Lesson 3.2
Parents and Offspring
Lesson Overview

In the previous lesson, students learned that offspring are the same type of organism and have the same structures as their parents. In this lesson, they build on that understanding by considering how grown offspring survive. The class reads the book *Parents and Offspring* and students visualize how offspring use the same structures their parents have to meet their survival needs. Next, the class focuses specifically on how offspring defend themselves. Students use the Survival Role-Play movement routine to begin thinking about the defense structures that are observable in the Parent and Offspring Cards. Pairs observe and discuss these cards, describing the defenses of parents and grown offspring. The purpose of this lesson is to build on the idea that offspring survive, and in particular defend themselves, in the same ways as their parents because they have the same structures as their parents.

**Anchor phenomenon:** Spruce the Sea Turtle and her offspring will survive in the ocean.  
**Investigative phenomenon:** Animal and plant offspring survive.

**Students learn:**

- Offspring have the same structures as their parents.
- Offspring defend themselves when they are grown.
- Offspring survive in the same way as their parents by using structures that are the same as their parents’ structures.
Reading: Parents and Offspring

The teacher leads a Shared Reading of *Parents and Offspring*. Students visualize how grown offspring do what they need to do to survive.

Instructional Guide

1. Connect to prior learning.
   - We are working as aquarium scientists to figure out how animals and plants survive. We are trying to help the aquarium director explain to kids who visit the aquarium how Spruce’s offspring will survive in the ocean where there are predators.
   - Point to the Chapter 3 Question on the wall.
   - Now we are working to answer the question: *How can Spruce the Sea Turtle’s offspring survive where there are sharks?*
   - In our last lesson, we learned that offspring are living things that come from parents. What else did we figure out about offspring?
     [Offspring are the same type of animal or plant as their parents. Offspring have the same structures as their parents.]
   - That means that Spruce’s offspring will also be sea turtles, just like her.

2. Introduce the book *Parents and Offspring*.
   - Today we will read a book about how animal and plant offspring survive. Learning about how many different kinds of animal and plant offspring survive will help us figure out how Spruce’s offspring can survive where there are sharks.

3. Display the front cover of *Parents and Offspring*. Read the title and invite students to share what they notice about the cover.

4. Set a purpose for reading the book.
In the last lesson, we thought about animal and plant offspring. Today, we will focus on animal offspring. We will read to find out how animal offspring survive when they are grown.

5. **Review visualizing as a reading strategy.** Remind students that an important way readers learn from a book is visualizing, which means they make a picture or movie in their minds. Let students know that as they read, they will visualize how the offspring in the book do what they need to do to survive once they are grown.

6. **Begin reading and pause at the end of page 5.**

   When offspring grow up, they have the same structures as their parents. We saw evidence of this idea in our last lesson. Where did we find evidence that animal and plant offspring have the same structures as their parents?
   
   [We observed the Parents and Offspring Cards. We saw different animal and plant offspring that had the same structures as their parents.]

Point to the picture of the bear cub on page 4.

This is a picture of a young bear offspring. What are some structures that the bear offspring will grow up to have?


We can look at the picture on the next page to check our ideas. Does the grown bear have the structures we thought it would?

[Yes.]

7. **Continue reading and pause at the end of page 11.** As you read, point out that on most pages (with the exception of the spread on pages 6–7), the left page shows young offspring and the right page shows what the offspring looks like when it grows up.

This is a picture of a grown alligator offspring.

Ask students to visualize how the grown alligator offspring does what it needs to do to survive. Invite several volunteers to share their ideas with the class. If students do not mention structures, prompt them to think about the structures it uses to meet its needs. Students may point out the alligator’s tough skin is like armor and also camouflages with the water and forest where it lives. They may also mention it uses its mouth to breathe and to get food and water and it uses its legs to walk around and find food.

The grown alligator offspring’s tough skin and large mouth might not look exactly the same as its parents’ structures, but the structures are the same. The grown alligator offspring survives using the same structures its parents use.

8. **Continue reading and pause at the end of page 13.**

This is a picture of a grown elephant offspring. You can also see a predator, a lion, in this picture.
Ask students to visualize how the grown elephant defends itself from the predator. Invite several volunteers to share their ideas with the class.

What structures did you visualize the grown elephant offspring using to defend itself? 
[Hard, sharp tusks. Large feet.]

If students do not know the word *tusk*, supply it for them.

What kind of structures do you think this elephant’s parents used to defend themselves? 
[The same structures. Hard, sharp tusks. Large feet.]

Because elephants are so big, it is hard for predators to catch them and eat them. When the elephant is young, it is not very big. It grows up to be big like its parents.

Have students discuss how elephants use their structures to meet their other needs for survival. They may mention it uses its long trunk to get food and water, its legs to move around and find food, and its ears to listen for predators.

9. *Continue reading to the end of the book.* As you read, encourage students to continue to visualize how the grown offspring in the book do what they need to do to survive. Invite volunteers to share what they visualize with the class.

Teacher Support

Background

About the Book: *Parents and Offspring*

*Parents and Offspring* introduces students to the idea that all animals and plants have offspring. The book explains that some offspring need parental care, while others do not. Some parents feed, carry, defend, shelter, bathe, teach, and play with their offspring. When the offspring grow up, they can do those things on their own. This Partner Read uses simple language and repeated unit vocabulary to convey a few basic but essential ideas: some animal babies need care, while some can survive on their own; offspring look somewhat like, but not identical to, their parents; and baby animals grow up to have the same structures that their parents have, which help them survive in the same ways. Students read this book twice in the unit, first with the teacher in a shared reading and then with a partner. *Parents and Offspring* supports students’ firsthand investigations by showing them how offspring can survive.

Rationale

Literacy Note: Shared Reading and Partner Reading

In this lesson the teacher reads the book with students as a shared reading. Engaging in Shared Reading provides instruction and practice that prepares students for reading more independently either with a partner or on their own. *Parents and Offspring* is designed to have students visualize how parents and offspring use their structures to defend themselves and gives students an opportunity to read about different types of parents and offspring. You will guide students in using the text and pictures in the book to visualize parents and offspring. In Lesson 3.4, partners will read this book again for a new purpose.
Rationale

Pedagogical Goals: Focusing on Animals
While *Parents and Offspring* does include information about plants, the focus of this read is on how animals survive when they are grown. Students will return to *Parents and Offspring* in Lesson 3.4 and conclude that young plant offspring survive on their own. The text focuses primarily on parents providing care to their offspring, and the offspring growing to be able to meet those needs on their own. This provides concrete, relatable examples supporting the idea that when animal offspring grow up, they will survive by doing the same things their parents did, using the same structures. Since plant offspring do not receive care from their parents, we chose to focus students’ attention during this first read on animals for the sake of clarity.
The teacher leads a Shared Reading of *Parents and Offspring*. Students visualize how grown offspring do what they need to do to survive.

### Instructional Guide

1. **Connect to prior learning.**

   - Estamos trabajando como científicos y científicas de acuarios para averiguar cómo sobreviven los animales y las plantas. Estamos intentando ayudar a la directora del acuario a explicar a los niños que visitan el acuario cómo sobrevivirá la descendencia de Spruce en el océano donde hay depredadores.

   Point to the Chapter 3 Question on the wall.

   - Ahora estamos trabajando para responder la pregunta: ¿Cómo es que la descendencia de Spruce la tortuga de mar puede sobrevivir donde hay tiburones?

   - En nuestra lección anterior, aprendimos que la descendencia son seres vivientes que vienen de los padres. ¿Qué más averiguamos acerca de la descendencia? [La descendencia es el mismo tipo de animal o planta que sus padres. La descendencia tiene las mismas estructuras que sus padres].

   - Eso significa que la descendencia de Spruce también serán tortugas de mar, tal como ella.

2. **Introduce the book *Parents and Offspring*.**

   - Hoy leeremos un libro acerca de cómo sobrevive la descendencia de los animales y las plantas. Aprender acerca de cómo sobreviven muchos tipos diferentes de descendencia de animales y plantas nos ayudará a averiguar cómo puede sobrevivir la descendencia de Spruce donde hay tiburones.

3. **Display the front cover of *Parents and Offspring*.** Read the title and invite students to share what they notice about the cover.

4. **Set a purpose for reading the book.**
5. **Review visualizing as a reading strategy.** Remind students that an important way readers learn from a book is visualizing, which means they make a picture or movie in their minds. Let students know that as they read, they will visualize how the offspring in the book do what they need to do to survive once they are grown.

6. **Begin reading and pause at the end of page 5.**

Point to the picture of the bear cub on page 4.

7. **Continue reading and pause at the end of page 11.** As you read, point out that on most pages (with the exception of the spread on pages 6–7), the left page shows young offspring and the right page shows what the offspring looks like when it grows up.

Ask students to visualize how the grown alligator offspring does what it needs to do to survive. Invite several volunteers to share their ideas with the class. If students do not mention structures, prompt them to think about the structures it uses to meet its needs. Students may point out the alligator’s tough skin is like armor and also camouflages with the water and forest where it lives. They may also mention it uses its mouth to breathe and to get food and water and it uses its legs to walk around and find food.

8. **Continue reading and pause at the end of page 13.**

Esta es una imagen de la descendencia de oso joven. ¿Cuáles son algunas estructuras que la descendencia de oso tendrá cuando crece?

[Observamos las Tarjetas de padres y descendencia. Vimos diferentes descendencias de animales y plantas que tenían las mismas estructuras que sus padres].
Ask students to visualize how the grown elephant defends itself from the predator. Invite several volunteers to share their ideas with the class.

If students do not know the word *tusk*, supply it for them.

Have students discuss how elephants use their structures to meet their other needs for survival. They may mention it uses its long trunk to get food and water, its legs to move around and find food, and its ears to listen for predators.

9. **Continue reading to the end of the book.** As you read, encourage students to continue to visualize how the grown offspring in the book do what they need to do to survive. Invite volunteers to share what they visualize with the class.

Teacher Support

**Background**

*About the Book: Parents and Offspring*

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