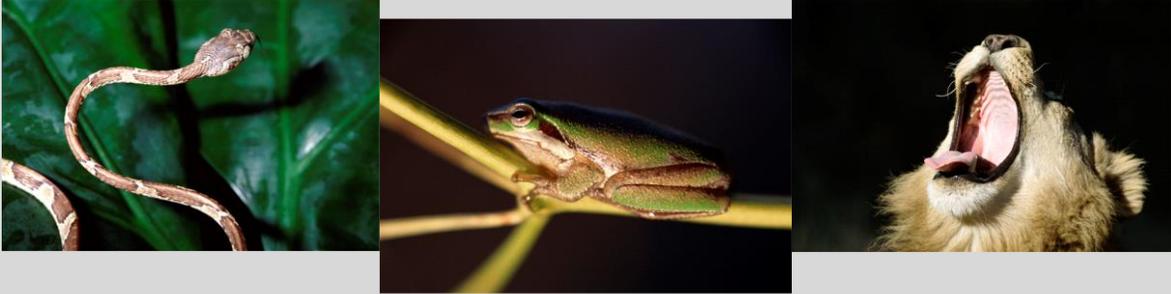


# Let's Learn About Animals

A WebQuest for 6th Grade Science



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## Introduction

Scientists have classified over one million animals already and discover new ones every year! When scientists discover an organism, they must classify it based on characteristics it has in common with other organisms. You will be assigned five animals to classify and will share what you discover with your classmates.

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## Task

Your job is to find out how scientists classify animals so that you can place your animals in the correct group. You will be assigned five animals. You will research using the resources below and classify each of the animals. You will share what you learn with your classmates using some form of media. Discuss your ideas for presentation with your partner and then your teacher.

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## Resources

Click on links below to explore information about animals you may already know about and those you don't!

- [Kid's Zone](#)
- [Biology4Kids](#)
- [Kid's Port](#)
- [Cool Cosmos](#)
- [Kid's Corner](#)
- [Animal Planet](#)
- [National Geographic](#)
- [Extreme Science](#)
- [PBS](#)

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## Process

Follow the steps below to begin your classification.

### Day One Part 1:

1. Meet your partner.
2. Bring notebook paper and a pencil to the computer lab.
3. Decide who will write first and who will use the mouse to navigate through websites. Switch after fifteen minutes.
4. For thirty minutes, you will use the "Kid's Zone," "Kid Port," "Cool Cosmos," and "Biology for Kids" resources provided to learn about animal classification.

5. Answer these essential questions:

- What is a vertebrate?
- What is an invertebrate?
- What are the five main classes of vertebrates?
- What are the seven main phyla of invertebrates?
- What does it mean to be endothermic?
- What does it mean to be ectothermic?

#### Day One Part 2:

1. Now that you know the main classes of vertebrates and phyla of invertebrates, you will find out what characteristics animals in each group share. Go to the Kid's Corner link and select at least six games to play. You and your partner will take turns controlling the mouse, but both will participate in the game.
2. List at least four vertebrates and identify their class.
3. List at least four invertebrates and identify their phylum.

#### Days Two:

1. Search any or all of the provided resources, to learn about your specific animals.
2. Be sure to take good notes for each and rotate control of the mouse.

#### Day Three and Four:

1. Work with your partner to create a presentation of your selected animals.
2. Present your information to the class.

## Evaluation

The following rubric will be used to score your web quest.

	<b>Exemplary (3)</b>	<b>Accomplished (2)</b>	<b>Developing (1)</b>	<b>Beginning (0)</b>	<b>Score</b>
<b>Essential Questions</b>	Student correctly answers all six essential questions.	Student attempts to answer all six essential questions, but some answers are unclear.	Student correctly answers at least one of the essential questions.	Student does not provide answers to the questions.  OR  Student provides incorrect answers.	
<b>Interactive Games</b>	Student completed the required six games.	Student completed 4-5 of the required six games.	Student completed 1-3 of the required six games.	Student did not attempt to complete any of the required six games.	
<b>Presentation</b>	Presentation includes the required information for each of the five animals. All information is accurate.	The presentation is mostly accurate and contains no more than one error in the information.	The presentation is mostly accurate, but contains 2 or 3 errors in the information.	The presentation contains more than 3 errors in the information.	

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## **Conclusion**

After completing this web quest, you will be more knowledgeable about animals and how they are classified. I am excited that you are ready to share what you have learned with the class!

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# Teacher Page

**Overview:** This web quest is design to allow students to explore different characteristics of animals and then compare them in order to properly classify them.

**Major Curriculum Area:** Science

## **Curriculum Standards:**

**Standard 6-3:** The student will demonstrate an understanding of structures, processes, and responses in animals that allow them to survive and reproduce. (Life Science)

6-3.1 Compare the characteristic structures of invertebrate animals (including sponges, segmented worms, echinoderms, mollusks, and arthropods) and vertebrate animals (fish, amphibians, reptiles, birds, and mammals).

6-3.3 Compare the response that a warm-blooded (endothermic) animal makes to a fluctuation in environmental temperature with the response that a coldblooded (ectothermic) animal makes to such a fluctuation.

**Targeted Grade Level:** Sixth Grade

**Length of Lesson:** 5 lessons (45 minutes)

## **Materials Needed:**

- ✓ five animals for each group along with a picture for each
- ✓ computers with internet access (enough for each group)
- ✓ card stock or construction paper for picture books
- ✓ hole puncher and string/yarn for binding the books
- ✓ markers, crayons, glitter, glue, tape, etc.
- ✓ an example to show students

**Prior Knowledge:** Students should be familiar with how organisms are classified, perhaps from a previous unit of study, such as protists.

## **Teacher Tips:**

- review internet usage rules
- review how to work cooperatively in pairs
- check out the links to ensure that all animals selected can be found (add links as needed)

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