

2.2 How are Sam and Alex similar or different from animals of the forest?

Story Extension for This Lesson:

Sam and Alex have been asked to help the plants and animals in the forest because of some unknown danger, but Sam and Alex also live in the forest! How do you think humans compare to other animals? How do you think we are similar or different from other animals that share the forest with us? In this activity, we will find out!

Overview: This activity will have students compare the needs of an animal of their choice to a human. Students will realize that all animals, including humans, have the same basic needs.

Strand: Growth and Changes in Animals

Big Ideas:

- Animals have distinct characteristics. (Overall expectations 2 and 3)
- Humans are animals. (Overall expectations 1, 2 and 3)
- There are similarities and differences among different kinds of animals. (Overall expectations 2)

Overall Expectations:

2. investigate similarities and differences in the characteristics of various animals
3. demonstrate an understanding that animals grow and change and have distinct characteristics

Specific Expectations:

2.2 observe and compare the physical characteristics (e.g., fur or feathers; two legs or no legs) and the behavioural characteristics (e.g., predator or prey) of a variety of animals, including insects, using student-generated questions and a variety of methods and resources

2.6 use scientific inquiry/research skills, and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice

2.7 use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication

3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment

Inquiry Skills:

Comparing, Contrasting

Instructions:

Part 1:

With the class, discuss the word 'characteristic' and go over some examples. Use something that is familiar to students, such as "What are the characteristics that make a good friend?" Then, using a fork and a spoon, or two other similar items, go over the characteristics of each. A key teachable is that both are utensils, but they have different characteristics that make each suitable for slightly different purposes.

Part 2:

Have students choose an animal, along with either Sam or Alex from our story (to represent a person). Draw a picture of each, and then have students label as many characteristics of each as possible (e.g. a deer and a person both have eyes, a nose, a mouth, and legs; a deer has four legs but a person has two).

Part 3:

Once students have listed the characteristics, have them choose one or two characteristics for each organism, and have them think about how these characteristics help the organism to survive. This activity may require some modelling from the teacher using a familiar animal (e.g. dog has sharp teeth for ripping meat and is fast so it can catch prey). See attached graphic organizer that has an example plus a blank sheet for students to fill in.

Consolidation:

Talk about the different characteristics as a class, and ask how the two organisms are similar or different. A key teachable is that just as the fork and spoon are both utensils, the animal and person from this activity are both animals.

Materials List:

- two common items that are similar to each other that the class can use to compare and contrast (a good example is a fork and spoon: both are kitchen utensils, but have different characteristics that make each suitable for slightly different purposes)

Connections:

Visual Art: Drawing a picture of the chosen animal, plus a portrait of Sam or Alex

Subject Area:

English

Connects to:

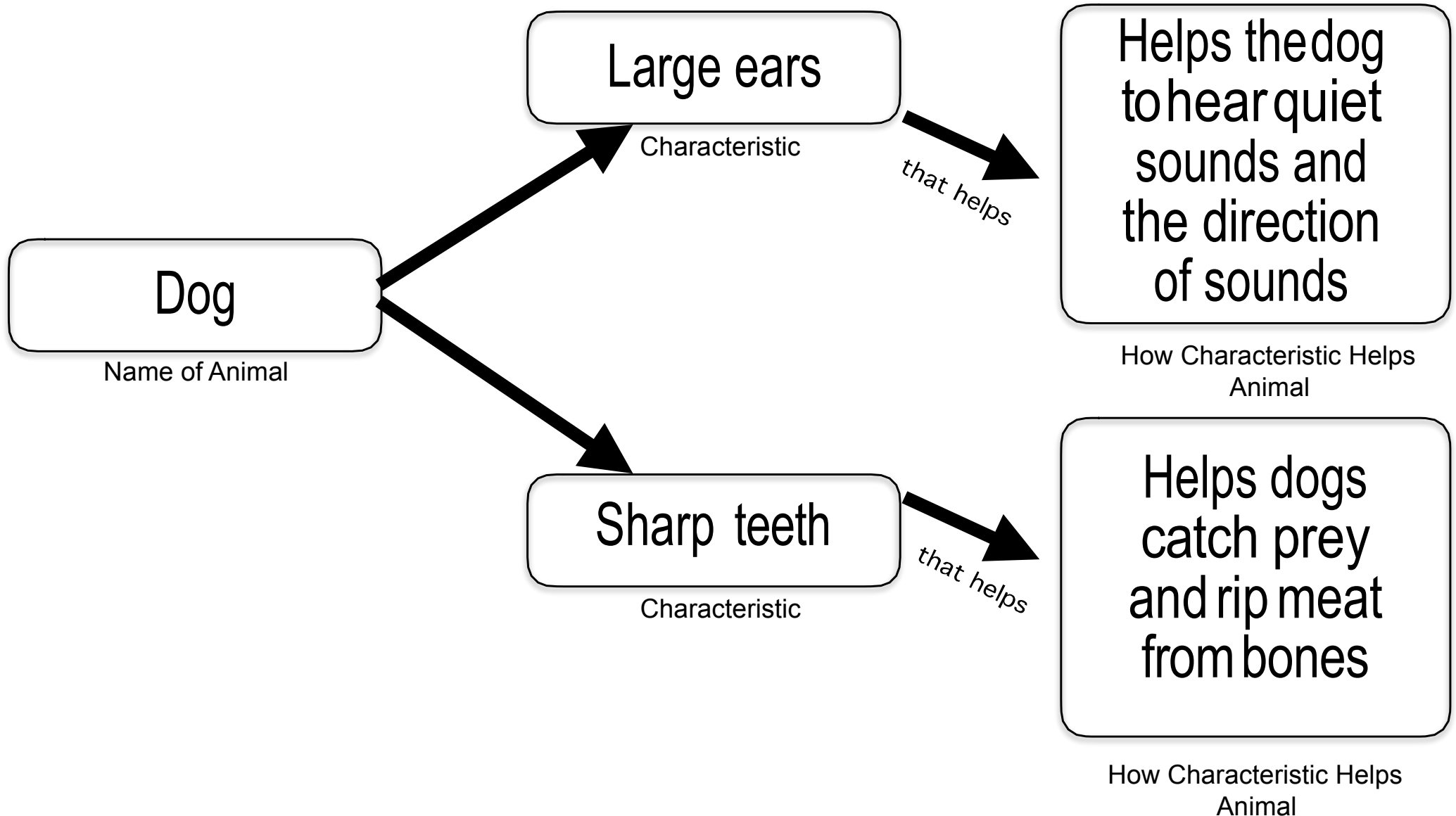
Grade 2

Assessment Strategy:

Teacher can assess the students' flowchart and give formative feedback about animal characteristics and how they help animals to survive

Grade Two Growth and Changes In Animals

YOUR NAME: _____



Grade Two Growth and Changes In Animals YOUR NAME: _____

