

Parent and Baby Lookalikes

by Gay Luke

Grade level K -1

Time required

1 sixty minute class period

Materials/Technology

The Salish story "How Chipmunk got his Stripes on his Back"
Pictures of animals and their babies
Old magazines with pictures of parent and baby animals
Glue
Scissors
Construction paper

Summary

Through discussion, listening to a Salish story, looking at pictures, and creating artwork, students will learn about baby animals, their special names and the vocabulary to describe their relative sizes. They will also learn about the significance of animals in the lives of Native Americans.

Objectives

The student will:

- 1) be able to state that baby animals closely resemble their parents.
- 2) be able to state that baby animals are smaller and parent animals are larger.
- 3) be able to name baby animals, such as kitten, puppy, cub, colt, fawn, etc.

Montana Science standards addressed

- 1) Students demonstrate knowledge of characteristics, structures and functions of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
- 2) Students understand how scientific knowledge and technological developments impact society.
- 3) Students understand historical developments in science and technology.

Assessment

Evaluate the students individually while the class is working on the art project, by having them name the animals and make a size comparison. Also, have the students tell you the baby's special name.

Procedure

- 1) Introduce the activity by asking children to explain how they look like their parents. Compare the size of the students with their parents, asking if they are larger than their mom or dad. Mention that animals play an important part in the lives of Native Americans. In the past, as in the present, they are used for food and clothing. Stories have been told over many, many years about how the animals came to be the way they are.
- 2) Tell the story "How Chipmunk got his Stripes on his Back". Show students the pictures of chipmunks. Ask the student if and why baby animals would look like their parents.

- 3) Show pictures of animals and their babies. Have students name the animals and introduce the special names of the babies; baby dogs are called puppies, baby cats are called kittens, baby deer are called fawns, and so on. Then compare how those animals look alike. Compare the sizes of the animals, using words such as larger, bigger, smaller, little. Compare their coloring, their hair, fur, shape, etc.
- 4) After completing the comparisons, students will use the magazines to cut out four pictures of baby animals and their parents. Glue them on paper. Evaluate them while they are working, as described above.

Further information

For further information about this activity, contact Gay Luke via electronic mail at pesgluke@ronan.net.

Reference

Salish Culture Committee of the Confederated Salish and Kootenai Tribes. How Chipmunk got his stripes on his back. Saint Ignatius, MT.