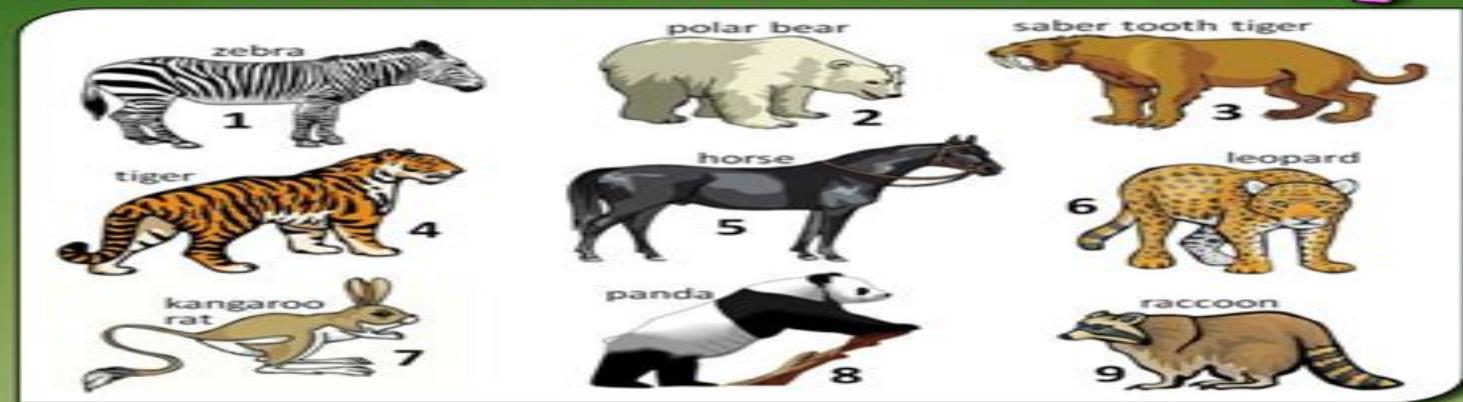


CREATE a Dichotomous Key



Student truly understand
dichotomous keys when they
make their own! **Gr.7-12**

CREATING A DICHOTOMOUS KEY

DIRECTIONS: Create a dichotomous key to identify all of the above organisms below.

PROCEDURE:

1. Decide the shared characteristics of these organisms, then listing them. (Dichotomous keys are based on shared characteristics and group them into two categories. If all others have characteristic A, then those that do not have characteristic A are grouped together. This is the idea that identifies the organism. If all others have characteristic B, then those that do not have characteristic B are grouped together. This is the idea that identifies the organism. If all others have characteristic C, then those that do not have characteristic C are grouped together. This is the idea that identifies the organism. If all others have characteristic D, then those that do not have characteristic D are grouped together. This is the idea that identifies the organism. If all others have characteristic E, then those that do not have characteristic E are grouped together. This is the idea that identifies the organism. If all others have characteristic F, then those that do not have characteristic F are grouped together. This is the idea that identifies the organism. If all others have characteristic G, then those that do not have characteristic G are grouped together. This is the idea that identifies the organism. If all others have characteristic H, then those that do not have characteristic H are grouped together. This is the idea that identifies the organism. If all others have characteristic I, then those that do not have characteristic I are grouped together. This is the idea that identifies the organism. If all others have characteristic J, then those that do not have characteristic J are grouped together. This is the idea that identifies the organism. If all others have characteristic K, then those that do not have characteristic K are grouped together. This is the idea that identifies the organism. If all others have characteristic L, then those that do not have characteristic L are grouped together. This is the idea that identifies the organism. If all others have characteristic M, then those that do not have characteristic M are grouped together. This is the idea that identifies the organism. If all others have characteristic N, then those that do not have characteristic N are grouped together. This is the idea that identifies the organism. If all others have characteristic O, then those that do not have characteristic O are grouped together. This is the idea that identifies the organism. If all others have characteristic P, then those that do not have characteristic P are grouped together. This is the idea that identifies the organism. If all others have characteristic Q, then those that do not have characteristic Q are grouped together. This is the idea that identifies the organism. If all others have characteristic R, then those that do not have characteristic R are grouped together. This is the idea that identifies the organism. If all others have characteristic S, then those that do not have characteristic S are grouped together. This is the idea that identifies the organism. If all others have characteristic T, then those that do not have characteristic T are grouped together. This is the idea that identifies the organism. If all others have characteristic U, then those that do not have characteristic U are grouped together. This is the idea that identifies the organism. If all others have characteristic V, then those that do not have characteristic V are grouped together. This is the idea that identifies the organism. If all others have characteristic W, then those that do not have characteristic W are grouped together. This is the idea that identifies the organism. If all others have characteristic X, then those that do not have characteristic X are grouped together. This is the idea that identifies the organism. If all others have characteristic Y, then those that do not have characteristic Y are grouped together. This is the idea that identifies the organism. If all others have characteristic Z, then those that do not have characteristic Z are grouped together. This is the idea that identifies the organism.)
2. The remaining organisms should be fairly consistent and dichotomous keys can be made from them. Create a dichotomous key for each of the remaining organisms.

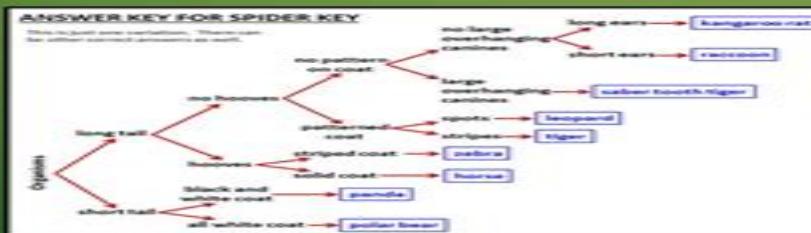


DICHOTOMOUS KEY

STEP	(a) Does characteristic A? (b) Does not have characteristic A? (c) Does not have characteristic B? (d) Does not have characteristic C?	Name for Organism
Step 1	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 2	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 3	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 4	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 5	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 6	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 7	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 8	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 9	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	
Step 10	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9	

MARKING SCHEME

CODE	1	2	3	4	5	6	7	8	9
This animal belongs in family A.	1	2	3	4	5	6	7	8	9
This dichotomous key could be grouped, aligned and easily understood.	1	2	3	4	5	6	7	8	9
This marking scheme is much friendlier and it is extremely visual. The marking scheme is much friendlier and it is extremely visual. The marking scheme is much friendlier and it is extremely visual.	1	2	3	4	5	6	7	8	9
Total:	7/20								



ANSWER KEY FOR DICHOTOMOUS KEY

This is just one variation. There can be other correct answers as well.

STEP	DESCRIPTION OF CHARACTERISTICS	Does this characteristic A? (b) Does not have characteristic A? (c) Does not have characteristic B? (d) Does not have characteristic C?	Name for Organism
Step 1	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 2	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 3	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 4	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 5	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 6	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 7	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 8	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 9	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		
Step 10	(a) 1, 2, 3, 4, 5, 6, 7, 8, 9		

Create Dichotomous Key Activity

Eldo D. Enger, Bradley F. Smith

Create Dichotomous Key Activity:

STEM: Life Science , Early Childhood Activities for a Greener Earth Patty Selly,2012-07-17 This resource teaches children about sustainability and environmentalism with green oriented lesson plans art activities literature connections and classroom projects *Organisms-- from Macro to Micro* ,2003 [Differentiating Instruction with Menus](#) Laurie E. Westphal,2007 Differentiating Instruction With Menus offers teachers everything they need to create a student centered learning environment based on choice Addressing the four main subject areas language arts math science and social studies and the major concepts taught within these areas these books provide a number of different types of menus that elementary aged students can use to select exciting products that they will develop so teachers can assess what has been learned instead of using a traditional worksheet format Each book contains attractive reproducible menus each based on the levels of Bloom s revised taxonomy for students to use to guide them in making decisions as to which products they will develop after studying a major concept or unit Using creative and challenging choices found in Tic Tac Toe Menus List Menus 2 5 8 Menus Baseball Menus and Game Show Menus students will look forward to sharing their newfound knowledge throughout the year Also included are specific guidelines for products rubrics for assessing student products and teacher introduction pages for each menu This book includes menus that teach students about whole numbers and operations fractions probability and statistics geometry measurement and problem solving *Handbook for the New Art and Science of Teaching* Robert J. Marzano,2018-09-21 Part of The New Art and Science of Teaching series Rely on this comprehensive guide to help you implement the teaching methods of Dr Robert J Marzano s The New Art and Science of Teaching framework which includes over 330 specific instructional strategies 43 instructional elements and 10 design questions Each chapter outlines actionable steps tips and examples of implementation that will set you and your students up to succeed with this powerful framework in your classroom Added insight into Marzano s research based instructional strategies and teaching methods Learn the history of Robert J Marzano s framework of teaching methods first laid out in his best selling The Art and Science of Teaching Thoroughly examine the updated The New Art and Science of Teaching framework for competency based education Explore numerous instructional strategies that correspond to each of the 43 elements of The New Art and Science of Teaching Acquire examples that will assist in the realization of the instructional strategies discussed throughout the book Discover strategies that will improve both the mental and physical environment of the classroom to better support student success Reimagine how to develop relationships with students and generate student engagement Access free reproducibles that will assist in implementing The New Art and Science of Teaching framework in classrooms A joint publication of ASCD and Solution Tree Contents Introduction Part I Feedback Chapter 1 Providing and Communicating Clear Learning Goals Chapter 2 Using Assessments Part II Content Chapter 3 Conducting Direct Instruction Lessons Chapter 4 Conducting Practicing and Deepening Lessons Chapter 5 Conducting Knowledge Application Lessons Chapter 6 Using

Strategies That Appear in All Types of Lessons Part III Context Chapter 7 Using Engagement Strategies Chapter 8 Implementing Rules and Procedures Chapter 9 Building Relationships Chapter 10 Communicating High Expectations Appendix Reproducibles References and Resources Books in The New Art and Science of Teaching series The New Art and Science of Teaching The Handbook for the New Art and Science of Teaching The New Art and Science of Teaching Reading The New Art and Science of Teaching Writing The New Art and Science of Classroom Assessment Invitations to Life's Diversity. Teacher-Friendly Science Activities with Reproducible Handouts in English and Spanish. Grades 3-5. Living Things Science Series Carole Ann Camp,1995 This booklet one of six in the Living Things Science series presents activities about diversity and classification of living things which address basic Benchmarks suggested by the American Association for the Advancement of Science for the Living Environment for grades 3 5 Contents include background information vocabulary in English and Spanish materials procedures extension activities and worksheets The worksheets are presented in both English and Spanish versions Suggestions for use of the activities include using student grouping a rated readings center and journal keeping Activity names are What Goes Where All Earth s Critters So What s Backbone Got To Do with It Follow Those Tracks Flying High You re Driving Me Buggy In the Swim I Think That I Shall Never See The Nose Knows and Incredible Edibles A life classification chart and lists of fiction and non fiction readings are included MKR **Bridges to the Natural World** Patricia Florence Kane,Dale Allyn Rosselet,Karl Anderson,1992 Student Edition Glencoe,2001-05 **The National Curriculum Outdoors: Year 6** Sue Waite,Michelle Roberts,Deborah Lambert,2020-06-25 Part of the National Curriculum Outdoors series aimed at improving outside the classroom learning for children from Year 1 to Year 6 Teaching outside the classroom improves pupils engagement with learning as well as their health and wellbeing but how can teachers link curriculum objectives effectively with enjoyable and motivating outdoor learning in Year 6 The National Curriculum Outdoors Year 6 presents a series of photocopiable lesson plans that address each primary curriculum subject whilst enriching pupils with the benefits of learning in the natural environment Outdoor learning experts Sue Waite Michelle Roberts and Deborah Lambert provide inspiration for primary teachers to use outdoor contexts as part of their everyday teaching and showcase how headteachers can embed curriculum teaching outside throughout the school whilst protecting teaching time and maintaining high quality teaching and performance standards All of the Year 6 curriculum lessons have been tried and tested successfully in schools and can be adapted and developed for school grounds and local natural environments What s more each scheme of work in this all encompassing handbook includes primary curriculum objectives intended learning outcomes warm up and main activities plenary guidance natural connections ICT and PSHE links and word banks Please note that the PDF eBook version of this book cannot be printed or saved in any other format It is intended for use on interactive whiteboards and projectors only *The Science Teacher ,2009* *Science Directions 9* Douglas A. Roberts,Winter,Mary Kay Winter,1990 **Chapter Resource 14 Class of Organisms Biology** Holt Rinehart &

Winston,Holt, Rinehart and Winston Staff,2004 **Order & Diversity in the Living World** Jorge Víctor Crisci,Joseph D. McInerney,Patricia J. McWethy,1993 Includes sample instructional activities for ages 6 18 **Field and Laboratory Activities in Environmental Science** Eldo D. Enger,Bradley F. Smith,1994-10 *Making a Great Lake Superior* Jake Vander Wal,Paul D. Watts,1992 *The School Science Review* ,2002 **Research Activities** ,1988 **Elementary Science Methods** Kenneth T. Henson,Delmar Janke,1984 *Beginning in the Watershed* James A. Kolb,1996 **Evaluating the Knowledge of at Risk High School Students in Ecology Through Alternative Assessment** Tina Marie Kopinski,2007

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