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| Virginia Standards of Learning (VSOL) | Virginia Science Foundation Block 5—Life Processes  
b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).  
c) Recognize that many young plants and animals are similar but not identical to their parents and to one another. |
| Objective (“KUD”) | Students will know: What a red panda, porcupine, otter, bald eagle, pig, and red wolf look like  
Students will understand: That just like humans, animals grow too and may not look exactly like their parents  
Students will be able to: Match the following baby animals to their parent and identify their eyes, nose, mouth, and ears—red panda, porcupine, otter, bald eagle, pig, and red wolf |
| Assessment/Monitoring | To assess if students know what a red panda, porcupine, otter, bald eagle, pig, and red wolf look like, observe students as they complete their picture sort. Ask students what each animal is and how they know which ones go together. Listening to students during class discussion, during centers, as they complete their sort, and as they use Playdoh will act as assessment in determining proficiency in matching parent/baby animals and identifying common body parts. |
| Procedures | 1. Call students together and read “Are You My Mother?” by P.D. Eastman. After finishing the book, ask students how the baby bird found his mother. How did he know what she looked like? (she looked similar to him since she is a bird and has wings, a beak, and feathers just like him) Why might he think the other animals were his mother? What did he have in common with the other animals? (eyes, ears, mouth, nose)  
2. Have students think of baby animals they have seen (e.g. puppies, kittens, bunnies, foal, etc.) Ask students how these baby animals compare to their parents. Do they look exactly alike? Do they eventually look like their parents? Explain to the students that animals grow just like we do and may not look exactly like their parents when they are born but do look similar.  
3. Ask students about the animals they saw at the zoo. Show a picture of six of these animals: the red panda, porcupine, otter, bald eagle, pig, and red wolf. What do these animals have in common? Explain to the students that most animals have certain parts in common. These parts are the same parts we have as well: eyes, ears, a mouth and a nose.  
4. Sing the “Animal Song.”  
5. Create six different centers—each with one of the animal crafts (Sea Otter Mother and Baby Paper Toy, Porcupine Craft, Pig Craft, Red Panda Craft, Bald Eagle Craft, and Red Wolf Coloring Page) Split students into six groups and rotate each group through the centers until all crafts have been completed. For each craft, have students tell you what the main parts of the animal are and point to them (eyes, ears, mouth, nose). For the otter craft ask students what they notice about the parent and the baby. Are they identical? Do they look similar?  
7. Give each student some Playdoh and allow them to create one of the six
zoo animals you have been talking about (red panda, red wolf, bald eagle, pig, porcupine, and otter) Ask them what animal they are creating, what features it has, and what its baby would look like.

• [https://www.allkidsnetwork.com/crafts/animals/birds/bald-eagle.asp](https://www.allkidsnetwork.com/crafts/animals/birds/bald-eagle.asp) Bald Eagle Craft
• “Are You My Mother?” by P.D. Eastman
• [https://www.gluedtomycraftsblog.com/?s=porcupine](https://www.gluedtomycraftsblog.com/?s=porcupine) Porcupine Craft
• “Animal Song”
• Animal parent/baby picture sort
• Playdoh |

| Differentiation | For advanced students, allow them to label the parts of the animals on their crafts and picture sort. Students who do not yet know how to write and/or those who are ELL may simply explain this to you using pictures. Provide extra aide to students as needed throughout craft centers. Having pre-cut materials may help students who are not yet proficient at cutting. |

| Prior and/or Foundational Knowledge | Students should be familiar with some animals (e.g. dog, cat, etc.) to create a base of knowledge. |

| Rationale for Lesson | It is important for students to understand that most animals have common basic structures such as eyes, ears, a mouth, and a nose because this helps students understand the world around them and find commonalities between what seem to be very different animals. This also helps students find a commonality between animals and themselves. Understanding that animals grow is essential to understanding life and change over time, which students will expand on in their future years of schooling. Identifying baby animals helps students understand that animals are not born looking exactly like adults, but rather that they grow and change over time. A piglet and a grown pig may look different but are the same kind of animal. |
Pictures of Zoo Animals to Show to Class
“Animal Song”
(Use hand gestures as you sing for added fun!)

Animals, animals, they come in different forms.
Animals, animals, I see them all around.
Some have scales or feathers, others have fur or spikes.
Even though they’re different, I know how they’re alike!
They’ve all got (point to body part as you sing): eyes and ears and mouth and nose.
Hey! Animals are all around, all around!