

VITAL INFORMATION

Grade: 2

Subject: Science, Understanding Life Systems

Topic: Growth and Change in Animals, Mammal Life Cycles

Suggested Prerequisite Knowledge/Skills:

Time Allotment: 3 to 4 class periods at 30 minutes a period.

Objective:

- 1) Students will learn the life cycle of a mammal of their choice.
- 2) Students will learn that animals grow and change.

Summary: Students will take part in a classroom discussion about life cycles, leading them into discovering facts about the life cycles of some of the mammals that can be viewed at Marineland of Canada. The final project will be for students on their own to gather information and create a mobile of a mammalian life cycle.

IMPLEMENTATION

Introduction: An open class discussion will take place, this discussion will use students previous schema of a human life cycle. The teacher should record the discussion points on a SMART board, white board or a large chart paper. Some possible discussion questions are:

1. How much do you as grade 2's know about the human life cycle?
2. Does anyone know how long a human baby will stay in its mother's stomach?
* Possibly explain that this is a gestation period.
3. Does anyone know how long it takes before a human can reach full size?
4. Does anyone know how long humans live?

Activity: Life Cycle Mobile

Using the PowerPoint presentation attached to this lesson, students will explore the life cycle information given about Marineland's mammals. Students will each have their own computer or work in groups at a computer to explore the mammals.

* I suggest that the teacher completes this activity first to have as an example for their students.

1. Students will choose a mammal from the information given and record the important information in bullet form in a writing journal (or a scrap piece of paper).
* Make sure that this information is in chronological order from birth to death.
2. Students will divide recorded information into 4 to 5 parts. They will then write this information in chronological order on 4 to 5 separate flash cards (3 in by 5 in).
3. Once these cards are done neatly and everything is spelled correctly and legible, students will create their life cycle mobile.
4. Using a single hole punch, create 1 hole in the middle of a paper plate, and 4 or 5 holes (depends on the number of flash cards used) around the outside. Students should make sure these are spread evenly around the outside or else the paper plate will not stay flat.
5. Students will need to have 5-6 pieces of string approximately 1 ft. in length. These will attach the flash cards to the paper plate and one through the top from which to hang the mobile.
6. Students will also want to write a title for their mobile on another flash card and string it from the middle of the mobile so that it may hang between the other flash cards.

Closure: Once the mobiles have been created, then put the students into 4 separate groups.

1. The students will explain their mobile to their groups, making sure each flash card is talked about and that the group is given a chance to ask questions.
2. Students will then return to their seats and a few volunteers will be asked to explain their mobiles to the class, same as they did in their groups.
3. Students will hand in mobiles for marking.

MATERIALS AND RESOURCES

Instructional Materials:

- Marine mammal and Land Mammal PowerPoint presentations.
- Single hole punches
- Paper plates (1 per student)
- Flash cards (4 or 5 per student)
- String
- Writing tool
- White Board, SMART board, or chart paper
- Writing journal

Resources:

- The 2007 revised Science and Technology, Ontario curriculum, grades 1-8.
- Sciencosaur: A student handbook. (2006) By: Great Source education group, A Houghton Mifflin Company.

Technology:

- Computers with access to the internet
- SMART board with access to the internet

Expectations and Assessment

Expectations from the Ontario Science Curriculum Grade 2:

2. Developing Investigation and Communication Skills

- 2.3 Investigate the life cycle of a variety of animals using a variety of methods and resources.
- 2.7 Use appropriate science and technology vocabulary in oral and written communication.
- 2.8 Use a variety of forms to communicate with different audiences and for a variety of purposes.

Assessment:

- Assessment checklist provided