**Sequencing of Rational**

 This science unit will be using concept-related sequencing with a focus on the class relations pattern. There are other sequencing patterns that would fit well within this unit; however, the students need to work on one category at a time. Allowing the students to work on one category at a time will help to create the base that is needed to expand their learning.

 The first subunit is animal needs. This is the logical starting point because the foundation, for animals, is already there. They will learn how to classify the different animals as well as be able to explain the differences between them. The students will recognize that animals have similar needs. They will be able to describe an animal’s habitat and explain why it is important. This subunit will strengthen the student’s prior foundation.

 The next subunit is mammals and birds. This subunit is next because the students are now able to classify animals by body covering and body structure. They will now go into individual detail about mammals and birds. The students will discover more characteristics that are associated with them. They will be able compare the life cycles of mammals and birds.

 The final subunit is amphibians, fish, and reptiles. This subunit is last because I felt the students would be interested in learning more about mammals first, because they come in contact with mammals in their everyday lives. The students have built a strong foundation so they can use the information about amphibians, fish, and reptiles to expand what they already know. They will discover more characteristics that are associated with amphibians, fish, and reptiles. They will also be able to compare all animals we have discussed within this entire unit.