# GUESS THE ANIMAL

Guessing the identity of an animal based on identification clues

## GRADES 2-4

### MATERIALS
- tape

### KEY WORDS
- vertebrate
- invertebrate
- mammal
- reptile
- amphibian
- fish
- birds

### STANDARDS
- SCI.4.3.3

## OBJECTIVES

- Students will use deductive reasoning to determine which animal they have.

## BACKGROUND INFORMATION

- Vertebrate: Animals with a backbone.
- Invertebrate: Animals without a backbone.
- Mammals: Warm-blooded vertebrates that have hair or fur, give birth to live young (although a few lay eggs), and produce milk for their young. Example — humans and dogs.
- Reptiles: Vertebrates that are cold-blooded, have lungs and dry skin, and are usually covered with scales, such as crocodiles and lizards.
- Amphibians: Cold-blooded vertebrates that live part of their lives in water and part on land (although some are completely aquatic). They lay eggs and their toes never have claws. Example — frogs.
- Fish: Vertebrates that are cold-blooded and live in water. They are also covered in scales. Example -perch and sharks.
- Birds: Feathered vertebrates that are warm-blooded and lay hard-shelled eggs.  Example — parrot.

## PROCEDURE

- Pin or tape an animal picture (or name) on the back of a student who stands in front of the class.
- Have students give classification clues until the student guesses what the animal is.
- Continue until other students have had a turn.

## RECOMMENDED ASSESSMENT

- Ensure that students are asking appropriate questions.

## EXTENSIONS

- Play animal charades. Divide the class into teams: each team must act out an animal's movements while the rest of the teams try to guess what it is.

## TEACHER HINTS

- You can change this game by putting an animal on every student's back. Then have students walk around all together and ask yes or no questions to identify their animal.

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