Lesson 1: Alive or Extinct

Objective:
1. Students will classify animals as alive or extinct.

Materials:
- Five pre-cut sets of Document: Alive or Extinct (Pg. 1)
- Class copies of Document: Alive or Extinct (Pg. 2)
- Glue, scissors and pencils,
- Vocabulary Cards

Procedure: (Students will work in groups of four.)
1. The teacher will distribute pictures from Document: Alive or Extinct (Pg. 1).
2. The students will sort/classify them into two groups: using any qualifiers they choose. Students will work collaboratively to decide their method for sorting.
3. Once students sort the pictures, they will explain how they classified them.
4. The teacher will then share that four of the animals are alive today and the other four are no longer alive.
5. Make a “T-chart” and label the columns: alive and extinct. Explain that living animals need food, water and shelter. Animals that were once alive, but no longer exist in the world today are extinct.
6. Show one picture at a time and ask for the class’ input on how to place it in the appropriate section of the “T-chart.”
7. Distribute the Document: Alive or Extinct (Pg. 2). Students will cut and paste living animals in the “alive” column and dinosaurs in the “extinct” column. Students will fill in the blank to these two statements:
   1. The snake, rabbit, parrot, and fish are _______.
   2. The Brachiosaurus, Tyrannosaurus rex, Triceratops, and Parasaurolophus are _______.

Extension Idea:
KLRN PBS LearningMedia:
http://klrn.pbslearningmedia.org

On PBS LearningMedia, search for: Dinosaur Train Map. It is an animated show describing dinosaurs of the Triassic, Jurassic, and Cretaceous Periods.