



PUPIL WORKSHEET

Backbone evidence lab

Autumn 1 · Week 3 · Lesson B

Name: _____ Date: _____

Use body clues to classify animals, test a first idea and construct a diagnostic clue card.

Use this sheet with the lesson. You may point, sign, speak, draw, write, dictate or direct an adult. Keep your first idea so you can show what changed.

1. Predict, reveal, classify

Cover the evidence column first. Make a first choice or write unsure. Then reveal or hear the evidence.

Case	Body evidence	First / final group
Goldfish	Internal bones include a backbone.	
Bat	Has wings and an internal backbone.	
Beetle	Hard outer case; no backbone.	
Earthworm	Muscles/fluid support; skin rings are not bones.	



2. Make and test a mystery card

Write, draw, point or dictate as agreed with your teacher.

Choose fish, bird, frog, lizard, mouse, snail, crab or earthworm. Hide the name when testing the clues.

- My hidden animal: ____.
- Body clue 1: ____.
- Body clue 2: ____.
- The solver's group and reason: ____.



3. Improve your evidence

Write, draw, point or dictate as agreed with your teacher.

Check one body clue. Replace a vague clue with something that helps decide the group.

- My first clue: ____.
- My clearer clue: ____.
- It helps because ____.
- I kept / changed my classification because ____.



4. Feedback and exit

Write, draw, point or dictate as agreed with your teacher.

Tell the adult one thing that helped, or pass privately. Choose one science question.

- Supported: name an animal with a backbone.
- Standard: explain why a crab is an invertebrate.
- Stretch: explain why size is not a reliable test.

Choose a response route

Agree one route with your teacher; you do not need every route.

Supported

Use an adult reader and two group labels; point to one decisive body clue.

Standard

Classify all four cases, explain a choice and make a two-clue card.

Stretch

Test and improve a clue so appearance cannot mislead the solver.

Next: the current Week 4 lesson.