



Meeting Needs Throughout a Life Cycle

Grade Level

Grade 3

Engage

This activity is designed to start your students in recognizing themselves as scientists and thinking critically about problem-solving. The goal is to teach concepts through discovery and to encourage using scientific thought processes. As with all lessons provided, please feel free to adapt them according to your students' abilities. Some of your students may be early readers, in which case you may find it more successful to lead activities and discussions as a whole group rather than using individual Research Plan sheets. Certain scientific vocabulary may or may not be appropriate for your students' level of understanding. Take these ideas, make them your own and your students will have a greater chance at success.

How do animals at different stages of their life cycles meet their needs?

1. Begin this lesson by showing a short video of a mother bird interacting with her young. You can find your own video, or use the linked video of a swan from the Cleveland Zoological Society here:
https://www.youtube.com/watch?v=7IJEbWd_56w&list=PLQF_PlvTGQvseEqdQvYvUFHr4afGu9b4b&index=7&t=7s.

Explore

2. Ask students to describe what they noticed in the video.
3. Tell the students that you will watch the video again, but this time, the students should pay close attention to similarities and differences between the adult and the babies.
4. Review the similarities and differences between adult and young.
5. Review the basic needs of animals with the students (food, water, shelter, and space), and the stages of a bird's life cycle (egg, chick, fledgling, juvenile, adult).
 - a. Chick is a very young baby birds that stay in the nest or with their parents.
 - b. Fledglings are birds that are just developing their flight feathers. They are in the process of leaving the nest and learning to fly.
 - c. Juveniles have left the nest and can care for themselves.

Explain

6. Ask students if they think that birds have different needs at different stages of life and how different stages of life affect how a bird meets its needs. You can simplify it by just comparing baby vs adult.

Expand

7. Tell students that they should each now choose their favorite animals. They will need to research the life stages of this animal and then describe how each life stage meets its basic needs. Students can record their ideas on how they want to research their topic on the Research Plan sheet.
8. Once students complete their research, have them present the information on their animal to their classmates. Depending upon the resources available in your classroom, allow these presentations to take whatever form (oral report, posters or drawings, etc.) best matches the skills and abilities of your students.

Assess

9. Were all animal classifications (mammal, bird, reptile, amphibian, fish, insects) covered during the student presentations? If not, discuss with the entire class the life cycle stages of that animal class and how the animal in those various life stages meets its needs. Students should be able to reference the initial example discussed at the beginning of this lesson as well as their own research in order to work through any missing animal classes.

Standards

Ohio Academic Content Standards
Grade 3 Life Science Topic: Behavior, Growth and Changes Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.



Basic Needs Throughout a Life Cycle

Supplemental Materials

My Research Plan

1. What is my research question?
Is it a good question?



How do animals at different stages of their life cycles meet their needs?

2. How can I get my information?



3. What will I do with this information?



4. How will I know I did my job well?

