

## *Diversity and Classification*



Great  
Blue  
Heron

<http://www.mbr-pwrc.usgs.gov/id/framlst/i1940id.html>

<http://www.talkdesign.org/faqs/icdmyst/dionaea.jpg>  
Venus Flytrap



### Indicators

#### 3.4.A.1 *Explain how animals and plants can be grouped according to observable features.*

- a. observe and compile a list of a variety of animals or plants in both familiar and unfamiliar environments.
- b. classify a variety of animals and plants according to their observable features and provide reasons for placing them into different groups.
- c. given a list of additional animals or plants, decide whether or not they could be placed within the established groups or does a new group have to be added.
- d. describe what classifying tells us about the relatedness among the animals or plants within any group.

## *Contributors*

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## Enduring Understandings

**Animals and plants can be grouped according to observable features.**

**Testable questions are used to conduct inquiry.**

## Essential Questions:

**How are animals and plants grouped?**

**How do I conduct a Student Inquiry Project?**

## Differentiated Instruction through Universal Design for Learning Solutions

Curriculum Unit Methods and Materials	Challenges that these instructional methods and materials present to some students	UDL Solutions <i>And instructional “accommodations” which enable students to succeed without changing the content or conceptual difficulty of the curriculum</i>
Printed book  MacMillan McGraw Hill Science textbook  STC Ecosystem Guide	Student cannot decode at grade level.  Student has difficulty comprehending vocabulary.	Make digital copy of all reading texts. Use Kurzweil or Solo to read texts.  Use Inspiration to teach/review vocabulary.
Lecture/ whole class presentation	Student has difficult processing verbal information.  Student has difficulty comprehending material content.	Engage students by pairing visual images, video clips, or hands-on demonstrations with presentation. <a href="http://www.arkive.org/species/GES/plants_and_algae/Dionaea_muscipula/Dionaea_muscipula_00.html?movietype=wmMed">http://www.arkive.org/species/GES/plants_and_algae/Dionaea_muscipula/Dionaea_muscipula_00.html?movietype=wmMed</a>  Embed notes with comprehension questions and footnotes to text.  Provide practice and review by playing classification games online. <a href="http://www.brainpop.com/science/diversityoflife/classification/">http://www.brainpop.com/science/diversityoflife/classification/</a>  <a href="http://www.sciencenetlinks.com/interactives/class.html">http://www.sciencenetlinks.com/interactives/class.html</a>  <a href="http://webworld.freac.fsu.edu/cameras/keys/sa/tree.html">http://webworld.freac.fsu.edu/cameras/keys/sa/tree.html</a>
Group project	Student has difficulty interacting with peers.	Present a clear model of project expectations.
Tests/quizzes	Student cannot read questions.	Provide copy of all tests and quizzes in digital format allowing reading using Kurzweil or Solo.
Writing	Student has difficulty with handwriting	Provide digitized worksheets with fill in the blanks minimizing the need for writing.  Provide worksheets where students can circle or draw a line to the answer minimizing the need for writing.

## References

### Reference Materials:

MacMillan McGraw Hill Science textbook

STC Ecosystem Guide

### Internet Sites: Diversity and Classification

1. <http://science.howstuffworks.com/venus-flytrap.htm> This site provides information about the Venus Flytrap.
2. <http://www.sciencenetlinks.com/interactives/class.html> This site is a game where students have to classify animals and plants based on varying characteristics.
3. [http://www.arkive.org/species/GES/plants\\_and\\_algae/Dionaea\\_muscipula/Dionaea\\_muscipula\\_00.html?movietype=wmMed](http://www.arkive.org/species/GES/plants_and_algae/Dionaea_muscipula/Dionaea_muscipula_00.html?movietype=wmMed) This site has a movie clip of a Venus Flytrap at work.
4. <http://webworld.freac.fsu.edu/cameras/keys/sa/tree.html> Interactive site for classifying plants and animals using a dichotomous key.
5. <http://www.mcps.k12.md.us/schools/lakewoodes/cbanimals.html> Site with links to animals of the Chesapeake Bay.

### Accessible Technology Resources:

*Type in descriptions of technology as well as website resources which may provide support to students as part of your unit of study. For example:*

#### Accessible technology:

Kurzweil- [www.kurzweiled.com](http://www.kurzweiled.com). allows text to be digitized and read aloud; has built in features for learning and studying, including foreign language dictionaries.

Inspiration- [www.inspiration.com](http://www.inspiration.com)

Develops graphic concept maps that can convert to text-based outlines.