



# Match the Ancestors

## ***Grade Level***

Grade 2

## ***Objectives***

This activity is designed to start your at-home student(s) in recognizing themselves as a scientist and in thinking critically about problem solving. The goal is to teach concepts through discovery and to encourage using scientific thought processes. Feel free to adapt the lesson provided to better suit your students' abilities. Take these ideas, make them your own, and your student will have a greater chance of success.

## ***Background Information***

All animals that are alive today can trace their existence to ancestors. Some ancestors may be extinct. We can tell that animals are connected to those animals from far back in time by looking at their physical traits and features.

Key vocabulary:

- Ancestor – an animal who lived many years ago that is related to an animal that is alive today.
- Descendant – an animal whose existence can be traced to a particular ancestor.
- Extinct – a species, family or other larger group that is no longer in existence.
- Physical traits – physical features that are passed from one generation to the next.

## ***Procedures***

1. Begin this activity by discussing the vocabulary words included in the “Background Information” section with your at-home student. Ensure that all definitions are understood.
2. Explain that they will be doing an activity to learn more about how to identify animal ancestors. They will also learn that not all ancestors are alive today; some ancestors are extinct.
3. Give your at-home student the provided activity sheet, and word bank.
4. Students should begin by looking at all of the animal names in the activity word bank. Together discuss all of the known animals, and research any animals that are not currently known. It may be helpful for this activity to view photos of all animals, even if

they are well known by students. Record notes on physical traits, if the animal is alive or extinct, and any other information students feel is important.

5. Next, have students begin to complete the chart by placing names of animals from the ancestor word bank into each box in the ancestor column of the chart.
6. Next, review any ancestor animal notes to identify physical traits such as the type of animal, the body covering (fur, feathers, etc.), physical features such as horns, tusks, etc.
7. Students should then look at the names in the descendants section of the word bank, and identify any physical features that are similar to the ancestor in each box. To help your student, you can ask questions. For example, if your student is looking at the woolly mammoth in the ancestor column, you could ask, "Do you see any animals from the descendants list that also have tusks like the woolly mammoth"? "What other similar features do both of these animals have in common"? "Could the mammoth be an ancestor to current elephants alive today"?
8. Students should select the correct descendant to match each ancestor, and write the descendant name in the box next to its ancestor. Continue this process until the chart is complete.
9. Complete the third and final column of the activity sheet. Students should compare the ancestor and descendant pair they matched together, and list 3 common traits that show how these animals are connected. Discuss each matching pair, and review notes taken at the beginning of the activity to help identify 3 common traits, or reasons for matching each pair.
10. Next, ask students to look at all the ancestors in the first column. Remind them that even though all organisms alive today come from ancestors, that some of these ancestors are extinct. You may also choose to go over the definition of extinct again at this time.
11. Students should further research each of the ancestors to see if that animal is still alive today or extinct. After their research is complete, students can indicate which ancestors are extinct by drawing a circle around that animals' name.
12. After completing the activity sheet, ask students to recall what they have learned about ancestors and their descendants. Discuss some of the physical traits that are similar for the ancestor and the descendant, and review which ancestors are extinct.

### **Standards**

Ohio Academic Content Standards	
Grade 2 Life Science Topic: Interactions within Habitats	All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.

## Activity Word Bank

### **Ancestors**

Woolly mammoth

Bezoar ibex

Archaeopteryx

Wolf

Deinosuchus

### **Descendants**

Dog

Alligator

Elephant

Goat

Kookaburra

**Ancestor**

**Descendant**

**3 Shared Traits**

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