

Living Labels



LESSON OVERVIEW

This is a great activity to introduce wildlife, to assess your students' knowledge of Arizona's wildlife, and to initiate research and writing activities for your class. Students are given a photo of an animal found in Arizona. They must then walk around the room and ask other students yes/no questions in order to try to figure out what animal they are.

SUGGESTED GRADE LEVELS

- K – 8

ENDURING UNDERSTANDINGS

- Arizona has tremendous animal diversity because of the state's variety of ecosystems.

OBJECTIVES

Students will:

- Develop questioning skills.
- Identify the identity of an unknown animal based upon clues provided by classmates.

ARIZONA DEPARTMENT OF EDUCATION STANDARDS

Grade	Science
K	S1-C1-O2; S4-C3-O1
1	S1-C1-O2; S4-C3-O1
2	S1-C1-O1; S1-C3-O2
3	S1-C1-O1; S1-C3-O2; S4-C3-O1
4	S1-C3-O3

Grade	Science
5	S1-C3-O3
6	S2-C2-O3
7	S2-C2-O3
8	S2-C2-O1

Note: The full text of these standards can be found in Appendix A.

TIME FRAME

- 1 day (30 – 45 minutes)

MATERIALS

- Arizona animal photos (one per student) – some may be downloaded from azgfd.gov
- Construction paper or cardstock
- Glue
- Yarn or string



TEACHER PREPARATION

- Find enough photos of Arizona animals so that each student has a different one.
- If desired, research each animal and write down some common facts.
- Cut out each photo and glue to a piece of construction paper. If facts are being included, these should be glued to the back. In order to make the materials last, it is recommended that you laminate these when finished.
- Punch two holes near the top corners of the construction paper.
- Cut a piece of yarn so that it is about 2 feet long.
- Loop each end of the yarn through one of the holes and tie off so that the loop is large enough to go over a student's head.

SUGGESTED PROCEDURES

1. Move around the classroom and place one animal card around the neck of each student. The card should be hanging on the student's back with the animal facing out. You need to make sure that the students do not see what animal they have been given.
2. Inform the students that they will now need to figure out what animal they have. They are allowed to ask each student one yes/no question until they guess correctly. Once they have guessed correctly, they are to sit down. Explain to the students how accurate you expect their answers to be. For example, is "snake" enough or should they be able to identify whether it is a venomous or non-venomous one?
3. Give the students about 10 minutes to move around the room asking each other their questions.
4. Once every student has determined his animal or has asked questions of every student without guessing correctly, ask the students to sit in a circle.
5. One at a time, have each student tell the class what his animal is and which clues helped him figure it out. If any student was not able to figure out his animal, give him some additional clues to help him. Use this time to clear up any misconceptions or inaccuracies about the animals, particularly if a student did not guess correctly or if he received erroneous information.
6. Remind the students that each of these animals can currently be found in Arizona or has been found in the state recently. Ask the students if they are surprised by any of the animals. Discuss.

ASSESSMENT

- Teacher observations
- Class discussion

EXTENSIONS

- Do this activity with simple animals before studying any wildlife. This will give you a basic idea about what your students already know about Arizona animals. When finished learning about the animals, do the activity again with higher expectations. You might use only amphibians, reptiles, or birds, and the students are expected to identify the specific species.
- Individually or in small teams, students write a press release, prepare a resume, or write an epitaph about a specific animal used in this activity.



Appendix A: Arizona Department of Education Standards – Full Text

Science Standards

Grade	Strand	Concept	Performance Objective
K	1	1 – Observations, Questions, and Hypotheses	2 – Ask questions based on experiences with objects, organisms, and events in the environment.
	4	3 – Organisms and Environments	1 – Identify some plants and animals that exist in the local environment.
1	1	1 – Observations, Questions, and Hypotheses	2 – Ask questions based on experiences with objects, organisms, and events in the environment.
	4	3 – Organisms and Environments	1 – Identify some plants and animals that exist in the local environment.
2	1	1 – Observations, Questions, and Hypotheses	1 – Formulate relevant questions about the properties of objects, organisms, and events in the environment
		3 – Analysis and Conclusions	2 – Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?).
3	1	1 – Observations, Questions, and Hypotheses	1 – Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge.
		3 – Analysis and Conclusions	2 – Construct reasonable interpretations of the collected data based on formulated questions.
	4	3 – Organisms and Environments	1 – Identify the living and nonliving components of an ecosystem.
4	1	3 – Analysis and Conclusions	3 – Determine that data collected is consistent with the formulated question.
5	1	3 – Analysis and Conclusions	3 – Evaluate the reasonableness of the outcome of an investigation.
6	2	2 – Nature of Scientific Knowledge	3 – Apply the following scientific processes to other problem solving or decision making situations: <ul style="list-style-type: none"> • Observing • Questioning • Communicating • Inferring
7	2	2 – Nature of Scientific Knowledge	3 – Apply the following scientific processes to other problem solving or decision making situations: <ul style="list-style-type: none"> • Observing • Questioning • Communicating • Inferring



*An introduction to the
wildlife of Arizona*

Science Standards Continued

Grade	Strand	Concept	Performance Objective
8	2	2 – Nature of Scientific Knowledge	3 – Apply the following scientific processes to other problem solving or decision making situations: <ul style="list-style-type: none">• Observing• Questioning• Communicating• Inferring

