

What's The Buzz?
Grade 2

Guess Who? - Post Activity

Assessment
Cross-curricular
Science

Big Ideas

Animals have distinct characteristics.

Humans are animals.

There are similarities and differences among different kinds of animals.

Specific Expectations

1. Describes ways in which animals have similar and different characteristics.
2. Students should demonstrate the ability to communicate the different characteristics that they observe to other students.

Description

Using the downloaded and printed pages provided the student will play a version of “Guess Who?” They will be able to interact with other students while learning the difference between mammals, reptiles, amphibians, insects, fish and birds.

Materials

Printed copies of the word document cut out

Introduction

1. Start a discussion with the students by asking if they know the difference between these terms mammal, amphibian, fish, bird, reptiles and insects.
2. Explain that there are similarities and differences between the animals that fall under the above categories.
3. Ask the students if they can make observations by highlighting those differences and similarities.
2. In order to play the game each student must be a different animal however; they cannot cheat by peaking at which animal they have chosen.
3. On the count of three the students will hold the animal picture on their foreheads so that the picture is facing outwards.
4. The students will walk around and find a partner.
5. By taking turns the students will try and describe the characteristics of their partners animal so that their partner can try to guess which animal they are.
6. After each partner has taken their turn you can collect the cards and redistribute them so that the students can play again.

Action

1. Start by printing and cutting all 30 animal cards.
2. Hand-out one animal card facedown to each student. It is important that the students do not cheat and look at their card.
3. On the count of three the students will hold the animal picture on their foreheads so that the picture is facing outwards.
4. The students will walk around and find a partner.
5. By taking turns the students will try and describe the characteristics of their partners animal so that their partner can try to guess which animal they are. Students are encouraged to use descriptive words such as; cold-blooded, webbed feet, has feathers, has fur, lives in a nest, lays eggs...etc.
6. After each partner has taken their turn you can collect the cards and redistribute them so that the students can play again.

Consolidation/Extension

There is a brief list of characteristics for each category of animal. This resource can be used in the introduction as the students discuss the various characteristics of the animals that fall in these categories. The students are then encouraged to use these terms to try and help their friends guess which animal they are holding.

1. Birds
 - a. Have feathers and wings
 - b. 2 legs
 - c. Warm-blooded
 - d. Ear holes instead of ears
2. Fish
 - a. Have scales and fins
 - b. Breathe underwater using gills
 - c. Live in water
3. Reptiles
 - a. Have scales
 - b. Ear holes instead of ears
 - c. 4 legs or no legs
 - d. Cold-blooded
4. Amphibians
 - a. Webbed feet
 - b. Moist smooth skin
 - c. Lays many eggs
 - d. Cold-blooded
5. Insects
 - a. 3 pairs of legs
 - b. Has antennae
 - c. Wings
 - d. Segmented bodies
6. Mammals:
 - a. 4 legs or 2 legs
 - b. Babies drink mother's milk
 - c. Has fur
 - d. Warm-blooded

Finish by discussing which category honeybees fit into. Review the adaptations that honeybees have for survival, that were discussed during the “What the Buzz” outreach program - e.g. Coloration (communicates to predators that the insect is harmful) + waggle dance (communicates location and quality of food source).