

Animal Team Clues

Students use animal features as evidence to make and support groups.

SKL2.a "Construct an argument supported by evidence for how animals can be grouped according to their features."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 JOIN THE GROUP

a	cat	duck	fish
b	cat	fish	bat
c	duck	shark	cat

2 FEATURE PROOF

dog	•	•	fins
robin	•	•	fur
goldfish	•	•	wings

HOW TO RUN THIS PAGE

Read each animal word aloud because students are not expected to read the page independently.

Students circle an animal that belongs in a feature group, match animals to feature evidence, then explain orally why two animals belong together.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • JOIN THE GROUP

SAY “Listen as I read the words in each row. Ask yourself which animal has the feature named in the question, then circle that animal word.”

ROW	SAY	STUDENTS CIRCLE
a	A dog has fur. I see cat, duck, and fish. Which animal can join the dog in a fur group? Circle its word.	cat
b	A robin has wings. I see cat, fish, and bat. Which animal can join the robin in a wings group? Circle its word.	bat
c	A goldfish has fins. I see duck, shark, and cat. Which animal can join the goldfish in a fins group? Circle its word.	shark

PART 2 • FEATURE PROOF

SAY “I will read the animal words on the left and the feature words on the right. Draw a line from each animal to the feature that is evidence for its group. Then point to one circled animal and the animal it joins, and tell a partner why they belong together. Use the word because and name the feature.”

- **dog** matches **fur**
- **robin** matches **wings**
- **goldfish** matches **fins**

WHAT TO ACCEPT

Circle cat, bat, and shark, in that order. Match dog to fur, robin to wings, and goldfish to fins. Accept an oral claim that names a circled animal, the animal it joins, and the shared feature as evidence.