



### Lesson Plan: Grouping of Animals

**Grade Level:** 3

**Subject:** Life Science

**Duration:** 45–60 min

**NGSS 3-LS3-1:** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

### Learning Objectives

By the end of this lesson, students will be able to:

- **Classify** animals into two main groups: vertebrates and invertebrates based on physical features



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### Materials Needed: (all links are included in this PDF)

- Printed copies of the Study Guide (<https://newpathworksheets.com/api/guide/study-guide-science-grade-3-grouping-of-animals.pdf>)
- Vocabulary matching worksheet (<https://newpathworksheets.com/api/vocabulary/vocabulary-science-grade-3-grouping-of-animals-1.pdf>)
- Activity Lesson for guided practice (<https://newpathworksheets.com/api/activity-lesson/activity-lesson-science-grade-3-grouping-of-animals-4.pdf>)



- Practice Worksheets (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-grouping-of-animals-1.pdf>)
- Assessment Quiz (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-grouping-of-animals-0.pdf>)

### Lesson Procedure

#### Step 1: Introduction (5 minutes)

- Hook students by asking: "Can anyone name an animal that has a backbone? What about one that doesn't?"
- Discuss that scientists group animals to better understand their diversity and unique characteristics.

#### Step 2: Direct Instruction (10 minutes)



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- Assign the practice worksheet where students label animals and identify their group characteristics. (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-grouping-of-animals-1.pdf>)
- Have students choose one vertebrate group and draw an animal belonging to it, listing two of its physical features.

#### Step 5: Assessment (5 minutes)



- Administer the lesson quiz to evaluate student understanding of animal classification. (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-grouping-of-animals-0.pdf>)
- Review answers as a class to clarify any misconceptions about specific animal groups.

### Differentiation Strategies

#### For advanced learners:

- Ask students to research the hierarchical system (Phylum, Class, Order) and classify a specific animal using all levels.

#### For learners needing support:

- Provide a picture chart of the five vertebrate groups to help students categorize animals during independent practice.



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- Activity Lesson PDF (<https://newpathworksheets.com/api/activity-lesson/activity-lesson-science-grade-3-grouping-of-animals-4.pdf>)
- Worksheet PDF 0 (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-grouping-of-animals-0.pdf>)
- Worksheet PDF 1 (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-grouping-of-animals-1.pdf>)
- Worksheet PDF 2 (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-grouping-of-animals-2.pdf>)



- Worksheet PDF 3 (<https://newpathworksheets.com/api/worksheet/worksheet-science-grade-3-grouping-of-animals-3.pdf>)
- Vocabulary PDF 1 (<https://newpathworksheets.com/api/vocabulary/vocabulary-science-grade-3-grouping-of-animals-1.pdf>)



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## GROUPING OF ANIMALS

Animals can be **classified**, or grouped together, by the things they have in common, such as how they act, where they live, or how they look. This is one way scientists organize what they are studying.

Scientists separate animals into two main groups related to whether the animal has a backbone in its body or not. Those animals **with backbones are part of the vertebrates group**. Those animals **without a central backbone are invertebrates**.


### Vertebrates

There are **five main groups of vertebrates** based on specific animal traits and characteristics. Those groups include fish, birds, reptiles, amphibians, and mammals.



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**Fish** are vertebrates that live their whole lives in water. Fish breathe oxygen through their gills and have scales on their bodies.



**Birds** are also a group of vertebrates. A bird has feathers, wings, and a beak. Birds breathe oxygen through their lungs.



**Reptiles** are also a group of vertebrates. Snakes, crocodiles, and turtles are all examples of reptiles.

**Reptiles breathe through their lungs.**



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**Mammals** are also vertebrates. Mammals are animals that have hair, breathe through their lungs, and feed their babies milk from the mother. Examples of mammals are dogs, cats, and humans.

***Lesson Checkpoint: What are the five main groups of vertebrates?***

## Invertebrates

Now for the animals without backbones. **Invertebrates** are animals that do not have a backbone.



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## Four Kinds of Invertebrates

There are four major kinds of **invertebrates**: sea jellies, arthropods, worms, and mollusks.

**Sea jellies** have soft bodies, they live in the ocean, and they have body parts that can sting. Jellyfish are examples of sea jellies.



**Arthropods'** skeletons are on the outside of their bodies. Arthropod bodies are made up of several parts and sections. An example of an arthropod is a beetle.



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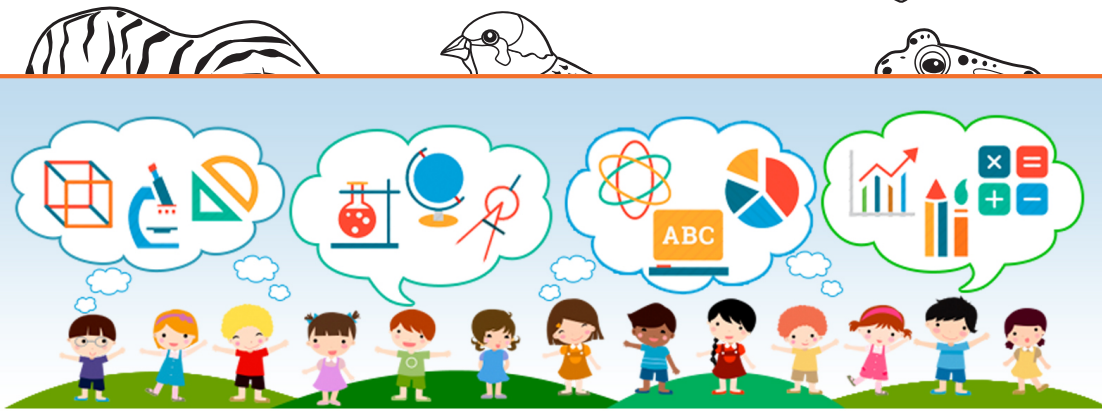
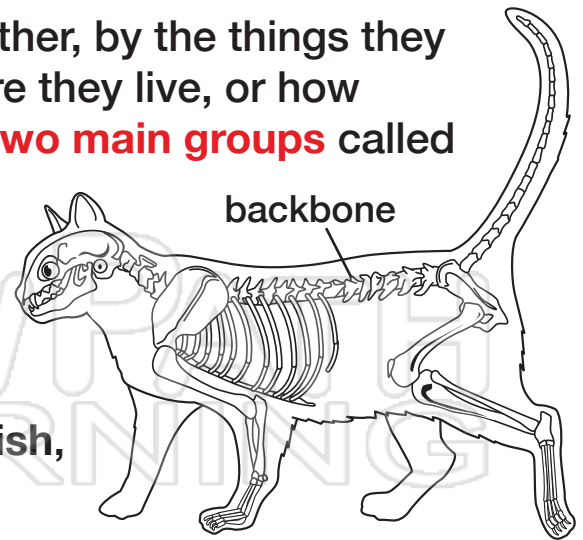
# Grouping of Animals

Sci  
C

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Animals** can be **classified**, or grouped together, by the things they have in common, like by how they act, where they live, or how they look. Scientists separate animals into **two main groups** called **vertebrates** and **invertebrates**.

**Vertebrates** are animals that have a **backbone**. There are **five main groups** of vertebrates based on specific animal traits and characteristics. Those groups include fish, birds, reptiles, amphibians, and mammals.

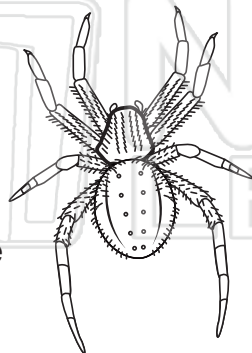


## PREVIEW

**Invertebrates** have **invertebrates**. Please [Sign In](#) or [Sign Up](#) to download the printable version of this worksheet. **Invertebrates** are **four major kinds** of invertebrates, which include **arthropods, worms, sea jellies and mollusks**.



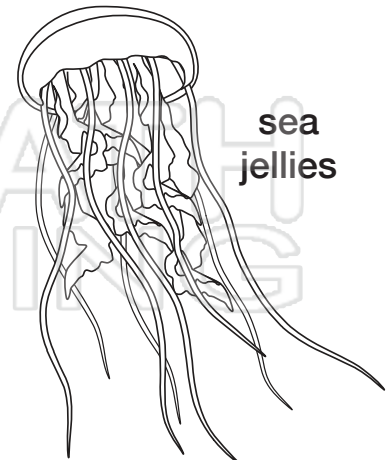
arthropods include  
insects & spiders



worms



mollusks



sea  
jellies



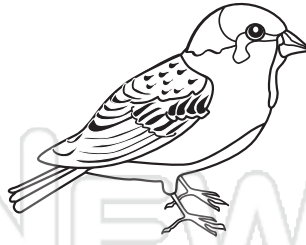
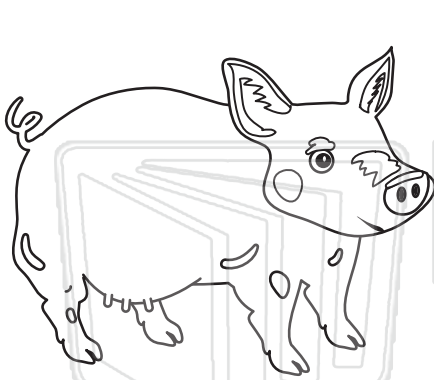


# Grouping of Animals

Sci  
C

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Draw a line to match each animal with the correct group.



mammals



amphibians



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fish

These animals are all \_\_\_\_\_ because they  
have \_\_\_\_\_.

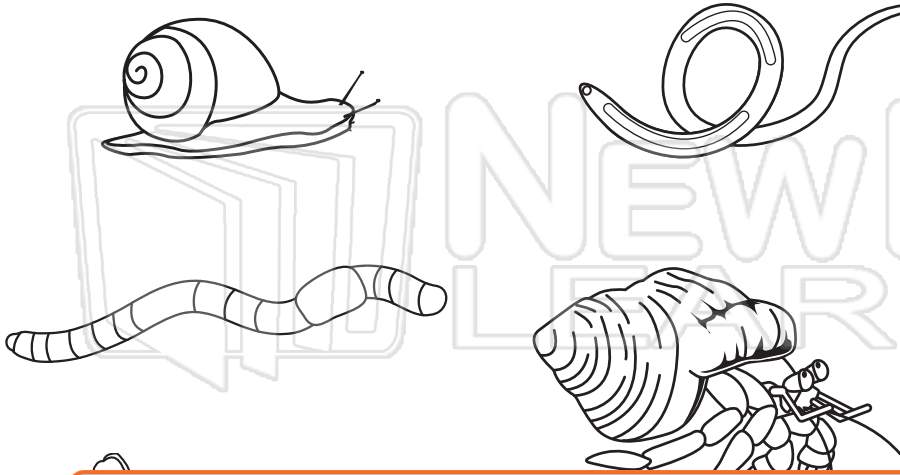


# Grouping of Animals

Sci  
C

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Draw a line to match each animal with the correct group.



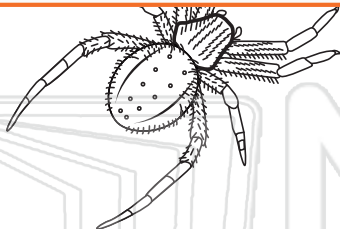
worms

mollusks



## PREVIEW

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arthropods

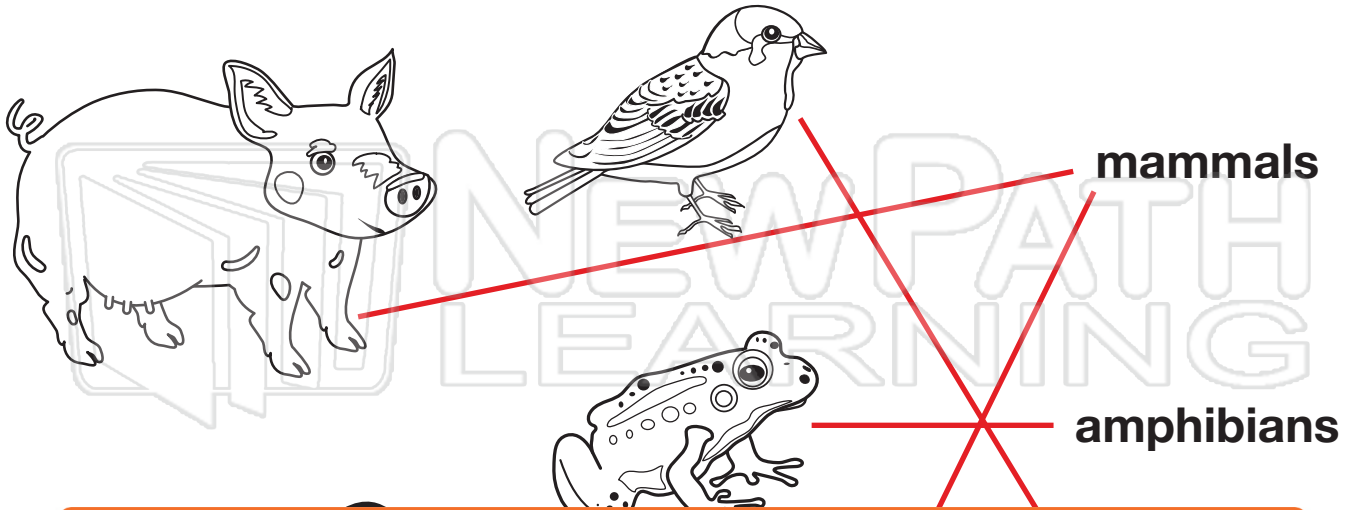


These animals are all \_\_\_\_\_ because they  
do not have \_\_\_\_\_.



## Answer Key

Draw a line to match each animal with the correct group.



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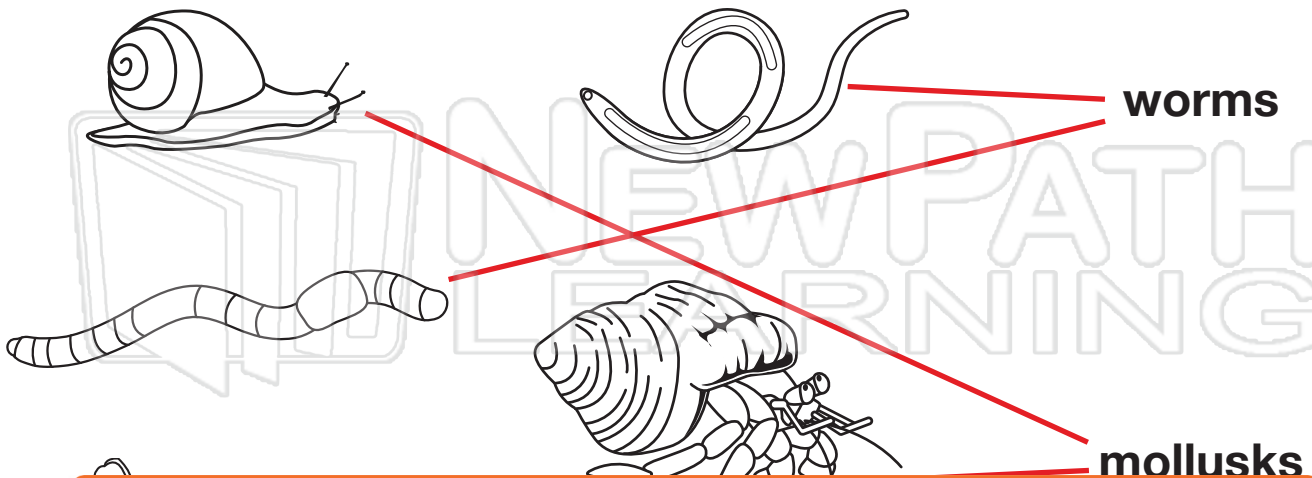
fish

These animals are all vertebrates because they have backbones.



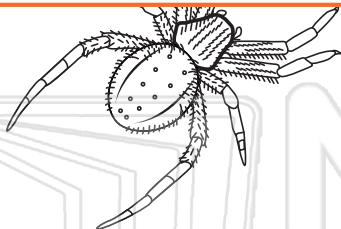
## Answer Key

Draw a line to match each animal with the correct group.



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arthropods

These animals are all invertebrates because they do not have backbones.





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

- 1 Animals can be \_\_\_\_\_, or **grouped together**, by the things they have in common, such as how they act, where they live, or how they look.

**A** separated  
**B** divided  
**C** counted  
**D** classified



- 2 Animals can be classified into **two main groups**: those that have a backbone and those that do not. These two groups are called \_\_\_\_\_.

**A** birds and reptiles  
**B** animals and fish  
**C** humans and animals  
**D** vertebrates and invertebrates



- 3 \_\_\_\_\_ are animals that **have a backbone**.

**A** Snails  
**B** Vertebrates  
**C** Insects



- 4 There are \_\_\_\_\_ **main groups of vertebrates** based on specific animal traits and characteristics.

**A** one  
**B** three



5



## PREVIEW

7

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**D** shells



**D** Birds



9

A bird has feathers, wings, and a beak. **A bird** however does **not** have \_\_\_\_\_.

**A** claws  
**B** teeth  
**C** eyes  
**D** lungs



10

This animal is an example of a \_\_\_\_\_.

**A** vertebrate  
**B** invertebrate  
**C** mammal  
**D** reptile







Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

- 1 Animals can be \_\_\_\_\_, or **grouped together**, by the things they have in common, such as how they act, where they live, or how they look.

A separated  
B divided  
C counted  
D classified



(D)

- 2 Animals can be classified into **two main groups**: those that have a backbone and those that do not. These two groups are called \_\_\_\_\_.

A birds and reptiles  
B animals and fish  
C humans and animals  
D vertebrates and invertebrates



(D)

- 3 \_\_\_\_\_ are animals that **have a backbone**.

A Snails  
B Vertebrates  
C Insects



(B)

- 4 There are \_\_\_\_\_ **main groups of vertebrates** based on specific animal traits and characteristics.

A one  
B three



(C)

5



(D)

## PREVIEW

7

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(D)

D shells



D Birds



9

A bird has feathers, wings, and a beak. **A bird however does not have** \_\_\_\_\_.

A claws  
B teeth  
C eyes  
D lungs



(B)

10

This animal is an example of a \_\_\_\_\_.

A vertebrate  
B invertebrate  
C mammal  
D reptile



(A)



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1 Birds breathe **oxygen** through their \_\_\_\_\_.

- A gills
- B lungs
- C feathers
- D scales



2 Which is a **group of vertebrates**?

- A Arthropods
- B Mollusks
- C Worms
- D Reptiles



3 Snakes, crocodiles, and \_\_\_\_\_ are all examples of **reptiles**.

- A fish
- B crabs
- C turtles



4 How do reptiles **breathe**?

- A through their lungs
- B through their gills
- C through their eyes
- D through their

5



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9

**Mammals** are **vertebrates** that have hair, breath through their lungs, and \_\_\_\_\_.

- A feed their babies milk from the mother
- B grow scales
- C have feathers
- D have only 2 feet



- C scales
- D a heart



10

**Invertebrates** are animals that \_\_\_\_\_.

- A have bones
- B have a backbone
- C do not have a backbone
- D have gigantic bodies





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1 Birds breathe **oxygen** through their \_\_\_\_\_.

- A gills
- B lungs
- C feathers
- D scales



(B)

2 Which is a **group of vertebrates**?

- A Arthropods
- B Mollusks
- C Worms
- D Reptiles



(D)

3 Snakes, crocodiles, and \_\_\_\_\_ are all examples of **reptiles**.

- A fish
- B crabs
- C turtles



(C)

4 How do reptiles **breathe**?

- A through their lungs
- B through their gills
- C through their eyes
- D through their

(A)

5



(D)

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(A)

- C scales
- D a heart



9 **Mammals** are **vertebrates** that have hair, breath through their lungs, and \_\_\_\_\_.

- A feed their babies milk from the mother
- B grow scales
- C have feathers
- D have only 2 feet



(A)

10 **Invertebrates** are animals that \_\_\_\_\_.

- A have bones
- B have a backbone
- C do not have a backbone
- D have gigantic bodies



(C)





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Match each of the following terms to its definition:**

Vertebrates

Classification

Invertebrate

1. - the process of grouping items together according to their similarities



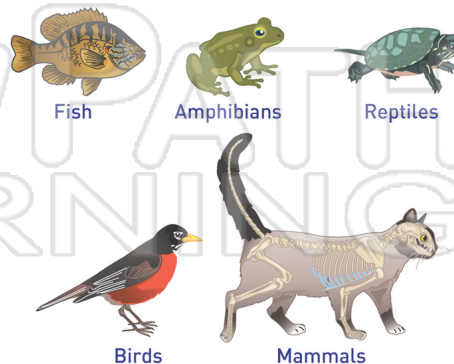
2. have of in worr



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3. - animals that have a backbone; five main groups of vertebrates: fish, birds, reptiles, amphibians and mammals





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Match each of the following terms to its definition:**

Vertebrates

Classification

Invertebrate

**1. classification** - the process of grouping items together according to their similarities



**2. in**  
back  
bone  
inver  
tebrate  
work



## PREVIEW

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**3. vertebrates** - animals that have a backbone; five main groups of vertebrates: fish, birds, reptiles, amphibians and mammals

