

TEACHING NOTES

Book Title: Classifying Invertebrates

Series: Classifying Living Things

Graphic Organizer: Venn Diagram

What makes an invertebrate an invertebrate? How is an invertebrate different from a vertebrate? Why do insects molt? Classifying Invertebrates looks at the amazing class of animals with no backbones. Find out how invertebrates are grouped into orders and how each one is different from the rest. From flatworms to roundworms and sponges to echnoderms, discover what makes invertebrates so special. Classifying Living Things investigates how and why we group animals. Each book focuses on a particular class of living things, looking at the key characteristics that set its members apart from those of other classes. Discover how classes of living things have evolved, and how species have adapted to suit their environments. Find out why certain invertebrates may show some characteristics of a particular class but actually belong to another.



Text Structure: **Compare and Contrast**



Students will better understand the characteristics and features of two invertebrates by paying attention to how the text is structured to compare and contrast these two types of animals. Have students use the reproducible graphic organizer to record the similarities and differences between two invertebrates of their choice (sponges, cnidarians, flatworms, roundworms, etc.). Read the section about sponges with students and model how you would record information on the Venn diagram. For example, after reading page 12, you might write that sponge skeletons are squishy in the Sponges section. Remind students that the section where the ovals overlap is for information that is common to both invertebrates. Depending on the age and ability of your students, have them read the text and complete the chart independently, in pairs, or as a whole class activity.



Text Feature: **Index**

Have students turn to the index on page 32 and discuss how it provides an alphabetical listing of important topics and terms contained in the text. Model how the index can be used to locate where specific information can be found in the text. For example, if a student is doing a report on mollusks, he or she can pick up this book and flip to the index to quickly find out that the text is a resource and that the information is located on pages 22-23.



Comprehension Strategy: **Inferring**

Remind students that when they infer, they look at clues and facts in the text and understand something that might not be directly stated in the text. Choose a section of the text (the circle on page 13) to read aloud, then ask students:

What message or main idea do you think the author wants the reader to understand? What information in the text makes you think this? How will knowing this information help you as you continue to read?



Word Study: **Multiple Meaning Words**

Review with students that some words have more than one meaning. Have students turn to page 19 and read to find words with multiple meanings. List the words on the board and have students identify the correct meaning of the word by reading the sentence.



Writing and Responding: **Description**

Have students write a description of the habitat of an invertebrate of their choice. Encourage them to use observational skills as well as information and vocabulary to describe the habitat.

 *Indicates a graphic organizer is linked to this activity.*

NAME _____

