

Farm Animal Lifecycles

SUBJECT AREA: SCIENCE
GRADE: 3

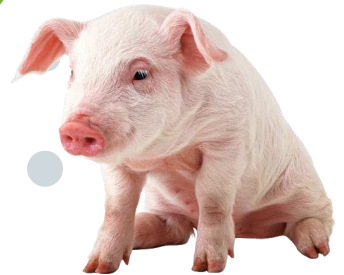
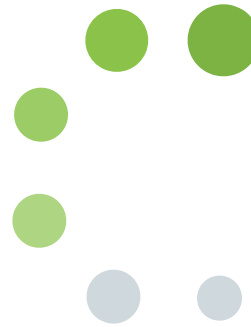


GENERAL LEARNER OUTCOMES

Science 3 - Topic E: Animal Life Cycles

Students will:

3-10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.



SPECIFIC LEARNER OUTCOMES

Students will:

(2) Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects.

(8) Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.



STUDENT LEARNER OUTCOMES

Students will:

- Observe and describe the growth and development of at least one living animal.
- Demonstrate knowledge of the needs of the animal studied, and demonstrate knowledge of skills for its care.





ASSESSMENT

Students will provide evidence of learning by:

- Describing the lifecycle of the farm animal chosen by illustrating and labeling images drawn to document its lifecycle on a poster.
- Demonstrate knowledge of the needs of the animal studied, and demonstrate knowledge of skills for its care as the student answers questions from peers and teacher.



MATERIALS

- Pencil, eraser
- White poster paper
- Markers, crayons or pencil crayons
- Extra copy of styrofoam print of animal to be studied
- **Bill Nye the Science Guy S05E06 Life Cycles** (25:53 minutes)



LEARNING RESOURCES

Alberta Education Programs of Study



Discussion:

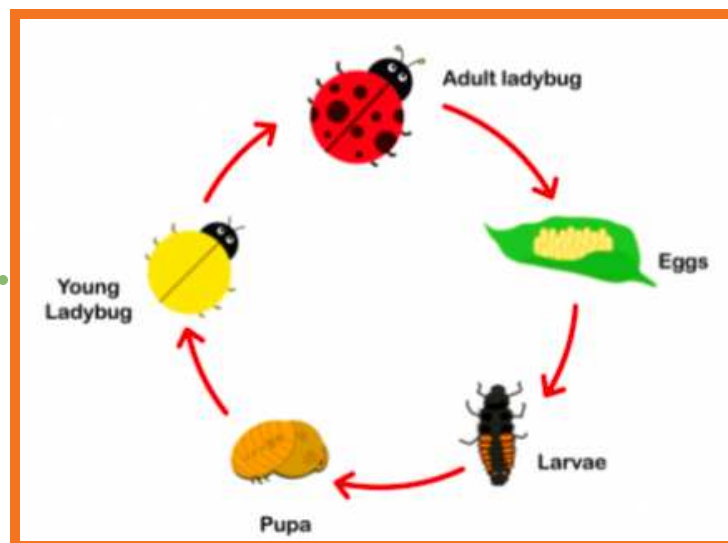
- Hold a class discussion on students' current understanding of animal "Life Cycles". What are students' preconceived ideas?
- Tell students they will be making a poster about the lifecycle of the "animal" they chose for their styrofoam print. As they watch the video, pay close attention to information they can use on their poster (lifestyle information; needs and care of their animal).

View:

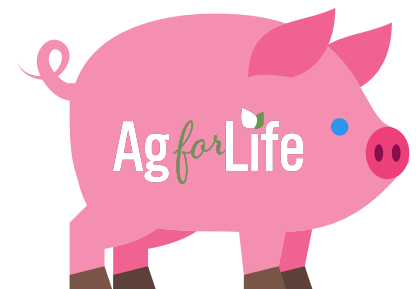
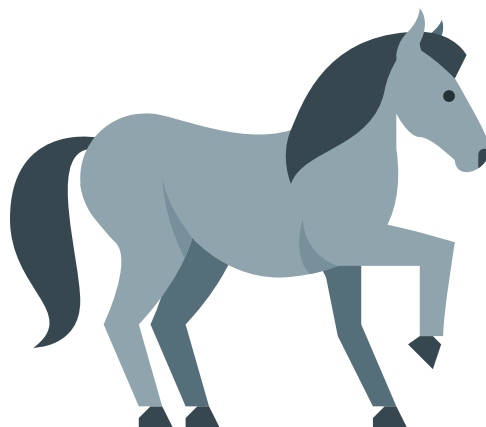
- **Bill Nye the Science Guy S05E06 Life Cycles** (25:53 minutes)
- Discuss information learned in the video that students will need to understand to complete and present their life cycle poster.

Instructions:

- This will be a mixed media composition/ poster of font, drawings and the styrofoam print, as students describe the life cycle of a farm animal.
- The farm animal styrofoam print will be used as the adult stage in their poster.
- Below is an example of a ladybug life cycle to help give the students a visual.
- Students need to remember to put their name on their poster ... bottom right hand corner.
- Students must remember to put the poster title on before starting the life cycle drawing.
- As students show their poster to their class they must answer questions from their peers and teacher on the following: What are the needs of your animal (food, habitat)? What would you do to care for your animal?



Criteria	Excellent	Proficient	Satisfactory	Limited
Life Cycle Poster Content	Covers lifecycle in depth and detail.	Covers lifecycle correctly but some details could be added for clarity.	Includes most essential information but has some errors.	Content is minimal and contains errors.
Life Cycle Poster Organization	Present findings in a very organized manner and interesting sequence, that is easy to follow.	Presents findings with some degree of organization and logical sequence that the audience can follow.	Information and graphics are placed haphazardly.	Audience cannot understand the presentation because there is no sequence and information is disorganized.
Question Period with peers and teacher to demonstrate knowledge of: - the needs of the animal -the skills for the care of the animal	Students demonstrate full knowledge (more than required) with detailed explanations.	Students demonstrate knowledge with the content, but fail to fully explain.	Student knowledge is generally accurate but one piece of information is clearly flawed or inaccurate.	Student's knowledge seems confusing and contains more than one factual error.



<https://imagination.org/about-us/our-story/>

<https://poets.org/text/brief-guide-cowboy-poetry>

<https://en.wikipedia.org/wiki/Cowboy>

<https://literaryterms.net/>

<https://www.legendsofamerica.com/we-cowboysongs/13/>

<https://literarydevices.net/>

<http://inspirational-poems.net/cowboy-poems>