

Egg detectives – which animals lay eggs?

Sciences | Second



Curriculum for Excellence: Experiences and outcomes

Biological systems | Inheritance

- By investigating the life cycles of plants and animals, I can recognise the different stages of their development. (SCN 2-14a)

Success criteria

- I can identify animals that lay eggs and those that give birth to live young.
- I can understand the differences between oviparous and viviparous animals.

Key vocabulary

Oviparous, viviparous, reproduce, mammal, bird, reptile, amphibian, fish, insect, nest, hatch, habitat, embryo

Resources needed

- Lesson presentation
- Research sheets
- Fact file template

Prior learning

It would be helpful if children already understood the different animal groups and some features of each group. It would also be helpful for children to have a prior understanding that animals reproduce, and their offspring grow into adults.

Time	Teaching activity	Teacher notes
5 mins	Begin the lesson with the egg or not activity using the Lesson Presentation , to elicit what children already know about which animals lay eggs. Encourage children to think about how they know whether the animal is an egg layer by using scientific language. Explain that today, the children are going to be egg detectives and learn more about egg-laying animals.	<i>For children that may find this difficult, provide stem sentences for them e.g. I know this animal does/does not lay eggs because_____.</i> <i>Lower ability children could have pictures of a variety of different animals, and be asked to sort them into animals that do lay eggs and animals that don't.</i>

Time	Teaching activity	Teacher notes
10 mins	Share with the children the two different types of animals when it comes to egg laying, oviparous and viviparous. Go on to detail how the two different types of animals reproduce and the differences between them. Ask children if they can compare the two sides of the grid on the slide. Discuss some types of egg-laying animals on the next few slides.	<i>You may wish to use simple language first when introducing children to the terms oviparous and viviparous. To provide extra challenge, you could ask higher attainers to think about why different animals might lay a different number of eggs.</i>
20 mins	Introduce the fact file activity the children will be completing. This can either be research based if you can use laptops or computers or you can use the Research Sheets . Explain to the children that they will need to find out the type of animal (e.g. amphibian, reptile etc), how it lays its eggs and where, and an interesting fact. If time after completing the activity, one or two children could share their amazing facts.	<i>The Fact File Templates are differentiated to scaffold or challenge different learners. As an extension, those that finish early could write a did you know fact for the rest of the class. If laptops or computers are being used, links to useful websites could be put on the board.</i>
10 mins	Lead the children in the quiz as a plenary activity consolidating what they have learned.	<i>Ensure that any misconceptions after the answer has been shown are clarified. For higher attainers that are consistently providing a correct answer, prompt them to think deeper by asking them how they know.</i>

Lesson reflections / next steps / teacher notes

Assessment opportunities

- You could make use of peer assessment, if time, by asking children to swap their fact files with a partner. Are the facts accurate?
- The plenary quiz is a good opportunity to assess which children understand the topic and which don't.

Suggestions for future learning

- You could follow this lesson by looking at animal habitats and how these are created to protect their eggs or live young.

Home learning opportunities

- Children could design a safe egg container at home using recycled materials to help them think about how animals protect their eggs.
- Children could be encouraged to watch a child-friendly nature documentary that shows an egg-laying animal to learn more about the process. They could then write a short paragraph to share with the class.