

## *Growth and Development: Day 3*

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

**Are there different kinds of life cycles?**



### Daily Nature Journal

Have your scientist go outside to complete a daily nature journal entry. Tell your scientist to see if s/he can find new things to observe. If you need more information, use the [Guide to Nature Journaling](#) to support them in nature journaling each day.



### Nature Journal

In [yesterday's Weekday Wonders](#), your young scientist explored a dog's life cycle. He or she saw that a dog is born as a puppy and grows into a bigger dog. Ask him or her to brainstorm about other animals that are born live (not hatching from an egg) and grow up with a similar body shape throughout their lives. Have your scientist make a list of as many of these animals as s/he can think of.

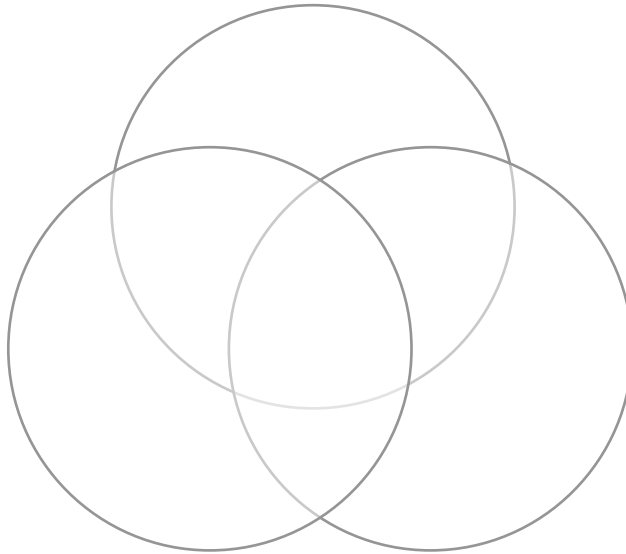
If animals come to mind that are not born live (or if your young scientist is not sure) ask your scientist to add those to another list to come back to later.

For younger scientists, you can have them draw the animals or help them write the list.



## Life Cycles

Ask your young scientist to draw a Venn diagram like the one below.



Then have him or her label one circle “butterfly,” one circle “salamander,” and one circle “bird.”

Show your scientist the life cycles on pages 4-6. Ask him or her to find at least two characteristics that are the same about all of the life cycles, and write it in the part of the diagram where all three circles overlap.

Then have your scientist look for differences among the three life cycles. Have him or her write at least one characteristic that is only found in one of the life cycles in the appropriate circle.

Your scientist should then look for similarities that are in two of the three. S/he should write anything s/he observes in the overlap between the two circles for those animals.

Once your scientist has filled in the Venn diagram, discuss what is similar and what is different among these animals. Then talk about how these life cycles are similar and different from the dog’s life cycle in [yesterday’s Weekday Wonders](#).



## Modeling a Life Cycle

Have your young scientist pick one of the life cycles from pages 4-6 and use materials from around the house to show the different stages in the life cycle. For example, your scientist might choose to make the different stages out of play dough or craft materials.

Once your scientist has completed the project, ask him or her to share how each material or creation is a good representation of the part of the life cycle. You may wish to give an example, such as, “I used bubble

wrap to represent salamander eggs because they are both clear, small, and round. The bubble wrap clumps together like the salamander eggs.”

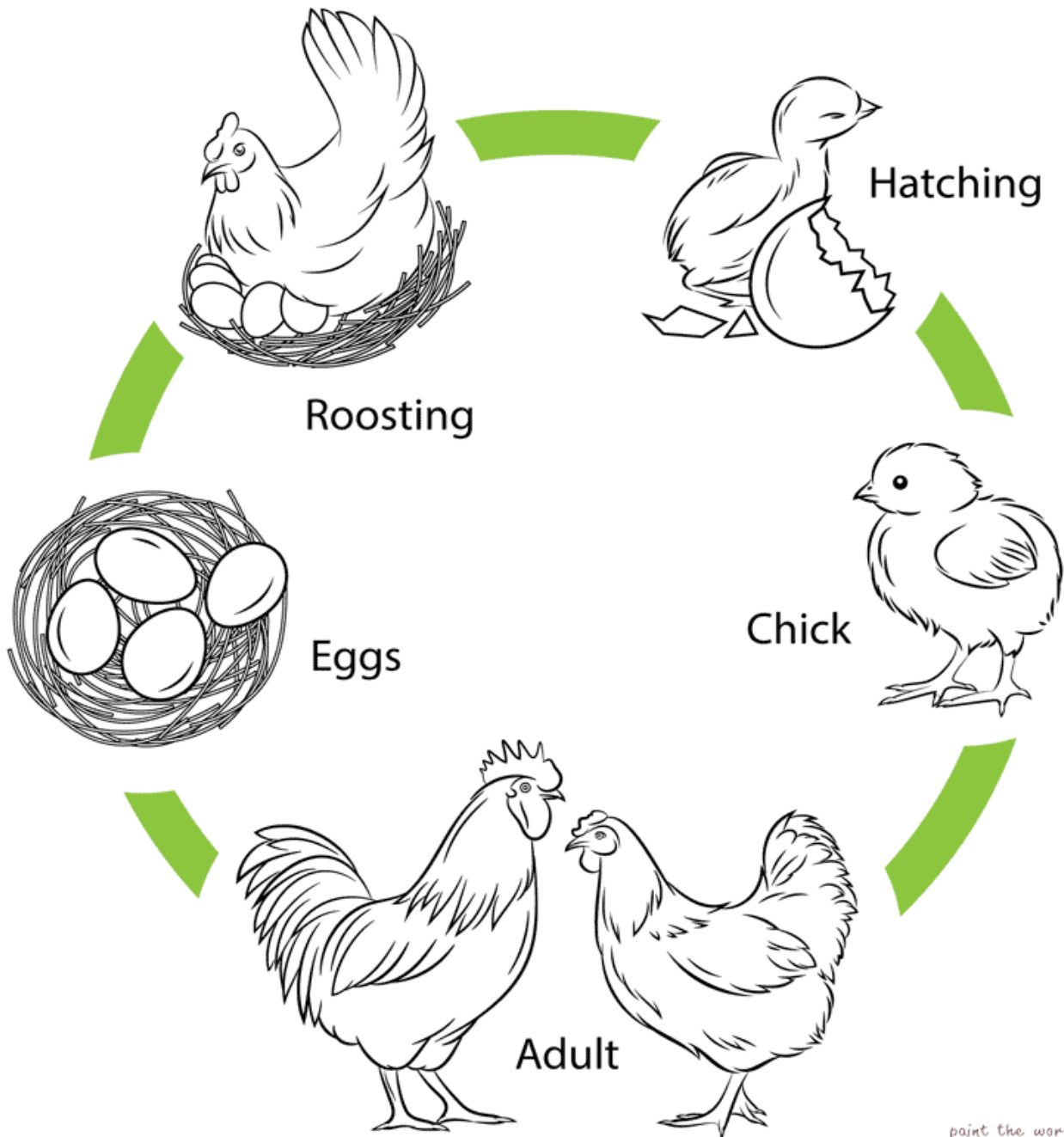


## Animal Dancing

Ask your scientist to choose a different life cycle from the one that s/he chose for the previous activity. Have him or her create an “interpretive dance” to show the different parts of the life cycle. In this form of dance, the dancer shows an emotion or depicts a story.

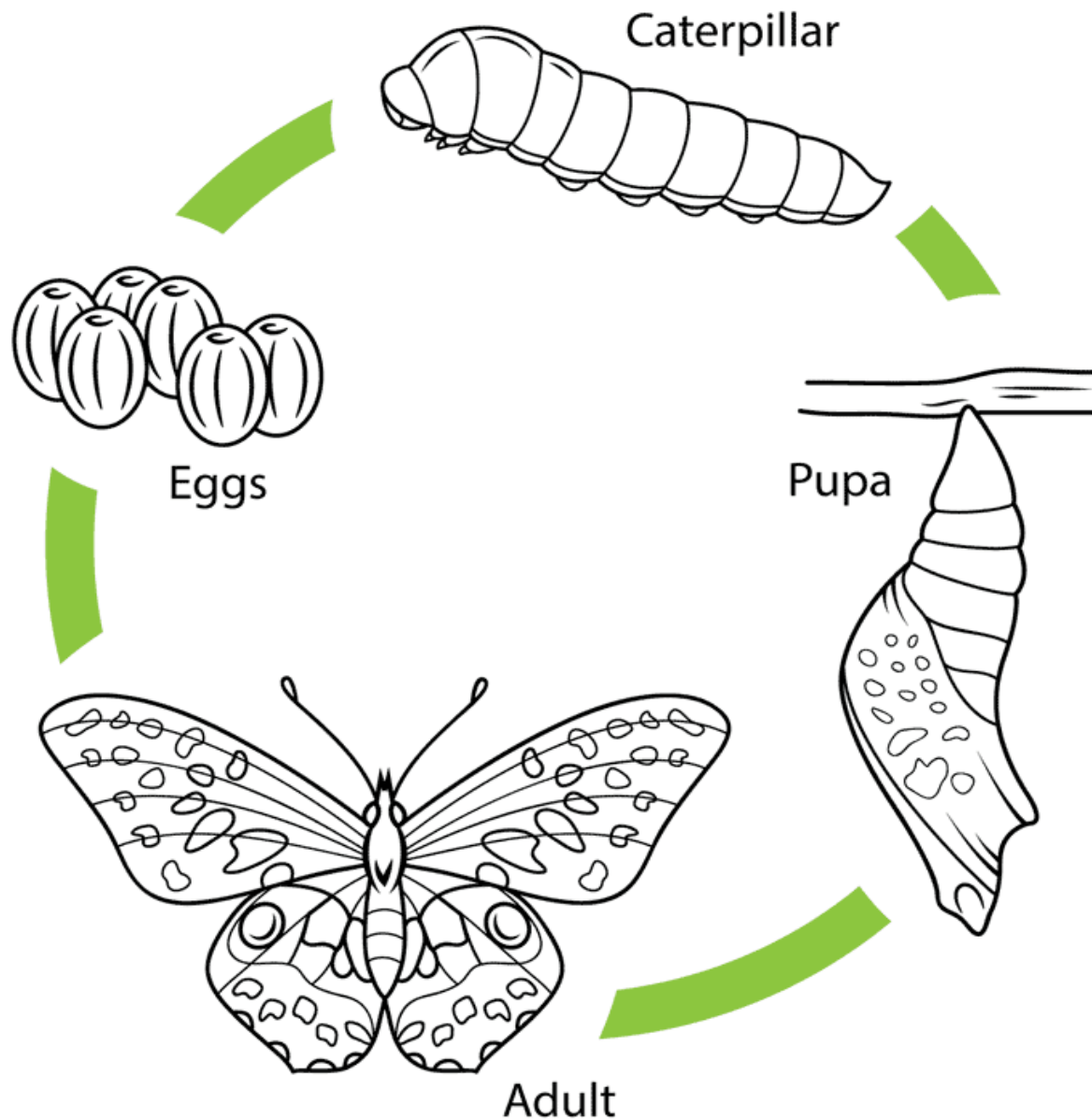
Have your scientist choreograph his or her own dance and create a narrative to go with it. Encourage your scientist to use props or music if s/he would like to. Once s/he has practiced a few times, hold a performance and invite other people in the house.

# Life Cycle of a Chicken



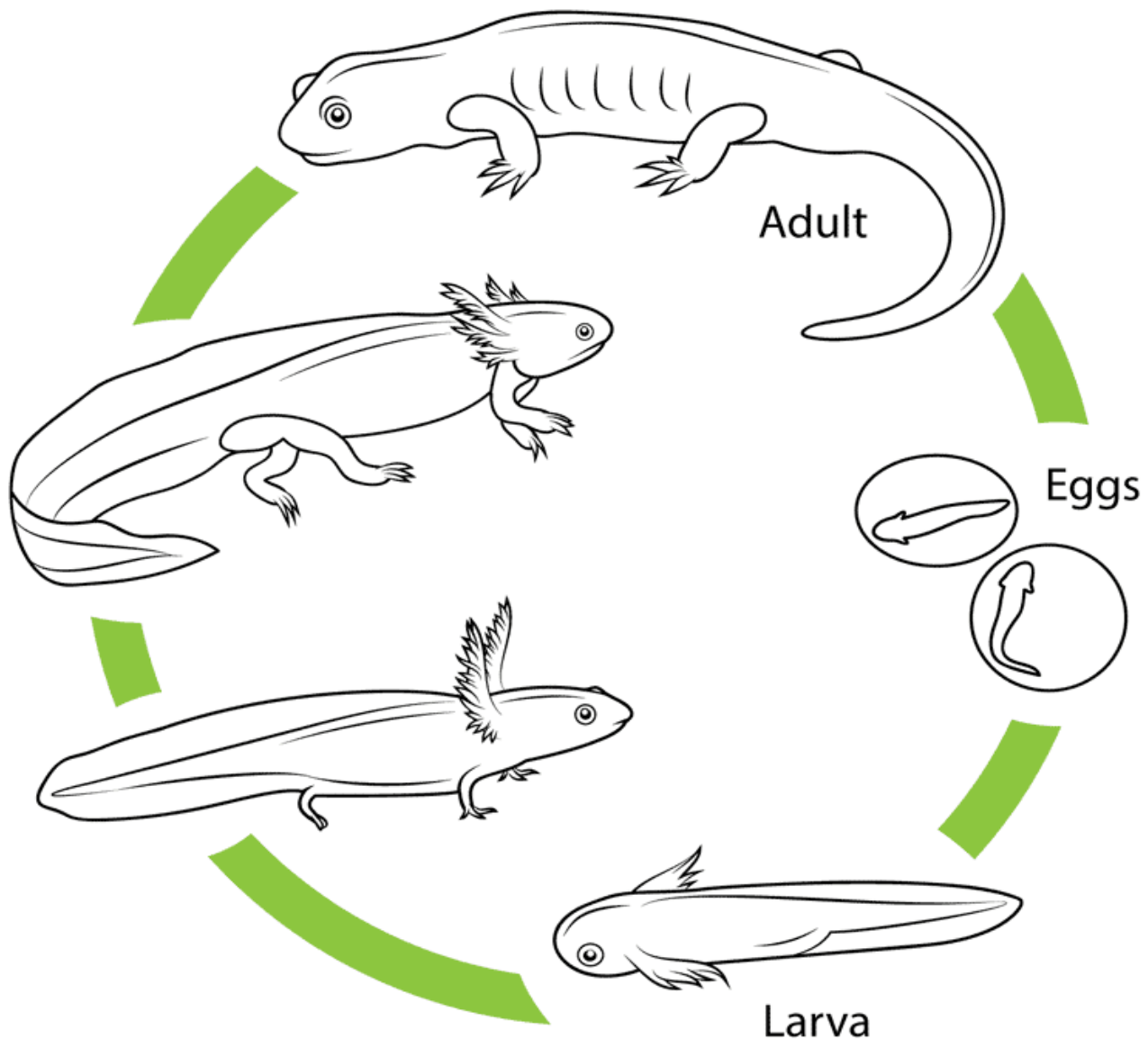
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**SUPER**  
**COLORING**

# Life Cycle of a Butterfly



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# Life Cycle of a Salamander



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