

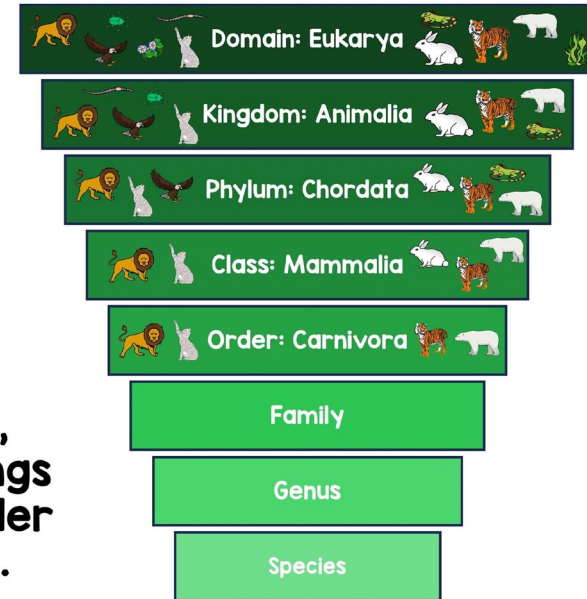
# Classification of Living Things

## Interactive Lesson

PRINT and DIGITAL

Next is the order level.

A lion is a carnivore, so it belongs to the order Carnivora.

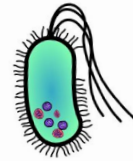


# Compatible with Google Slides and PPT

Start at the domain level.

3 Domains

Bacteria



simple  
unicellular  
organism

Archaea



Eukarya



A key is also  
included!

correct answer. ←

Which of the following  
levels is more specific?

domain

kingdom

# Drag and Drop

Drag an oval around all the characteristics of living things.



consists of cells

inanimate

responds to the environment

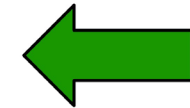
reproduces

grows, changes, and develops

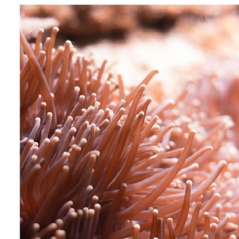
lacks

does not respire

Drag the arrow to the correct answer.



Guess which kingdom this living thing belongs to.



Animalia

Protista

# Type in the Text Box

## Carl Linnaeus

- “father of taxonomy”
- famous for his **method of naming and categorizing species** using words that are recognized worldwide

Click [here](#) to learn more  
describe the most interesting

Type here.

**There are 8 levels of classification hierarchy. In the text box below, produce a mnemonic device to help you remember them.**

**Domain, Kingdom, Phylum, Class, Order, Family, Genus, Species**

Type here.

\* Click [here](#) to review what a mnemonic device is.

# and more!

In the text boxes below, in the 1<sup>st</sup> Column, type in what you already KNOW about the classification of living things. In the 2<sup>nd</sup> column, type in what you WANT to learn about the classification of living things. The last column will be completed at the end of the lesson (what you've learned).

Last Slide

K

• Type here.

W

• Type here.

L

You only need the organism's **genus** and **species** name when identifying. This is the scientific name.

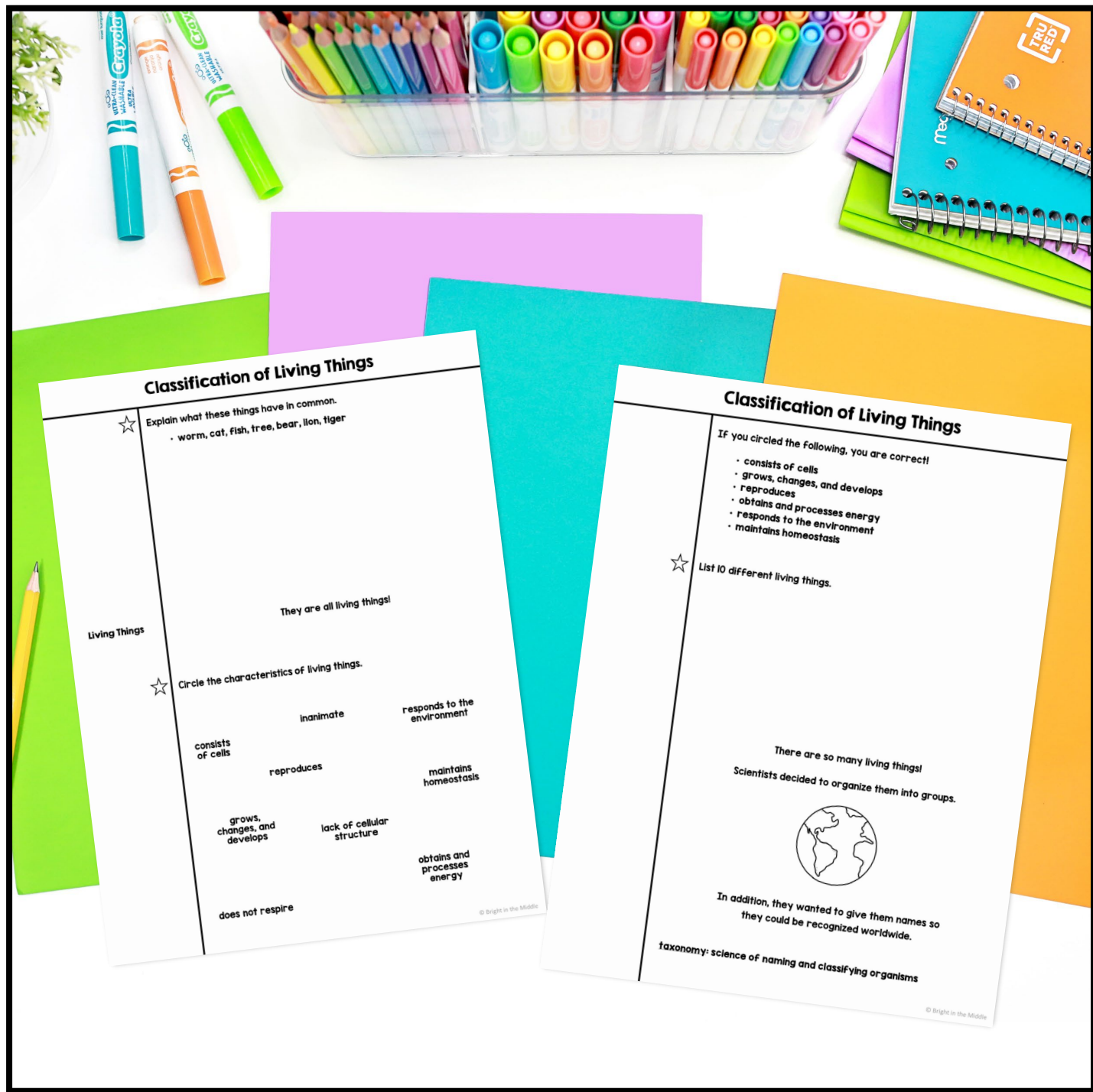


*Panthera leo*

Because of Carl Linnaeus, we have this naming system:  
**Binomial Nomenclature.**

uses Latin or Greek roots to be recognized worldwide

**A paper version is also included with interactive activities embedded.**



### Classification of Living Things

☆ Explain what these things have in common.  
- worm, cat, fish, tree, bear, lion, tiger

Living Things

They are all living things!

☆ Circle the characteristics of living things.

inanimate      responds to the environment

consists of cells      reproduces      maintains homeostasis

grows, changes, and develops      lack of cellular structure

obtains and processes energy

does not respire

© Bright in the Middle


### Classification of Living Things

If you circled the following, you are correct!

- consists of cells
- grows, changes, and develops
- reproduces
- obtains and processes energy
- responds to the environment
- maintains homeostasis

☆ List 10 different living things.

There are so many living things!  
Scientists decided to organize them into groups.



In addition, they wanted to give them names so they could be recognized worldwide.

taxonomy: science of naming and classifying organisms

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# Ways to Use Digital Interactive Lessons

Science digital interactive lessons are a great way to teach or review science content with your students for many reasons.

They are fun. They are engaging. Another reason, which I think is the most important, is that they help decrease the cognitive load. The way that digital interactive lessons are set up is first, a little bit of content, and then practice with that content, and repeat the process.

Students can digest small chunks of information a little at a time, apply that information, and then learn more! This will help keep their attention.

So, now, what are some ways that you can use them in your middle school science classroom?



# Individual Learning

One way that interactive lessons can be used in the classroom is just for individual learning. These are digital lessons, so students can pull up the lesson on their computer, either via Google Classroom, Microsoft Teams, PowerPoint, or whatever you use in your classroom.



Students read through the lessons themselves and **work through the practice** at their own pace.

The benefits of doing this are that students can work at their own pace and you, as the teacher, can walk around the classroom as they are learning to answer any questions that they have. In addition, you can see what that particular student is learning. As you walk around the room and view their work, you can use it as a formative assessment to see if they are understanding the material.

You can also bump it up a notch. Since students will be working using the computer, you can embed related YouTube videos in the lesson for extra enrichment!

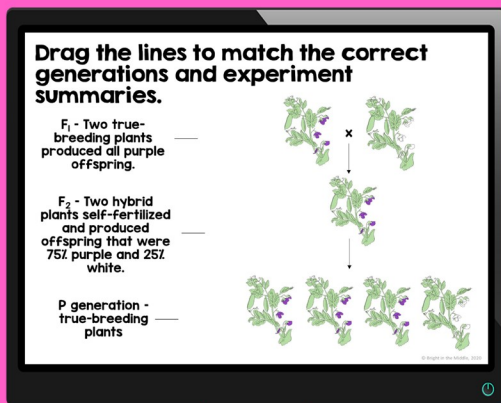
**Digital Science**  
**INTERACTIVE**  
**Lessons**  
*for*

**INDIVIDUAL LEARNING**



# Distance Learning

Digital interactive science lessons are a great tool to use for individual learning at a distance for the middle school science classroom.



Students can read through the material, and after digesting chunks at a time, they can apply the information with embedded practice slides.

After completing the lessons, students can submit their work to their teacher.

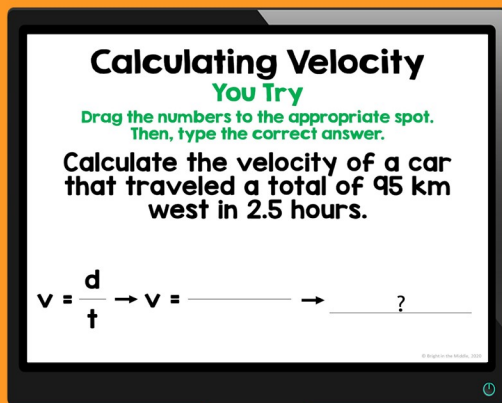
**Digital Science**  
**INTERACTIVE**  
**Lessons**  
*for*

**DISTANCE LEARNING**



# Small Groups/ Partners

This works similarly to having students working as individuals except that students have the opportunity to work with one another. I think that this an awesome approach to differentiated learning in the classroom.



**Calculating Velocity**  
**You Try**  
Drag the numbers to the appropriate spot.  
Then, type the correct answer.  
Calculate the velocity of a car  
that traveled a total of 95 km  
west in 2.5 hours.

$$v = \frac{d}{t} \rightarrow v = \text{---} \rightarrow \text{---} ?$$


In small groups, or in partners, students are able to read the lesson together, discuss each practice slide, and apply the information together.

I prefer this method in many ways because I believe in the power of cooperative learning. As a teacher, you still have the opportunity to walk around and help the individual students as needed, but students also have each other for support.

**Digital Science**  
**INTERACTIVE**  
**Lessons**  
*for*

**SMALL GROUPS/  
PARTNERS**



# Direct Instruction

As mentioned, digital interactive lessons are set up as a lesson with embedded practice to help decrease the cognitive load. If teachers choose to, they can pull up the lesson and teach it to their students and still take pieces of content and digest them bit by bit.



For example, when teaching about **pedigree charts**, the teacher can first discuss what a square and a circle represent in a pedigree chart.

**Digital Science**  
**INTERACTIVE**  
**Lessons**  
*for*

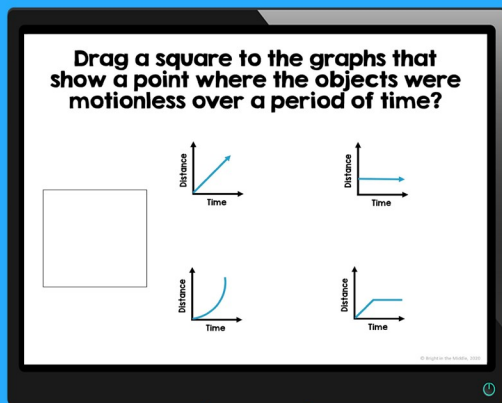
**DIRECT INSTRUCTION**

After students digest this material, the teacher can ask students to discuss how they will remember this information and then apply the information in practice.



# Science Centers

Digital interactive science lessons can be used in one of two ways for science centers. First, science centers on a particular topic. For example, say you are teaching distance-time graphs, and you are ready for students to complete science centers on this topic. You can have a center for a [digital interactive lesson](#) (make groups in Google Classroom, or another platform), [task cards](#), [story match](#), and a reading passage.



**Digital Science**  
**INTERACTIVE**  
**Lessons**  
*for*

**SCIENCE CENTERS**

Another way that you can use interactive science lessons for science centers is only using digital interactive lessons. Time to review for a [genetics](#) test? You can have stations set up where students will move around the room.

They can work through individual lessons such as Gregor Mendel and an Introduction to Genetics, Asexual and Sexual Reproduction, Mitosis and the Cell Cycle, Meiosis, Punnett Squares, Pedigree Charts, and Variation of Traits and Genetics Disorders. This route may take more than one day. It just depends on how long your classes are and how much time you can devote to review. I personally like the first approach to using digital interactive lessons as a science center.



# For ELL Students

With technology, there are so many awesome opportunities for students that do not speak English as their primary language to learn science content in schools that speak predominantly English. That goes vice versa as well. If you are trying to learn in any language you are unfamiliar with, technology is here to help!



There are many options that students can use to learn science material. As a teacher that only speaks English, you can imagine how difficult it is to teach a student that speaks another language. I'm sure there are other teachers out there with the same dilemma.

**Digital Science  
INTERACTIVE  
Lessons**  
*for*

**ELL STUDENTS**

With technology, I have been able to give my students the science lesson and have them use Google translate in order to understand what the lesson is saying. Now, I'm working on creating digital science lessons in Spanish, so that one step is taken out.



# Enrichment/ Tutoring

I know that many schools set up a time during the day just for enrichment/tutoring.



**Digital Science**  
**INTERACTIVE**  
**Lessons**  
*for*

**ENRICHMENT/  
TUTORING**

Many schools only set up this time for reading/math, but some do science too! Especially those that test in science. Interactive lessons are a great way to review standards-based science material and practice!

