

Look Alikes

Purpose

Students will describe and record how some offspring appear very much, but not exactly, like their parents and one another.

Materials

For each group of students: pictures or drawings of a variety of baby and adult animals, copies of Black Line Master (BLM) *Look Alikes?*
For the class: books about baby animals

Activity

A. Pre-Activity Discussion

1. Ask the class: "How are you like your parents?"
2. Challenge students to think of the many ways they are like their parents (e.g., hair color, eye color, personality, etc.).
3. Turn the discussion to differences by asking: "What are some ways you are different from your parents?"
4. Ask students to discuss how they are similar to and different from their siblings.

B. Baby Books

1. Gather students in a circle to read and share books about baby animals.
2. As you read, have students observe ways in which baby animals are similar to and different from their parents and siblings (e.g., size, coloring, type of fur or feathers, etc.).

C. Animal Observation

1. Divide the class into small groups and give each group a set of pictures that contains pairs of baby and adult animals.
2. Ask students what they notice about the pictures. Ask questions such as: "How are the animals in the pictures alike? How are they different?" If students go beyond observation to make inferences (e.g., "this one is a baby bird") ask them to use direct observations (e.g., it is smaller, it does not have feathers, etc.) to explain their thinking.
3. Ask each group of students to group the pictures. [Some groups may put all baby animals in one group and adults in another. Other groups might pair up each baby with the corresponding adult.]

(continued)



INCORPORATING **TECHNOLOGY**

Use the Internet to visit zoos across the country and around the world. Seek those zoos that have live action cameras to view certain animals. Have students observe the similarities and differences between offspring and their parents.



connecting across the **curriculum**

English/ Language Arts

Have students research and write reports on their favorite animals, including how the babies are alike and different from their parents. Have each student present his/her report to the class.

Standards Links
3.1.4, 3.1.5, 3.4.2

Activity (continued)

4. Have each group share its grouping of pictures and encourage students to explain why they grouped the pictures the way they did. Ask students if there are other ways they could group their pictures.

D. Look Alikes?

1. Tell students that they are now going to compare baby animals and their parents.
2. Have each student select a pair of animal pictures. Check that each student has selected a baby animal and its parent.
3. Distribute one copy of the BLM *Look Alikes?* to each student.
4. Instruct students to observe the pictures and use the BLM to record ways the offspring is similar to and different from its parents.
5. When all students have completed the BLM, have them share their observations with the rest of the class.

Questions for Review

Basic Concepts and Processes

Throughout the activity, ask students the following questions to assess their ability to compare offspring, parents, and siblings:



Why did you group those animals together?



How are that baby and parent alike? How are they different?



Are you exactly the same as your sister/brother?



What are some ways you are different? What are some ways you are alike?



Are identical twins actually identical?



How do you know that?



Name: _____

Look Alikes?

Draw a picture of your animals here. Label the baby and the adult.

List some ways your baby and adult animals are alike:

List some ways your baby and adult animals are different:

Look Alikes?

Teacher Directions

Distribute the BLM *Look Alikes?* and make sure each student has a picture pair that includes a baby and an adult of the same animal. Have students draw and label the animals on their BLMs and then list ways the babies and adults are alike and different.

Answer Key

Answers will vary; check to see if students have correctly labeled the baby and adult animals and look for accuracy and detail in the drawings. Students should have correctly described several ways the baby and adult animals are alike and different.