

# WEEKDAY WONDERS



Content developed by the  
Tennessee Aquarium  
Education Department



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## Growth and Development: Day 2

This week through Weekday Wonders, young scientists will learn about life cycles. The week starts with your scientist exploring how animals grow and develop. Then scientists will take a closer look at specific animal and plant life cycles. The week will finish by looking at how the environment might impact these life cycles.

These curated activities are listed in a suggested sequence but may be done in the order that works best for you and your young scientists. Learn more about this series in the [Introduction to Weekday Wonders](#).



### Question of the Day

#### What is a life cycle?



### Daily Nature Journal

Ask your scientist to go outside and complete a nature journal entry. Have him or her look for living things that may be young, in the middle of its life, or old. Ask your scientist to draw or write about each and describe what made him or her think the living thing was the age s/he listed. If you need more information, use the [Guide to Nature Journaling](#) to support them in nature journaling each day.



### It's a Dog's Life

Print the card set on page 3, cut the five pictures apart, and mix them up. Tell your young scientist that you would like him or her to put the pictures in order to show the dog's life from youngest to oldest.

Once your scientist has put the pictures in the order they think they should go in, ask him or her to color each dog, remembering that this is pictures of the same dog from the time it was young until it was old. When your scientist is done coloring, ask what about the pictures helped your scientist know which was youngest and which was oldest. He or she is likely to say that the dog was very small and got bigger with each picture. Ask him or her to then take a closer look and see what else changed as the dog got older.

Next, ask your scientist about the way he or she colored the dog. Discuss whether the markings and colors are similar or different in the way your scientist colored them. Then talk about whether dog's markings and colors change much as it grows older.

Tell your scientist that the pictures show the different stages that the dog went through as it grew— its life cycle. Every living thing has a life cycle, although some of them go through different stages. This week, your scientist will have a chance to learn about different life cycles. For younger scientists, you may want to discuss the words “life” and “cycle”—a series of events that are repeated in the same order— separately then put them together to help him or her understand the phrase.



## Human Life Cycle Relay

On small slips of paper, write the following words.

- Baby (age 0)
- Toddler (age 2)
- Young child (age 6)
- Teenager (age 14)
- Young adult (age 25)
- Middle-aged person (age 45)
- Elderly person (age 82)

Hide the slips of paper around the yard or house. Tell your scientist that he or she is going to get to experience the life cycle of a human. Ask your scientist to begin looking for the slips of paper. When your scientist finds a paper, he or she must move like a person of the age listed until s/he finds another slip. When he or she has found all of the slips, ask which one was the most fun for your young scientist.



## Nature Journal

Ask your scientist to go outside to observe any living things he or she can find. For each one, he or she should draw what they think the life cycle might be. Encourage your scientist to think about birds, trees, and humans as examples.

Have your young scientist share the life cycle drawings with you. Discuss the idea that humans, like dogs, are mammals and are born alive. Birds hatch from eggs and grow. Trees start as seeds and get bigger over time.

To extend this lesson, have your scientist research an animal that he or she is interested in and draw its life cycle in the journal.

# It's a Dog's Life Card Set

