

## Classroom Activity: Who Am I? (Activity board version)

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**Goals:** To encourage students to identify characteristics of various wildlife that live in the Laguna. To allow students the opportunity to move around, get animated and work as a team. To help students develop logical, sequential thinking skills and to make inferences based on the answers to their questions.

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**Introduction/Overview:** This version of *Who Am I?* describes five groups of Laguna wildlife and their characteristics. Students will learn about body covering, locomotion, habitat, and reproduction. Facts are presented in a grid, and students will play two guessing activities using the facts on the chart.

### Set-Up:

- Remove board from carrying case, open the wings, and open kick-stand in back of board.
- The photos should be attached to the LEFT wing in random order.
- The Group Name cards (birds, mammals, insects, reptiles, amphibians) should be pulled off the board and ready to pass one at a time to students after the introduction.
- The best way to arrange the group outside is to place the board on the floor or ground, sit beside it on a small chair, and have students sit in front of the board on chairs or on the ground.

### Running the Activity: Part 1 – What Am I:

Introduction:

- **“There are many different types of wildlife living in the Laguna. Scientists put these animals into groups according to their DNA and characteristics or attributes, such as: what their body is covered with, how they move (locomotion), where they live, (habitat), and how their babies are born, (part of reproduction).**
- **Here are some of the groups of wildlife in the Laguna. Let’s read these together.** (Pass out a group name to each student as you read them): **birds, mammals, insects, reptiles, amphibians.**
- **Now, see if you can guess which group of animals I am talking about:**  
**This group of animals is covered with feathers, they can fly, they have two wings, they live in trees and bushes (and sometimes on the water and sometimes on the ground) To reproduce they lay eggs in nests. What animal group am I talking about? (That’s right! Birds)**
- **Who can find some pictures of birds?** Have group members find pictures of animals from the left that fit in that group. Place on Velcro tags next to characteristics on the right.
- Continue in this way until all groups are labeled and have all of the pictures on the right side of the chart.

CONTINUED ON REVERSE

**PART TWO -**

**Overview:** Docent will model asking questions about the characteristics of a specific animal that a student chooses while docent is not looking. Docent will “think out loud” to demonstrate how to use the information on the attribute chart to guess the animal. Then students get a chance to figure out the animal (with docent help)

**Procedure:**

- **Now let’s play “Stump the docent” You are going to pick an animal and I’m going to see if I can figure out which animal you chose!**
  - Choose one student to point to a picture so everyone can see what it is – (while the Docent hides his/her eyes). Then Docent asks yes or no questions to determine what it is. Students can answer **yes or no, but can also say sometimes or maybe, not sure**. Docent must get three Yes answers before guessing the name of the animal.
- **Docent Says: I’m going to hide my eyes while \_\_\_\_\_ points to one animal on the chart. Everyone be sure to look, and don’t tell me what it is. \_\_\_\_\_ will say READY when everyone has seen it and when I can turn back around.**

**FOR EXAMPLE:**

- Docent Can Ask: Does it have 4 legs? YES – Then docent THINKS OUT LOUD: There are many groups that have 4 legs...now I have to ask more questions...
- Docent Asks: Does it have fur or hair? YES - Think out loud: Ok, if it has 4 legs and it has fur or hair, it must be a Mammal
- Docent Asks: Does it eat leaves? YES - Think out loud: Ok, it has 4 legs, has fur, and eats only leaves - it’s an herbivore. It can’t be a raccoon because raccoons eat everything—they are omnivores. It must be a deer. Is it a deer? YES!

**Now, reverse the game** and call on one student who will choose an animal and tell you his/her choice. The docent and that student are the experts who will answer the groups’ questions. The other students take turns asking questions until someone guesses the animal. They should ask at least 3 QUESTIONS before trying to identify the exact animal

**AT THE THREE MINUTE SIGNAL FROM THE DAY LEADER** finish the game you are playing and then begin closure; have students help you re-position the pictures to the LEFT side.

Use a “distinguishing attribute, for example:

**Who can find all the Laguna animals that have feathers...or that lay their eggs in water... or that have six legs... or, that have scales, and move them to the other side? (try to mix them up on the left side)**

**Once that is done, ASK**

**Can you think of other animal groups that are not listed here?**

**ARACHNIDS – spiders & ticks! Arachnids have 8 legs and 2 body parts which is different from insects that have 6 legs and three body parts: the head, thorax and abdomen. They both have their skeletons on the outside (exoskeleton) though.**

**FISH – how do they move around? What is their body covering?**