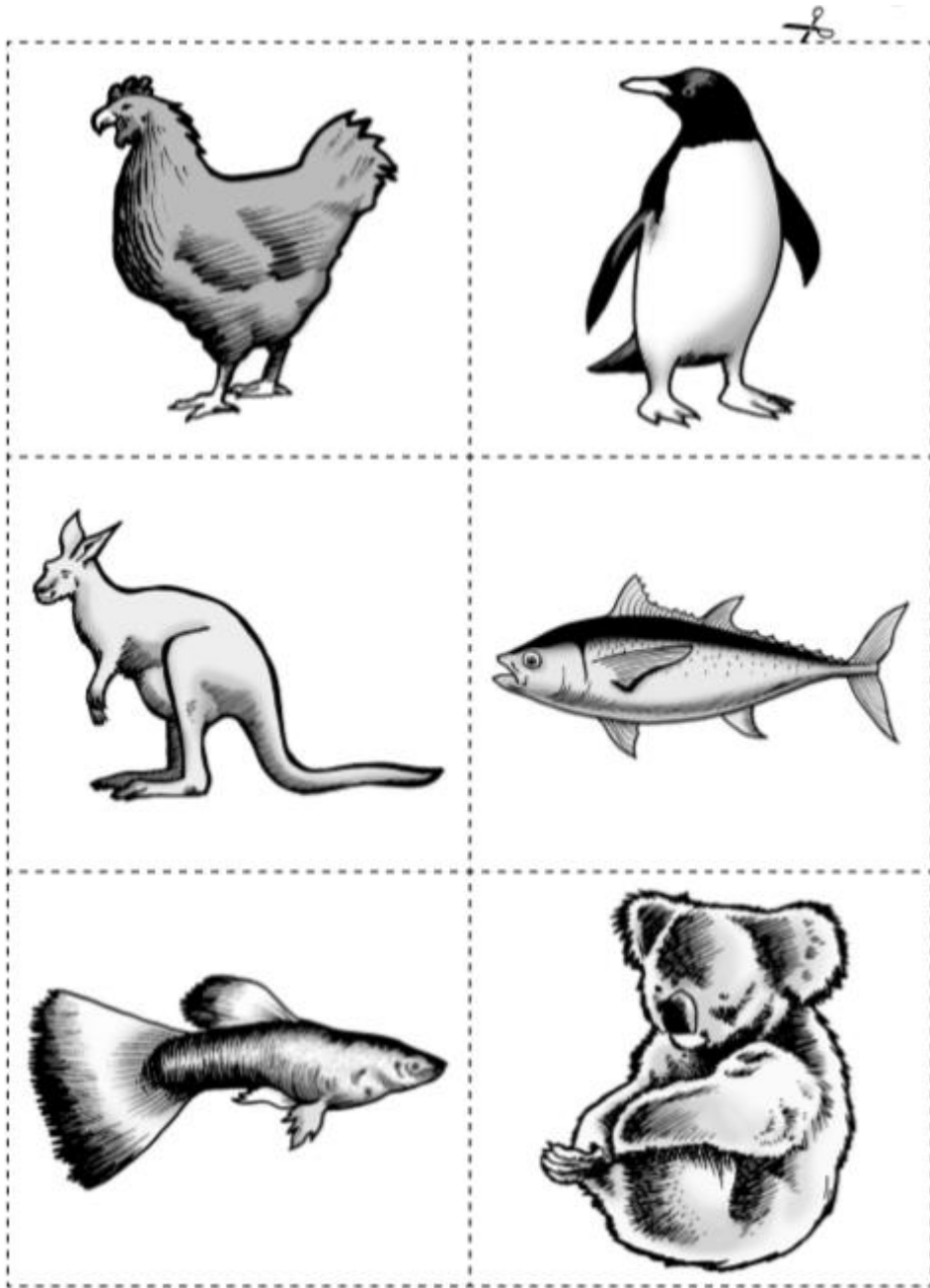
**Mammals**



**Birds**

**Fish**





### Lesson Summary

You are going to practice ways that you can organise and group objects, including living things. This is called classification.

Classification is a way to organise and help study the nearly two million organisms already identified. Organisms are grouped according to characteristic features. Physical features that do not change over time are most often used to group similar organisms together.

In the lesson you will come across many of the major groups of organisms, including mammals, birds, reptiles, amphibians, fish, and plants. You will have a go at classifying these.

Classification processes used by scientists don't always stay the same. They are updated when new information is available.

In the next lesson you will start to learn about the classification keys scientists use to identify which group an organism belongs to.



## **Variations for access online...**

**The same lesson has been transferred into a Class Notebook with the following variations:**

- Students promoted to utilise immersive reader
- Short recordings of task explanations
- Short recordings of key concepts
- Opportunity to engage with online 'cut and paste' tasks – moving buttons and animal cards on the screen, accessing a classification game
- Opportunity to respond via typing, dictating, recording, photograph or video

**Students requiring further adjustments are provided with an individualised version of the same lesson with the following variations:**

- Further variation to written instructional language
- Additional prompting
- Additional scaffolding