Alike But Not the Same

Teacher		**Class**	Grade 1
Subject	Science	**Topic**	Animal parents and their young
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn young animals and plants are like parents but not exactly the same. They match parents to babies and name one same and one different part.

Curriculum links

- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [4]

Learning objectives

- Students will match four animal parents to their young using observations.
- Students will explain young plants and animals are like but not exactly like parents.

Success criteria

- I can match each baby to its parent.
- I can name one same and one different part.
- I can tell babies are like parents but not exactly the same.

What students already know

Show a photo of a duck with ducklings. Ask: What do you notice about the mom and the babies? Listen for same body parts and smaller size.

Key words

parent	a mom or dad that feeds, shelters, and teaches a baby [7]
offspring	a baby animal or plant [4]
alike	much the same as something else [5]
different	not the same in how it looks or works

Materials

- picture cards of parents and young
- pocket chart or tape on board
- slides 1-12 with projector and sound
- copies of Worksheet page 2 activity and Worksheet page 5 activity
- crayons and pencils

Before the lesson

- Print one set of parent and baby picture cards per pair and one Worksheet page 2 activity per student
- Print Worksheet page 5 activity for plenary self-check
- Test Slide 6 Video clip 1 (1:00-6:00) and Slide 8 Video clip 4 (0:00-1:34) for sound and picture
- Set up pocket chart or tape space on board with one parent-baby pair already matched as a model

Lesson outline

0–5 min **Starter** 5 min · Whole class

Hook interest and recall what alike means in families.

YOU DO

1. Show Slide 1 and read the title: Babies and Parents: Alike but not the same.
2. Show Slide 2 and read the big idea: Babies are like parents, but not exactly!
3. Show mixed-up parent and baby cards on the board to set up the problem.
4. Show Slide 5 and ask partners to share how they are like their family.

STUDENTS DO

1. Listen to the hook and look at the mixed-up cards.
2. Turn to a partner and share one way they are like their family, such as hair or eyes.
3. Share one idea back to the class.

Say: Oh no! All the animal families got mixed up. Can you help put the parents back with their babies? Today we learn: Babies are like parents, but not exactly! First tell your partner one way you are like your family.

Ask: How are you like your family? (Same hair color, eye color, smile, or tall or short body.) · Are you exactly the same as your parent? (No, I am like them in some ways but smaller and different in other ways.)

Check understanding: Hear 3-4 partner pairs. If ideas are only different, model one same: I have the same brown eyes as my mom.

Support: Let students point to a body part on themselves and their partner instead of saying a full sentence.
Stretch: Ask students to name one same and one different in their pair share.

Use: Slides 1-2, 5

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5–15 min **Teach: How to Look** 10 min · Whole class

Teach key words and model how to compare a parent and baby.

YOU DO

1. Show Slide 4 and teach parent as a mom or dad, offspring as a baby animal or plant, and alike as much the same.
2. Show Slide 3 and read the steps: Look at the parent, look at the baby, find what is same, find what is different.
3. Model with duck and duckling cards on the pocket chart, thinking aloud about feathers and size.
4. Have the class repeat the same and different sentence frame with you.

STUDENTS DO

1. Repeat key words and point to parent, then offspring, on the cards.
2. Watch the model and show thumbs up for same and wiggle fingers for different.
3. Say the frame with the teacher: Same feathers. Different size.

Say: Scientists look close. First look at the parent. Then look at the baby. Ask what part is same and what part is different. We will use the words parent, offspring, and alike to tell what we see.

Worked example: Duck and duckling [3]: Step 1 look at duck - big body, feathers, beak. Step 2 look at duckling - small body, fluffy feathers, small beak. Step 3 same - both have feathers and a beak. Step 4 different - parent is big, baby is small. So the young is like, but not exactly like, its parent [4].

Ask: What is an offspring? (A baby animal or plant.) · What is same and what is different for the duck and duckling? (Same feathers and beak shape. Different size, parent big and baby small.) · Why do we look at more than one part? (To have proof that babies are like parents but not exactly the same.)

Check understanding: All students show thumbs up for same feathers and wiggle fingers for different size. Reteach steps on Slide 3 if mixed.

Support: Hold parent and baby cards side by side and let students touch the same part, such as the beak.
Stretch: Ask students to predict what will change as the duckling grows and changes [1].

Use: Slides 3-4

15–30 min **Watch and Talk** 15 min · Whole class

Observe babies that look similar and babies that look very different.

YOU DO

1. Show Slide 6 and play Video clip 1 (1:00-6:00), pausing to name one same and one different each time.
2. Show Slide 7 and explain the tadpole fact with the frog life cycle picture.
3. Show Slide 8 and play Video clip 4 (0:00-1:34) to look for baby animals and baby plants.
4. Lead a short talk comparing a seedling to a grown plant and a furry baby to its parent.

STUDENTS DO

1. Watch both clips and point when they spot a same part or a different part.
2. Compare photos: furry babies with four legs and fur or hair look like tiny copies of parents [5], while a baby ladybird and a tadpole do not look like their parents [5].
3. Compare seedling and grown plant: same leaf shape and green color, different height and size, to show young plants are like but not exactly like parents [4].

Say: Now watch what looks same and what looks different. Some babies look like tiny copies of parents. Some babies look very different. We will watch babies and plants and collect proof for our science account.

Worked example: Frog and tadpole: Same - both live in water at first and come from jelly-covered eggs [6]. Different - tadpole has a tail and gills to breathe under water [6], frog has legs and no tail. Later the tadpole loses its tail and gills and grows legs to become a fully grown frog [6]. Not all young animals look like their parents [5].

Ask: Which babies look like tiny copies of their parents? (Babies with fur or hair and four legs that are born alive often look like tiny copies [5].) · Why does a tadpole not look like a frog? (It has a tail and gills to breathe under water, and it has not yet grown legs [6].) · How is a seedling like its parent plant? (Same color and leaf shape, but smaller and shorter, so it grows and changes [1].)

Check understanding: Ask class to hold up one finger for looks a lot like parent and two fingers for looks very different for duckling, tadpole, and seedling. Correct any mix-up before the main task.

Support: Focus looking on one part at a time, such as tail only, and let students copy your hand signal for same or different. **Stretch:** Ask students to guess if a new animal hatches from an egg or is born alive using fur and tiny-copy clues [5].

Use: Slides 6-8, Video clip 1 (1:00–6:00), Video clip 4 (0:00–1:34)

30–45 min **Main Activity: Match the Baby** 15 min · Pairs

Match parents to young and name one same and one different.

YOU DO

1. Show Slide 9 task and Slide 10 Meet the babies cards: chick, duckling, tadpole, caterpillar.
2. Model matching goose to gosling, then duck to duckling, naming one same and one different to show how to differentiate between geese/goslings and ducks/ducklings [3].
3. Hand out picture cards and Worksheet page 2 activity and remind pairs to mark one same part.
4. Circulate, confirm matches, and ask what clues they used such as size and shape.

STUDENTS DO

1. Work in pairs to match four families: duck-duckling, goose-gosling, frog-tadpole, butterfly-caterpillar in egg, larva/caterpillar, pupa/chrysalis, adult order [3].
2. Draw or place the parent in the empty box for each baby on the Worksheet page 2 activity and mark one same part.
3. Hold up one family and tell the class one same and one different: Same ___. Different ___.

Say: Pick a parent and baby pair. Put the baby with its parent. Mark one part that is same. Tell your partner one part that is different. You will match ducks with ducklings and geese with goslings, plus frog with tadpole and butterfly with caterpillar.

Worked example: Goose with gosling and duck with duckling [3]: Match big goose to small gosling and duck to duckling. Same - both pairs have feathers, beaks, and webbed feet. Different - gosling is bigger than duckling and parent goose is bigger than parent duck. Frog with tadpole: Same - both come from eggs in water. Different - tadpole has tail, frog has legs.

Ask: How do you know this is a duckling with a duck, not a gosling? (It is smaller and its shape matches the duck parent, not the bigger goose.) · How is the caterpillar different from the butterfly adult? (Caterpillar is long with no wings, butterfly has wings and can fly.)

Check understanding: Each pair holds up one matched family and says one same and one different. If a pair is wrong, point them back to the model pair on the board.

Support: Give one pair already matched as a model and let students match only two families first. **Stretch:** Ask students to sort the pairs into looks a lot like parent and looks very different from parent.

Use: Slides 9–10, Worksheet page 2 activity

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45–60 min **Plenary: Vote and Quiz** 15 min · Whole class

Check learning and agree our evidence about parents and young.

YOU DO

1. Show Slide 11 and take a vote: Which baby changed the most, tadpole to frog, caterpillar to butterfly, or chick to chicken that hatches from an egg and grows from chick into adult [6]?
2. Show Slide 12 and run the quick quiz on exactly alike, tadpole, duckling, and butterfly.
3. Build the class evidence sentence together: Babies are like parents, but not exactly.
4. Hand out Worksheet page 5 activity for students to circle the face that shows how they feel.

STUDENTS DO

1. Vote for which baby changed the most and tell why using one same and one different.
2. Answer the quiz: No, babies are not exactly like parents; baby frog is tadpole; baby duck is duckling; caterpillar grows into butterfly.
3. Circle the face on the Worksheet page 5 activity and read their same and different to a partner.

Say: You did real science. You matched babies to parents and found proof. Let us vote on which baby changed the most. Then show what you know in the quiz. We agree: babies are like parents, but not exactly!

Worked example: Caterpillar to butterfly: Egg hatches to caterpillar, caterpillar builds a chrysalis around itself like a sleeping bag, then breaks free as an adult butterfly with wings [6]. Same living thing, very different looks, so related animals can be very different [1].

Ask: Are babies exactly like their parents? (No, they are like but not exactly like their parents.) · Which baby changed the most and why? (Tadpole to frog or caterpillar to butterfly because the young does not look like the adult at first.)

Check understanding: Use Slide 12 answers and partner reads to hear every student state one same and one different. Reteach with duckling cards if many miss exactly-like question.

Support: Provide sentence starters on the board: Same ___. Different ___. **Stretch:** Have students add what the baby will look like when it grows and changes [1].

Use: Slides 11–12, Worksheet page 5 activity

Common mistakes

Mistake	How to spot it	How to fix it
Students think babies are exactly the same as parents, only in a different place.	They say same size or same everything and cannot name a difference.	Put parent and baby side by side and compare size and one part, to prove young are like but not exactly like parents [4].
Students think a tadpole is a different animal, not a baby frog.	They match tadpole to fish or say it will stay with a tail forever.	Retell that tadpoles hatch from jelly-covered eggs [6] and then lose tails and gills and grow legs to become frogs [6].
Students mix up ducklings and goslings.	They place a small baby with the goose or a larger baby with the duck.	Match slowly to differentiate between geese/goslings and ducks/ducklings [3] by checking size and which parent shape it copies.

Support

- Give one pair already matched as a model and let students match only two families first.

Stretch

- Ask students to sort the pairs into looks a lot like parent and looks very different from parent.

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- Let students point to the same body part on parent and baby to show what is alike before they say the words.
- Have students list another parent and baby that look similar and another that look different from each other [3].

For the LSE or teaching assistant

Stay with the Match the Baby pairs. Help one pair at a time to find one same part, model the sentence frame, and keep cards to two families if needed.

Check for understanding

Question	Answer
Are babies exactly like their parents?	No
A baby frog is called what?	Tadpole
A caterpillar grows into what?	Butterfly

Homework

Draw a parent and baby you see at home and label one same part and one different part.

Sources

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