

LESSON: Critter Creations, Children & Parents

GRADE: 1

OBJECTIVES:

Structure, Function, and Information Processing-

- **1-LS3-1** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Life Science-

S.K-2.LS.1 Understand and apply knowledge of the characteristics of living things and how living things are both similar to and different from each other and from non-living things.

- Living things share some common characteristics that are both similar to and different from non-living things.
- Different species of plants and animals have different observable characteristics by which they can be classified.

MATERIALS & RESOURCES:

- Junk box with things like:
 - Rubber bands
 - Cardboard rolls from paper towels or toilet paper
 - Ribbon
 - Wood scraps
 - Pins
 - Paperclips
 - Staples
- Pictures of animals with different characteristics
- Tape
- Scissors
- Cardboard
- String
- Wire
- Foil
- Construction paper

PRESENTATION:

Talk about all the different kinds of “critters” the children have observed on the playground, parks and back yards. Have the kids look at pictures of animals in which both parents and offspring are featured. Lead a discussion about human children and parents. What are the ways in which children and parents are similar and in what ways are they different? How is this true for animals? Tell them they get to create some “critters”. Their critters will be made from their imaginations. Tell them to create both parents and children, show some similarities and differences between them. The kids will use recycled materials for the activity.

DIRECTIONS:

1. Introduce children to the materials available. Tell them that today they are going to create children and parent “critters”.
2. Divide the group into small groups of 2 or 3. If possible, go outdoors to complete the activity.
3. When all have completed their critters, ask them to explain the differences and similarities between the parents and offspring of their critters.

TIME:**90-120 min****PROCESSING THROUGH THE SIX PILLARS:****WHAT:**

- What makes the critters different from each other?
- What needs are common to all critters for survival? (food source, clean water, air, safety)

SO WHAT:

- What can happen to a critter if their basic needs for shelter, food, clean water and air are destroyed?
- Do we respect a critter less for being different? Please say why or why not.

NOW WHAT:

- How can we be good neighbors to critters?