

STARTING LIFE



CFE 3299V

OPEN CAPTIONED
ALTSCHUL GROUP
CORPORATION

1994

Grade Levels: K-4

15 minutes

DESCRIPTION

Where do baby animals come from? What do they look like? A family visits a farm in spring and learns the answers. Shows a duckling hatch and a lamb and calf being born. Viewers decide which creatures are born from eggs and which are born live. Later that spring, the family has a new baby.

INSTRUCTIONAL GOALS

- To present the concept of *reproduction*.
- To demonstrate the birth of farm animals and relate this human birth.
- To determine which animals are born live and which come from eggs.
- To identify names for animals and their babies.

BEFORE SHOWING

1. Read the CAPTION SCRIPT to determine unfamiliar vocabulary and language concepts.
2. Prepare a **K-W-L** chart on reproduction:
 - a. Divide the chart into three columns.
 - b. Write the headings “What I **K**now,” “What I **W**ant to Know,” and “What I **L**earned” at the top of the columns.
 - c. Fill in the first two columns of the chart.
3. Provide pictures of farm animals and identify them.
4. Predict how human babies develop.
5. Bring personal pictures for show and tell. Include information on weight, height, date, and time of birth.
6. Share experiences of having a new baby in the family or of an animal being born.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause to identify which baby animal comes from which adult animal. Name the young of:

- a. The cow
 - b. The horse
 - c. The sheep
 - d. The hen
3. Pause and predict the method of birth of the following:
- a. The sheep
 - b. The cow
 - c. The human being
4. Pause as the protective sac appears. Discuss its purpose.
5. Pause to point out each animal in the video. Ask which lay eggs and which are born live.
6. Pause as the human fetus appears. Discuss the pictures of the development.

AFTER SHOWING

Discussion Items and Questions

1. Classify which animals come from eggs and which are born live.
2. Describe the process of a duckling hatching from an egg.
3. Differentiate the birth of a lamb and a calf from a duckling hatching out of an egg.
4. Discuss the abilities of baby animals after birth.
5. Compare the growth and development of farm animals to those of human babies.

Applications and Activities

1. Complete the “What I Learned” section of the **K-W-L** chart.
2. Create a vocabulary web associated with reproduction.
3. Using a Venn diagram, compare the two methods of birth: from eggs versus live birth. Give examples of animals for each.

4. Display and discuss pictures of a baby growing with each month of pregnancy. Do the following:
 - a. Sequence the development of a human baby inside the mother.
 - b. Discuss what mothers do for their babies after giving birth.
5. Match pictures of baby animals to their parents. Generate reasons they match.
6. Research to find more creatures that come from eggs or are born live.
7. Research and report on the process of growth and development of a given baby animal. Write a descriptive paragraph about its reproduction.
8. Construct a flip book of "Babies."
 - a. Illustrate or find pictures of babies.
 - b. Discover what each baby animal is called.
 - c. Write about the reproduction of six animals.
9. Imagine a baby animal. Personify in writing the experiences of being born. Describe the process of growth and development.
10. Theorize in writing why babies and parents look alike. Compare their appearances and traits to their parents.
11. Read "The Ugly Duckling."
 - a. Discuss the story.
 - b. Acquire and place duck eggs in an incubator.
 - c. Predict results.
 - d. Observe and record results.
12. Create a web: "What are the needs of animals and humans to survive?"
13. Tour a farm to observe animals and their babies. Compare the babies to the adults. If possible, observe the birth of an animal.
14. Create a booklet labeling adult animals and their babies.
15. Play a guessing game "Who Am I?" Using American Sign Language, describe an animal baby.



WEBSITES

Explore the Internet to discover sites related to this topic. Check the CFV website for related information (<http://www.cfv.org>).

CAPTION SCRIPT

Following are the captions as they appear on the video. Teachers are encouraged to read the script prior to viewing the video for pertinent vocabulary, to discover language patterns within the captions, or to determine content for introduction or review. Enlarged copies may be given to students as a language exercise.

*(male narrator)
Take a good look
at Mrs. Reynolds.*

What do you notice?

*She's pregnant--
expecting a baby.*

*Soon, Beth, who is four,
and Matthew, who is seven,*

*will have a baby sister
or brother.*

*The family is going to see
the animals at a farm.*

*It's spring, the time of year
lots of baby animals are born.*

*This mother pig, or sow,
has recently had piglets.*

*[sow grunting]
There are nine of them
altogether.*

*They look just like
the adult pig, don't they?*

It's feeding time.

*The piglets feed
from their mother's milk*

*until they are
seven or eight weeks old.*

*Look at how
they have black spots,*

just like their mother.

*See how she let them know
it was time to stop feeding?*

[squealing]

*[bleating]
baaaa*

*Among the animals at the farm
are kids, or baby goats.*

*They seem to love playing
in the sunshine.*

*Look how alike
these two are.*

*The kid is a younger and smaller
version of the adult goat.*

*Here's a different kind of goat:
a male goat with huge horns.*

This is the kid.

*See where its horns
are starting to grow?*

*[bleating]
baaaaa*

*All animals can produce
young ones like themselves--*

*young animals that will grow
into adults*

*and, one day, produce
young of their own.*

[mooring]

*Can you pick out which baby
comes from this cow?*

*Is it this one,
this one,
or is it this?
It is the calf.
And which is the young horse?
This one,
this,
or is it
this one?
It's this one.
A young horse
is called a foal.
What about the sheep?
Which is
the sheep's offspring?
It's the lamb.
And which young one comes
from the hen?
It's the chick.
In each animal,
the young is like the adult.
(Dad)
It's a little scratchy.
Don't be scratchy.
(narrator)
Beth, Matthew, Mom, and Dad
are enjoying
watching the chicks.
He's puttin' food
on his face.
He'll scratch the food
with his feet.
He'll find something
to eat.*

*(narrator)
Where do chicks
come from?
They hatch out from eggs.
All birds lay eggs, from which
their young hatch out.
This is a duck's egg.
The duckling uses a tooth
at the end of its beak
to chip a hole
in the eggshell.
It then has to wriggle and push
and force its way out.
It takes a long time
and a lot of effort.
At last!
The egg has provided food
for the duckling,
and the hard shell
has protected it.
It has finally
hatched out--
six hours after the first crack
in the eggshell was made.
[cheeping]
If you look carefully,
you can see the tooth
at the end of the beak.
cheep, cheep, cheep
cheep, cheep, cheep,
cheep cheep, cheep
It's not long before
the duckling has dried out
and is fluffy
and chirping.
cheep, cheep, cheep
Not only birds lay eggs.*

*Other creatures do
as well.*

*Insects like ladybugs
lay lots of eggs.*

*Ants lay
lots of eggs too.*

*At the first signs of danger,
they protect them*

*by carrying them
to safety underground.*

*Here's something you've
probably
seen in ponds in springtime:*

eggs laid by frogs.

*Can you find out
which other creatures lay eggs?*

[Matthew chattering]

After seeing the chicks,

*Matthew, Beth, and Dad are
hoping to see a lamb being born.*

Sheep do not lay eggs.

*The baby lamb develops
inside the sheep's body*

and is born live.

*Can you see
the lamb's head?*

A newly born lamb.

*It looks wet because
it's been protected in a sac,*

or bag of fluid.

*The mother
soon licks this away.*

*Outside, there's
lots more to see.*

*The family has spotted
something very exciting:*

[mooring]

*a cow giving birth
to a calf.*

*Here it is, still
in its protective sac.*

[cow mooring]

[grunting softly]

*The remains
of the bag of fluid*

*is hanging
from the cow's rear.*

*It will soon pass
from the cow.*

*The cow licks the calf, clearing
away the sac that surrounded it.*

*Matthew and Beth have seen two
animals born on the same day.*

*The calf is soon trying
to get to its feet.*

*Less than an hour after
being born, it's standing up--*

*a calf that will grow
into an adult*

*and produce young
of its own.*

*But first of all,
it starts looking for milk.*

*Some animals have young
that are born live,*

*and some lay eggs from which
their young hatch out.*

How about a deer?

*Does it lay eggs or have
young that are born live?*

*And a butterfly:
eggs or live young?*

*Does a goose lay eggs,
or are its young born live?*

*And a rabbit:
eggs or live young?*

And what about a snail?

*Beth and Matthew are
back at home now.*

*They're finding out about
the baby their mom's expecting.*

*In humans and animals
born live,*

*the mother must carry
the baby inside*

*until it's big enough
to be born--*

some longer than others.

*In humans,
it's nine months.*

*(Matthew and Dad)
Nineteen, twenty,*

twenty-one, twenty-two.

*(narrator)
Also, for humans
and most other animals,*

*it takes both a male
and a female to produce a baby.*

*Mr. and Mrs. Reynolds
have produced a new life.*

*It's growing and developing
inside Mrs. Reynolds.*

*Here's a drawing
of what it looks like.*

*Here's how it's developed
so far.*

*Whether inside an egg
or inside a body,*

*life must develop until it is
strong enough to live outside.*

*Most animals must care for
their young for a long time.*

*The Reynolds' new baby
is ready to be born.*

*Here he is:
Jonathan David Reynolds.*

*(Beth)
We have water
for his bath.*

*(narrator)
Matthew and Beth's baby brother
is just three weeks old.*

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