Grade 6 Science:
Diversity of Living Things

Name: ________________________________

(This booklet should be in class each day)

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Diversity of Living Things Unit: Table of Contents

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1. Use the tree classification chart below to show where you are located in the world. Add to the chart the extra levels you need to show the different locations of the homes in which you and your classmates live. You can use the rest of the page.
2. Look at the vehicle pictures shown on page 6. Design a tree classification system to classify these transportation vehicles in the box below.
   Include these conditions:
   a) a name for the top level
   b) three or four groups at the second level
   c) a third level with labeled subgroups
   d) a finished tree so that each vehicle is in its own group

3. What other things could be classified using a tree classification system?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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Classification of Living Things: Creature Card 1

GLIGS

All of these are GLIGS

None of these are GLIGS

Which is these are GLIGS? Explain your reasons by identifying characteristics of GLIGS on the lines below.

1  2  3  4  5  6  

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

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Classification of Living Things: Creature Card 2

SNOOMS

All of these are SNOOMS

None of these are SNOOMS

Which is these are SNOOMS?

Explain your reasons by identifying characteristics of SNOOMS on the lines below.

1

2

3

4

5

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Classification of Living Things: Creature Card 3

WIBBLES

All of these are WIBBLES

None of these are WIBBLES

Which is these are WIBBLES? Explain your reasons by identifying characteristics of WIBBLES on the lines below.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

created by areynolds.org
1. Look at the list of characteristics shown on page 7. Sort the list into two groups in the chart below using the categories shown.

<table>
<thead>
<tr>
<th>MOST useful for classifying</th>
<th>LEAST useful for classifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ____________</td>
<td>• ____________</td>
</tr>
<tr>
<td>• ____________</td>
<td></td>
</tr>
</tbody>
</table>

2. What are the five kingdoms of Living Things?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Why are fungi not like plants or animals?

________________________________________________________________________

________________________________________________________________________

4. Think about three of the kingdoms shown on page 8: Plant, Animal and Fungi Kingdoms. The characteristics of each are outlined on page 9. Copy the chart into your booklet.

<table>
<thead>
<tr>
<th>Name of Kingdom</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants</td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
</tr>
<tr>
<td>Fungi</td>
<td></td>
</tr>
</tbody>
</table>

5. Use the illustration from “Diversity at the Zoo” on page 2-3 and place as many of the living things into the three kingdoms shown in the chart below.

<table>
<thead>
<tr>
<th>Plants</th>
<th>Animals</th>
<th>Fungi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

created by areynolds.org
Classifying Trees
(Text pages 10 to 12)

1. About how many different plants are there on Earth? Is this number changing? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Use your own words to explain why scientists might want a common classification system?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Use the classification chart on pages 10 and 11 to identify these leaves:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Find THREE UNKNOWN samples using trees in the school yard or near your home. Do not pull the leaves off the branches because the position of the leaf on the branch is important for identifying the leaf. Sketch your three unknown samples and try to identify them.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Use your own words to explain the difference between coniferous and deciduous leaves.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

created by areynolds.org
1. What are two common groups of animals in the Animal kingdom? Identify the main characteristic that separates them.

_______________________________________________________________________

_______________________________________________________________________

2. Use the photos shown on page 14. Classify the invertebrates shown into two main groups. Then divide those two main groups into smaller subgroups until each invertebrate is in its own group. Label each sub group. Use the chart started for you in the box below.

**Invertebrates**

3. Classify each invertebrate on page 14 by placing it in the SPONGE, WORM, MOLLUSC or ARTHROPOD groups. Use the Animal Diversity Web website when it helps.

(http://animaldiversity.ummz.umich.edu/index.html)

<table>
<thead>
<tr>
<th>SPONGE</th>
<th>WORM</th>
<th>MOLLUSC</th>
<th>ARTHROPOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

created by areynolds.org
1. Which group of invertebrates contains the most diversity of animals?

_________________________________________________________________

2. Define the term "adaptation" and give five examples of an adaptations shared by all arthropods.
   Adaptations are _____________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. Explain the difference between spiders and insects by referring to the yellow text box at the bottom of page 17.

_______________________________________________________________________

_______________________________________________________________________

4. Identify the similarities and differences between the arthropods shown in the photos on page 18. Use the chart below. Be sure to identify the differences by naming the arthropod.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Which of the following characteristics are more helpful for classifying arthropods? Give an explanation for each of your answers.
   Jointed legs are/are not more helpful because ____________________________________
   ____________________________________
   Rough skin is/is not more helpful because ________________________________
   ____________________________________
   Tiny size is/is not more helpful because ________________________________
   ____________________________________
   Colourful wings are/are not more helpful because _________________________
   ____________________________________
   Three main body parts are/are not more helpful because _____________________
   ____________________________________

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Observing an Arthropod: the Mealworm
(Text pages 19 to 21)

1. What is a mealworm? What do they grow into? About how long can this process take?

________________________________________________________________________

________________________________________________________________________

2. Follow the procedure steps listed on page 20. Draw the diagram in the box below and the label the parts as directed in the instructions.

   **Mealworm diagram**

3. After feeding the mealworm, observe its mouthparts and describe how it eats.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Describe how you think the mealworm's mouth is adapted to eating the cereal and other foods.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Try to use some of the other foods provided. Also try one or two drops of water. Be sure that the mealworm is not harmed while you are adding the different foods. Record your observations about how each type of food is or is not eaten. Include a diagram of the types of food you used in the box below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Classifying Animals – The Vertebrates  
(Text pages 22 to 26)

1. What are the five major groups of vertebrates in the animal kingdom? List them below:

________________________________________  ______________________________________  ______________________________________  ______________________________________  ______________________________________

2. Read the information about vertebrates in the coloured text boxes on pages 23-24. Complete the chart below using the information found there.

<table>
<thead>
<tr>
<th>Type of vertebrate</th>
<th>Characteristics of this vertebrate</th>
<th>Examples of this type</th>
<th>Cold-blooded or warm-blooded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amphibians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reptiles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mammals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Humans are vertebrates. In what subgroup do we belong?

________________________________________________________________________

4. Explain why you think scientists use structural characteristics and not physical appearance to classify vertebrates.

________________________________________________________________________

________________________________________________________________________

5. The Arctic and deep sea hot vents are two examples of habitats with extreme conditions. What adaptations are needed by animals to live there?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

created by areynolds.org
1. Look back at some of the characteristics of fish from the last lesson. Then complete the procedure as outlined on page 27. Draw an illustration of the fish tank below.

2. How does the fish appear to breathe?

________________________________________________________________________
________________________________________________________________________

3. Why do you think the fish’s eyes are located where they are? Is this helpful or not?

________________________________________________________________________
________________________________________________________________________

4. How many fins can you spot on the fish? What do you think the different fins do?

________________________________________________________________________
________________________________________________________________________

5. Explain how you think the following adaptations help a fish live in its environment:
   - the shape of the body
   - the type of movement it displays
   - body covered with scales
   - fins
   - breathing through gills
   - no neck

________________________________________________________________________
________________________________________________________________________

6. Pick a real fish that you have researched in a book or on the Internet. Draw a picture of its body parts that help it survive in its habitat.
1. Define these two terms:
Paleontologist: _______________________________________________________
Fossils: _____________________________________________________________

2. Compare the picture of the velociraptor fossil on page 30 to the images of the fish, bird, cat and dog skeletons on page 31. In the chart below, note the similarities and differences between the velociraptor and the other skeletons by naming the animals specifically in each case.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Which of the animals on page 31 do you think is the descendant of the velociraptor? Explain your reasoning.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What can fossils tell scientists about animals that are alive today? Explain your idea.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. What is the difference between physical appearance and learned behaviours? Give an example of each type of characteristic.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Why do scientists use structural characteristics to classify living things?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Give an example of a structural characteristic shared by all humans.

________________________________________________________________________
________________________________________________________________________
Cumulative Activity: Book Study Questions
(Text pages 4 to 6)

Wolf Island
By Celia Godkin

1. How did the wolves come to the island?
2. How were the wolves finally able to leave the island?
3. Explain how the following animals were affected by the departure of the wolves:
   a) the deer
   b) the rabbits
   c) the foxes
   d) the mice
   e) the owls
4. What is the main idea of this story?
5. How could you apply the main idea to the impact humans have on animal habitats and species health? Give an example to support your reasoning.
6. Illustrate your favourite part of the story in the box at the bottom of page 18.

When the Giant Stirred: Legend of a Volcanic Island
By Celia Godkin

1. Identify the inhabitants of the island and describe how they lived before the volcano erupted.
2. How did the chief of the villagers know it was time to leave after the smoke appeared?
3. Explain how the following living things were affected by the eruption:
   a) the humans
   b) the coconut palms
   c) the turtles
   d) the birds
4. What is the main idea of this story?
5. How could you apply the main idea to the impact nature has on animal habitats and species health? Give an example to support your reasoning.
6. Illustrate your favourite part of the story in the box at the bottom of page 18.
Sea Otter Inlet
By Celia Godkin

1. Describe the life of the sea otters of the sea before the arrival of the hunters. Note their food source and other details about their habitat.

2. Why were the otters valued?

3. Explain how the following living things were affected when the sea otters were hunted until none were left:
   a) the kelp forest plants
   b) the “holdfasts”
   c) the animals in the kelp forest (crabs, shellfish, sea stars, octopi)
   d) the sea urchins

4. What is the main idea of this story?

5. How could you apply the main idea to the impact hunting has on animal habitats and species health? Give an example to support your reasoning. Could the hunters still pursue their prey without damaging the ecosystem?

6. Illustrate your favourite part of the story in the box at the bottom of page 18.

Just A Dream
By Chris Van Allsburg

1. Describe Walter’s behaviour and attitudes in connection with the environment he lives in. How is it different than Rose’s?

2. What is Walter’s view of the future when the story starts?

3. Explain how Walter’s dreams reveal a future that is different from that which he imagines. Use two or three examples from the story to explain your answer.

4. What is the main idea of this story?

5. How could you apply the main idea to the impact of humans on animal habitats and species health that you see around you in the Bloor West Village or Toronto areas? Give a examples from your background knowledge to support your reasoning.

6. How is the last dream a good ending for the story? Explain the dream and support your opinion with reasons.

7. Illustrate your favourite part of the story in the box at the bottom of page 18.
A River Ran Wild
By Lynne Cherry

1. Describe the life of the Nash-a-way river before the arrival of the natives.
2. How did the native presence change life by the river? Was life in balance?
3. Explain how the following habitat areas were affected by the arrival of settlers:
   a) the forest
   b) the local animals (wolf, beaver, fish, birds)
   c) the river
   d) the air quality
4. How do the effects of human neglect reverse the damage done to the Nashua?
5. What is the main idea of this story?
6. How could you apply the main idea to the impact humans have on habitats and species health? Give an example to support your reasoning.
7. Illustrate your favourite part of the story in the box at the bottom of page 18.

The Shaman's Apprentice
By Lynne Cherry

1. Describe the life of the Tirio village peoples before the arrival of the sick man from the other tribe.
2. How did the presence of outsiders change the lives of the Tirio people? Did their medicine and religion improve their lives? Give reasons for your opinion.
3. Explain how the following characters were affected by malaria:
   a) the forest's wildlife
   b) the shaman, Nahtahlah
   c) Kamanya
   d) the air quality
4. How does the arrival of Gabriela change the village? What is the secret of quinine?
5. What is the main idea of this story?
6. How could you apply the main idea to the impact humans have on habitats and species health? Give an example to support your reasoning.
7. Illustrate your favourite part of the story in the box at the bottom of page 18.
Cumulative Activity: Endangered Animal Study Project

Diversity of Living Things Project

Name: ___________________ Parent Signature: ____________________

An Extravaganza to honour the amazing, though fragile diversity of Canada’s Wildlife.

Project Outline

Each student will choose an animal on the Canadian endangered list. After completing research using a variety of websites and print resources, complete the following writing/Science activities outlined below. These assignments will be put together and will be presented to the class on ________________.

1. Research on your animal: (1-2 pages) -- Provide its’ physical description (including the structural characteristics that identify this species of animal), habitat, predators and prey, adaptations to climate or prey, mating habits, food behaviour, longevity & geographic range. Include bibliography.

2. Map: -- A hand drawn and coloured map indicating the location and range of the animal.

3. Dear World Letter: -- (written on an 18 X 24 painted sheet of paper, including a picture of the animal). An informal letter, written from the point of view of the animal (first person) to the citizens of the world with an impassioned plea to save your species from extinction. Use the following format:
   - Paragraph 1: Introduce yourself, and explain why you are writing the letter.
   - Paragraph 2: Write a description of yourself and your habits, using the information from your research.
   - Paragraph 3: Give the reasons why your status is endangered.
   - Paragraph 4: Explain what the citizens of the world can do to save you.

4. Letter to the Minister of the Environment:-- (1 page) Write a formal, but persuasive letter to ___________________, strongly indicating what you feel needs to be done to ensure the safety of your animal and its habitat. Make reference to the 2002 Save Our Species legislation, and give your opinion of its usefulness. This letter must have the correct form (address, salutation and closing) and be written in Block or Semi-Block style.

5. Narrative Story:-- (2-4 pages) Write a mystery, fantasy, myth or humourous narrative story in which your animal plays a significant role.

6. Chart:-- (done in Latin and English) Create a taxonomy classification system (such as we have done in class) which indicates the phylum, class, order, family, genus, and species of your animal.
Diversity of Living Things Project

Name: ________________________ Animal: ________________________

Due Dates:
1. Animal research:
   - Rough copy due ________________________
   - Good copy due ________________________

2. Map:
   - Due with final project submission on ________________________

3. Dear World Letter:
   - Rough copy due ________________________
   - Good copy due ________________________

4. Letter to the Environment Minister:
   - Rough copy due ________________________
   - Good copy due ________________________

5. Narrative Story:
   - Rough copy due ________________________
   - Good copy due ________________________

6. Chart:
   - Due with project submission, ________________________

7. Oral Presentation:
   - To classmates on ________________________

Please note that significant class time in English and Science will be devoted to work on the above activities. Students will also be assigned some of the work as homework as well. Portions of the assignment may be deleted as time permits.

Web Sites:
http://www.sararegistry.gc.ca/default_e.cfm
This site gives information and pictures on all of Canada’s endangered animals from the Federal government.
http://www.naturecanada.ca/endangered_know_our_species.asp
Nature Canada site with threatened animals profiles.
http://animaldiversity.ummz.umich.edu/index.html
Animal Diversity site -- lists animals according to the classification system.
The Canadian Biodiversity Web's list of endangered species, with short profiles.
http://raysweb.net/specialplaces/pages-species-ej/dwindlinglegacy-ej.html
Stories from the Edmonton Journal on Canada's endangered species.
http://www.hww.ca/hww.asp?id=36&pid=1
Hinterland Who's Who fact sheets on Canada's endangered animals.
Minister of the Environment welcome page
http://www.sararegistry.gc.ca/species/schedules_e.cfm?id=1
Species at Risk Public Registry - List of Extirpated Species
(each name is linked to a short informational essay on the animal.)

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Who Am I?

Kingdom: ____________________________
Phylum: ____________________________
Class: ______________________________
Order: _____________________________
Family: ____________________________
Genus: ____________________________
Species: ____________________________

Geographic Range:
_____________________________________________________________________
_____________________________________________________________________

Physical Characteristics:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Food: __________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Reproduction / Behaviour:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Habitat:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Conservation / Economic Importance to Humans:
_____________________________________________________________________
_____________________________________________________________________

created by areynolds.org
Who Am I in Room 365?

Kingdom: ______________________________
Phylum: ____________________________
Class: ______________________________
Order: _____________________________
Family: ____________________________
Genus: _____________________________
Species: ____________________________

Geographic Range: ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Physical Characteristics: ________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Food: ________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Behaviour: __________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Habitat: ____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Conservation / Importance to Class: ____________________________________________
____________________________________________________________________________

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# Diversity of Living Things Unit Rubric

<table>
<thead>
<tr>
<th>Name: ______________________________</th>
<th>Score: __________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Levels</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scientific research on the endangered animal</strong></td>
<td>Research is much too brief, and is not organized according to the sub-topics. It covers few of the points.</td>
<td>Research has some problems with organization and clarity. It covers just some of the points.</td>
<td>Research is well written and organized, and covers most of the points required.</td>
<td>Research is very well written and organized, and covers all or almost all of the points required.</td>
</tr>
<tr>
<td><strong>Letter to the Minister of the Environment</strong></td>
<td>Does not use explanations or strategies to persuade the reader. Tone is not appropriate to a formal letter</td>
<td>Presents arguments in a simple manner to attempt to persuade. Tone is somewhat appropriate.</td>
<td>Presents arguments clearly to persuade the reader. Tone is appropriate to a formal letter.</td>
<td>Presents arguments clearly, precisely and includes and emotional response to persuade.</td>
</tr>
<tr>
<td><strong>“Dear World” Letter explaining your plight as an endangered species</strong></td>
<td>Letter provides minimal information about the animal and lacks the emotional voice of the animal in danger.</td>
<td>Letter provides some information about the animal, but lacks the emotional plea. The voice is sometimes authentic.</td>
<td>Informative letter has a fairly good emotional plea and usually maintains the authentic voice of the animal.</td>
<td>Informative letter has a strong emotional plea and consistently maintains the authentic voice of the animal.</td>
</tr>
<tr>
<td><strong>Narrative story in which the animal plays a significant part</strong></td>
<td>Writes a disjointed story that does not flow, and has little mention of the particular endangered animal.</td>
<td>Attempts to organize narrative ideas and information about an endangered animal, but the emphasis is not clear.</td>
<td>Organizes narrative ideas and information related to an endangered animal. The flow is smooth from beginning to end.</td>
<td>Organizes ideas and information creatively to relate, in a smooth and flowing manner, a tale emphasizing an endangered animal.</td>
</tr>
<tr>
<td><strong>Taxonomy chart for this animal</strong></td>
<td>Chart is difficult to follow due to its lack of organization and labelling.</td>
<td>Chart is somewhat difficult to follow from kingdom through to genus and species.</td>
<td>Chart is clear and well labelled. Shows the classification of this particular species as well as 1 or 2 others.</td>
<td>Chart is very clear and thorough, with a number of examples of animals classified.</td>
</tr>
<tr>
<td><strong>Map showing range/habitat and location of this animal</strong></td>
<td>An unclear map which has been done in haste and does not have a clear legend. No surrounding areas have been identified.</td>
<td>A fairly good map, although the colouring and legend could be clearer. Some areas have been identified.</td>
<td>A very good, well coloured map with a clear legend. Most areas have been identified.</td>
<td>An excellent, clear, and well coloured map with a clear legend. All areas have been well identified.</td>
</tr>
<tr>
<td><strong>Content of Booklet questions</strong></td>
<td>Information is much too brief, with most of the main points left out. Hardly any care has been taken in the completion of written work (ex: neatly, of sufficient length, with appropriate chart details).</td>
<td>Information is occasionally detailed, but a number of the main points have been left out. Little care has been taken in the completions of the written work (ex: neatly, of sufficient length, with chart details).</td>
<td>Information is detailed with most of the main points clearly described. Care has been taken in the completion of the written work (ex: neatly, of sufficient length, with appropriate chart details).</td>
<td>Information is detailed, with all the main points clearly and thoroughly described. Great care has been taken in the completion of the written work (ex: neatly, of sufficient length, with chart details).</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>Information presented to the class in a very hesitant manner.</td>
<td>Information presented to the class in a somewhat hesitant manner.</td>
<td>Very good, knowledgeable presentation.</td>
<td>Excellent, confident and extremely knowledgeable presentation!</td>
</tr>
</tbody>
</table>
Page 23: Diversity of Living Things Classification Chart

Kingdom
- Monera
- Protist
- Plant
- Animal
- Fungi

Phylum
- Vertebrates
- Invertebrate Arthropods

Class
- Mammals
- Amphibians
- Aves/Birds
- Reptiles
- Fish
- Insects

Order

Family

Genus

Species