Lesson Title	Classifying Part 1
Length of Lesson	50 Minutes
Created By	Adam Lenz
Subject	Sciences
Grade Level	7th Grade
State Standards	1a, 1h,3b
DOK Level	1, 2
DOK Application	Classify, Organize, Compare
National Standards	Inquiry – recognize the relationship between explanation and evidence; identify questions that can be answered through scientific investigation; make relationships between evidence and explanation.
	Life Sciences–Classify the organization and development of living things.

Graduate Research Element
In my research with the George County Reservoir project we have to classify different types of soils based on their hydrologic characteristics. Most of the time we do this through visual or physical characteristics much like the way students will be classifying different fictional animals in this lab.

Student Learning Goal:
Students will be learning how classify creatures based on their physical characteristics. They will be doing this by using a dichotomous key which involves following multiple steps to get to an end point that will name the creature.

Materials Needed (supplies, hand-outs, resources):
Materials needed include pictures of the creatures, dichotomous key, and paper or hand-out to name all of the creatures (see attached).

Lesson Performance Task/Assessment:
Students will be given a set of creatures that they will try and classify using a dichotomous key. The student assessment will be if they are able to correctly identify all of the creatures.

Lesson Relevance to Performance Task and Students:
If the students are able to classify all of the creatures correctly using the dichotomous key, then they will have a better understanding of how we classify all types of things in nature. This lesson is particularly useful in Taxonomy which will be taught later in this unit.

Anticipatory Set/Capture Interest:
Introducing the lab with a set of pictures of the fictional creatures that will spark the interest of students.

Guided Practice:
The instructor will give a brief introduction to the lab with an explanation of the creatures and the ideas behind classifying using a dichotomous key. The instructor can then walk the students through the process of how to use the dichotomous key by doing the first one or by doing an example.

Independent Practice:
Students will finish the rest of the lab by classifying the entire set of creatures on their own.

Remediation and/or Enrichment:
Remediation: Students who need extra remediation or help may work with another group of students or have the instructor give them extra help or examples. These students may also be given less creatures to classify and/or use a different dichotomous key that is less extensive if necessary.

Enrichment: Students who need further enrichment can discuss answer extra questions about how we use this sort of classification process in real life.

Check(s) for Understanding:

- How did the dichotomous key help you to classify the creatures correctly?
- Can you compare the name of the creature with their physical characteristics?
- Can you hypothesize about other creatures we didn't classify?

Closure:

If the students are able to classify all of the creatures correctly then they can understand the principles we use when classifying real creatures in nature.

Possible Alternate Subject Integrations:

- Biology - Taxonomy
- Geology

Teacher Notes:

Instructors may create their own dichotomous key if they feel that it is necessary for help or enhance student learning. Instructors may also use real plants, and/or animals if they feel it will enhance the learning process, however we have chosen to use fictional characters because it will draw student interest and also force them to use the step by step process in the dichotomous key instead of just writing down the answer (if in fact that may already know the name of the animal).