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EDU 521
Grade: 3 Topic: Plant Life Cycle

Professor Moroney
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Content Area: Science/ESL

Instructional Objective

After reading *From Seed to Plant* and discussing the meaning of a long vowel, students will be able to correctly identify the long vowel in the specific words from the book, as well as, the rule which applies using the teacher created SMART Board activity with 80% accuracy.

Key Concept: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Standards and Indicators

Common Core ELA RI.3.1: Informational Text: Key Ideas and Details:

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Common Core ELA RI.3.7: Informational Text: Integrations of Knowledge and Ideas:

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ISTE Standards

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

NYS ESOL Standard

ESL Performance Indicator: Standard 1:

Students will listen, speak, read, and write in English for information and understanding.

Indicator: This will be evident when the students complete the SMART Board listening quiz with 80% accuracy.

Motivation

The teacher will play two short videos about long vowels. One video discusses when two vowels are next to each other. The other video discusses the magic e.

Materials

SMART Board, pencils, computer, notebooks, access to the Internet, *From Seed to Plant*

Strategies

Cooperative Learning, Direct Instruction, Indirect Instruction

Adaptations

For the hearing impaired student the teacher will wear an amplifier.
For the student who is learned disabled he/she will use a Reading Pen, which when glided over words in the textbook are read aloud.

Differentiation of Instruction

- Tier 1: The student will look through a copy of the book and find words on their own that contain a long vowel, write it down along with the rule.
- Tier 2: Working in pairs this group will look through a copy of the book together and find words containing long vowels and record them to share with the class.
- Tier 3: These students, in groups, will write down words they can think of that have long vowels and figure out which rule applies to the words.

Developmental Procedures

1. The students will review the plant life cycle with the teacher. The teacher will use the SMART Board to show the life cycle. (*What is the beginning stage? What is a life cycle? Can you name all six stages?*)
2. The teacher will discuss the author Gail Gibbons and show the students other books written by the author. (*What is the theme with her books? What can we use some of these books for?*)
3. The teacher will read aloud the book *From Seed to Plant* by Gail Gibbons. (*What are some new words we have learned? What is a pistil? What is pollination?*)
4. The teacher will go over the long vowel sounds with the students using the smart board. The teacher will use the SMART Board to show the letters and sounds with prerecorded examples. This is a review for students but English Language Learners may not fully understand the concept. (*Long vowels say their name.*)
5. The teacher will go over 'Magic E' with the students. The teacher will write words with a 'magic e' on the SMART Board and underline the long vowel and draw an arrow connecting to the 'e' to show the relationship. (*CAKE, MAKE, WRITE, SMILE, MILE, TAKE, POKE*) The teacher will show a quick video about 'Magic E' and how the 'e' uses its power and becomes silent.
6. The teacher will go over when two vowels are next to each other the first one says its name. The teacher will write words that have this characteristic on the SMART Board and underline the long vowel and draw an arrow to the second vowel to show the relationship. (*READ, DEAR, SLEEP, CLEAN, GOAT, COAT*) The teacher will show a quick video about when two vowels go 'walking together' the first one says its name and the second one is silent.
7. The teacher will write words on the board with either a 'Magic e' or with two vowels next to each other and the students must come up and figure out which rule applies and what the long vowel is.
8. The teacher will go through the book with the students and find the words with long vowels. The students will have to identify the rules and the long vowel for each word.

Assessment

Students will listen to words spoken from the SMART Board picked from the book, *From Seed to Plant* and write down the correct long vowel they hear in the word as well as the rule which applies with 80% accuracy.

Independent Practice

Students will complete their daily blog which coordinates with the unit. They must look at the daily picture posted by the teacher and respond with what they have observed using sequencing, plant life cycle, and long vowel vocabulary. Students will use the SMART Notebook app on their iPads and record themselves saying the long vowels as well as a word containing each long vowel. They will then write the word along with the rule which applies to the word underneath. They will save the notebook document and present it in class the next day.

Follow-Up

- A. For the student who struggles with long vowels, extra practice with the instructor made Glogster will be available. Also working with the student, before school, at lunch, and after school is an option.
- B. For the student who finishes quickly and grasps the concept a word search will be available dealing with long vowels and plant life cycle vocabulary.

Teacher References

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- New York State Education Department. (May 2012.) NYS P-12 Common Core Learning Standards. Retrieved from http://www.p12.nysed.gov/ciai/common_core_standards/
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