

# Animal Kingdom PBL Summary

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<b>Age Group</b>	ELL Pre-school (ages 3-4)
<b>Unit Topic</b>	Animal Kingdom
<b>Unit Length</b>	2 Months
<b>Unit Outline</b>	Week One - What is "classification"? Week Two - Mammals Week Three - Fish Week Four - Birds Week Five - Reptiles Week Six - Amphibians Week Seven - Insects/Spiders Week Eight - Presentations
<b>Unit &amp; Project Description</b>	<p>Over the course of two months, Amber Class will be learning all about the different animal classifications in their theme class.</p> <p>At the beginning of the unit, Amber will be told that they will be learning all about the different animal classifications, and that upon finishing the unit, they will have the opportunity to "discover" (re: create) their very own animal, classify it, and share it with the class for their theme presentation.</p> <p>We will begin our unit learning about what "classification" is. Students will explore this idea by sorting things into different groups by different qualities/traits of the objects they are presented with. Amber will start simply, sorting everyday objects, learning how to identify qualities/traits of objects (ie. soft/hard, red/yellow, living/nonliving).</p> <p>Once there is an underlying foundation of classifying objects/things, we will transition this idea to looking at animals, and start noting how animals may be the same or different, first focusing on their physical, obvious traits (ie. birds have wings, fish have fins, mammals have fur, etc).</p> <p>In the following weeks we will explore the different animal classifications together, learning the things that make each group of animals special, and how we can use these traits/qualities to identify new animals we might not have seen before. Students will watch videos, play games, and do crafts each week to grow their understanding of the six main animal classifications. They will also be introduced to some animals that are exceptions to the traditional traits/qualities seen in the different animal classes (ie. a platypus lays eggs, but is a mammal).</p> <p>In weeks four/five, Amber will be reminded that each of them will be</p>

	<p>"discovering" new animals, classifying them based on the animal's traits, and presenting them to the class. A letter is sent home to their parents further explaining the project.</p> <p>The unit culminates in a week of presentations from the students, sharing the animals they "discovered," explaining to the class what their animal's qualities/traits are, and how they would be classified based on what they have learned.</p> <p><b>Example Activity &amp; Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=PHYi4fgeEdw">https://www.youtube.com/watch?v=PHYi4fgeEdw</a></li> <li>• <a href="https://www.youtube.com/watch?v=qwH8xGmqGmo">https://www.youtube.com/watch?v=qwH8xGmqGmo</a></li> <li>• <a href="https://www.youtube.com/watch?v=HQdiSMUZEDA">https://www.youtube.com/watch?v=HQdiSMUZEDA</a></li> <li>• <a href="https://www.youtube.com/watch?v=tm-Z0gCWsqI">https://www.youtube.com/watch?v=tm-Z0gCWsqI</a></li> <li>• <a href="https://luckylittlelearners.com/animal-classification-3-day-lesson-plan-free-materials-included/">https://luckylittlelearners.com/animal-classification-3-day-lesson-plan-free-materials-included/</a></li> <li>• <a href="https://www.mobilemontessori.org/animalkingdomvertebrates">https://www.mobilemontessori.org/animalkingdomvertebrates</a></li> <li>• <a href="https://www.totschooling.net/2015/10/animal-classification-sorting-printable.html">https://www.totschooling.net/2015/10/animal-classification-sorting-printable.html</a></li> <li>• <a href="https://www.123homeschool4me.com/animal-classification-worksheets/">https://www.123homeschool4me.com/animal-classification-worksheets/</a></li> </ul>
<p><b>Unit Objectives</b></p>	<ul style="list-style-type: none"> <li>• Students will learn what it means to "classify" something</li> <li>• Students will learn the names and qualities/traits of the six primary animal classes</li> <li>• Students will be able to identify different qualities/traits of an animal</li> <li>• Students will be able to successfully classify an animal based on identified qualities/traits</li> <li>• Students will be able to use their knowledge of the different animal classifications to "discover" a new animal, classify it, and present it to the class</li> </ul>
<p><b>Context Notes</b></p>	<p>I wanted to add some notes about my academy here in case some of this outline seemed a little difficult to achieve with 3-4 year olds:</p> <p>My academy is designed for "gifted" students who have to test into the program. It's not a perfect system, as there are definitely students who get into the academy that do not truly meet the level that the academy wishes for them to be at. However, overall, these are students who do understand nearly all content taught without my words needing to be translated into Korean, learn new ideas very quickly, and are capable of applying new ideas on their own with varying levels of guidance. They are very impressive 3 and 4 year olds.</p> <p>This project is what I will be doing with my students (Amber Class) over the next two months. I think it is important to note that parts of this project are expected to be completed at home with the help of their parents. This is why there is a letter that we send home halfway through the unit. Parents are already aware that they have to help their child with these projects, but the letter gives the parents some guidance on what is expected, and how they can help guide their child.</p>