

WEEK 6 Lesson 1

**Science and Engineering: Parents and Offspring**  
Similarities and Differences

<b>S &amp; E Big Ideas</b>	Animals inherit traits from their parents. Offspring look very similar to their parents. Offspring do not look exactly the same as their parents.
<b>S &amp; E Guiding Question</b>	How are parents and their offspring the same and different?
<b>Content Objective</b>	I can make observations to tell how young animals are like, but not exactly like, their parents. (1-LS3-1)
<b>Language Objective</b>	I can describe how offspring are the same and different from their parents. (SL1.1)
<b>Vocabulary</b>	<b>inherited trait:</b> A characteristic that is passed down from a parent to its offspring <b>offspring:</b> The baby of a plant or animal
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <a href="https://read.bookcreator.com/qYbzMeDUkjdrxZQL09VLw2VBeEF3/5we0CE9bSqOIKoW0Ak49rA/GXUd39-FRcyYOWvnQUIBhg">Animals and Their Offspring ebook</a> (<a href="https://read.bookcreator.com/qYbzMeDUkjdrxZQL09VLw2VBeEF3/5we0CE9bSqOIKoW0Ak49rA/GXUd39-FRcyYOWvnQUIBhg">https://read.bookcreator.com/qYbzMeDUkjdrxZQL09VLw2VBeEF3/5we0CE9bSqOIKoW0Ak49rA/GXUd39-FRcyYOWvnQUIBhg</a>)</li> <li>• devices, at least 1 per small group</li> <li>• <a href="#">Investigating Animal Traits</a> sheet, 1 per child and 1 enlarged copy for teacher modeling</li> <li>• Optional: hard copies of books with pictures of animals and their babies</li> </ul>
<b>Opening</b> 1 minute	<i>Today, we will explore how baby animals, or offspring, are similar to their parents, but not exactly the same.</i>
<b>Investigation</b> 20 minutes	Show the Compare and Contrast animal traits worksheet and review each of the components. Show children the Animals and Their Offspring ebook and describe how they will use the book. <i>When it's your turn to investigate, you'll use this book. Our guiding question is, "How are parent animals and their offspring the same and different?" You will use this chart to record your observations.</i>

	<p><i>First, you will write the name of the animal. In the next column, you will write how the offspring and parents are the same. In the last column, you will write about how they are different. Let's do one together.</i></p> <p>Go to the last page of the book, Resource Sources. Click on the book <u>Baby Animals in Ocean Habitats</u> and read the table of contents. Ask children to identify which pages they might find information about babies in the ocean.</p> <p><i>I notice that it says, "Arctic babies" on page 12, so I'm going to flip to that page to go directly to the information I want to find. On this page, I see polar bears, seals, and narwhals. We're just going to choose one animal to begin. I'll write the word narwhal on my recording sheet in the first column. That's the name of the animal. Look closely at that photograph. How is the parent the same as its offspring?</i></p> <p>Invite children to share what they notice in common and record 1-2 ideas in the second column. Then ask children to share how they are different and record 1-2 ideas in the third column.</p> <p><i>Now that we've done one together, it's time for you to go do your own observations. At the end of our lesson, we'll come back together to share what we've learned!</i></p> <p>Provide each child with a sheet and access to the digital book and/or physical books about animals and their babies. As children work, circulate around the room to provide support and help facilitate learning.</p>
<p><b>Discussion</b> 7 minutes</p>	<p>Invite children back to the meeting area with their papers.</p> <p>Turn and Talk.</p> <p><i>Turn to your partner and tell them about one of the animals you researched. What's the animal, how are the parents and offspring the same, and how are they different?</i></p> <p><i>What traits of your animal help protect it from danger? Do they have special markings or camouflaged fur? Do they have special adaptations like claws or sharp teeth?</i></p> <p>Invite a few children to share what they learned from their partner with the rest of the class.</p>
<p><b>Closing</b></p>	<p><i>Today, we made observations that offspring look like, but not exactly like their parents. When you go to your Station, you will have an opportunity to write more about this.</i></p>
<p><b>Standards</b></p>	<p><b>Practice 3:</b> Planning and carrying out investigations</p>

	<p><b>Practice 8: Obtaining, evaluating, and communicating information</b></p> <p><b>1-LS3-1</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p><b>SL1.1</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>RI1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
<p><b>Ongoing assessment</b></p>	<p>While children are working, circulate around the room to make note of any children who are having difficulty with the following:</p> <ul style="list-style-type: none"> <li>● Identifying traits that are the same or different</li> <li>● Choosing traits rather than other facts in the text</li> <li>● Understanding how the chart works for recording information</li> </ul>

**Notes**



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