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EDU 521-02

Grade: 3 Topic: The Life Cycle of a Plant

Professor Moroney

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Content Area: Science/ESL

Instructional Objective:

After learning the stages of the life cycle of the plant and watching classroom plants develop before their eyes, the students will be able to correctly label the stages of the plant life cycle and describe what is happening in each stage on their iPad's/computers, with no more than 2 errors.

Key Concepts:

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standards and Indicators:

Common Core Standards

CCSS.ELA-Literacy.RI.3.3 - 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.

CCSS.ELA-Literacy.RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

Indicator: This will be evident when the students complete a graphic organizer on the life cycle of a plant, using vocabulary from the lesson and explaining what is happening in each stage of development on their iPad's/computers, with no more than 2 errors.

Motivation: Teacher will use interactive, electronic educational magazines to engage students learning about plants and their development.

Materials: Computers/IPads, Brainpopjr.com, Scholastic.com, notebooks, pencils/pens, paper, Internet access.

Strategies: Direct Instruction, Experimental Learning, Mobile Learning, Cooperative Learning

Adaptation: For students with hearing impairments, the teacher will use an audio amplifier. For lower level students, work will be modified so that that student(s) is (are) required to complete less responses. Additionally, reading assignments will be altered so that the student(s) access the same information at their reading level. Students with fine motor issues will have access to a computer/iPad to complete lengthy assignments/notes.

Developmental Procedures:

1. The teacher will discuss a quick review of life cycles and remind students of previous life cycle we observed in our classroom (caterpillar – butterfly). Remind students that ALL living things have a life cycle- birth, growth, adulthood and eventually death. *(What is a life cycle? How do things develop?)*
2. The class will use the smart board to electronically read two Scholastic News Weekly (Reader Volume 69 Number 7 Edition 1 & Reader Volume 67 Number 6 Edition 1). Teacher will read from the SMART Board, while students follow along with their own magazine. The class will watch videos, complete questions, and go over vocabulary *(What is a seed and why is it important? What are the stages of a life cycle? What are the parts of a plant? What is the process of photosynthesis?)*
3. Students will use their iPad's/computer to explore a teacher created Glogster. The Glogster will connect the student to internet activities, videos, pictures, and more information. *(How do plants develop? What do they need? Why is their development important?)*
4. The teacher will then have the students practice the vocabulary they learned using SMART Notebook Activities as a class and eventually at home. *(How does an organism grow and develop? What does it need to survive?)*
5. The teacher will have the students grow their own bean plant and monitor its progress. Each night, the students will write a blog pertaining to the progress of the class plants, using terms and vocabulary discussed in class.

Assessment: Students will complete an interactive assignment where they have to list the stages of development of the life cycle of a plant and explain, using new vocabulary, what is happening at each stage of the life cycle, with two or fewer errors.

Independent Practice: Students will complete a nightly Blog, monitoring the progress of the class plants, using important terms and processes. Additionally the students will use the class website and Glogster for review and interactive learning.

Follow-Up:

- Students who are struggle with the topics can use the class website and teacher created Glogster to reiterate important concepts and terms. Students can continue to complete classroom assignments at home, monitoring their own process.
- Students who do not struggle and moves quickly through the topic can complete further research pertaining to the parts of a seed, plant, the process of photosynthesis and pollination.

Teacher References:

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- Brown, K., Friend, H., & Madigan, K. (2013, June 18). *Online assessment: Life cycle of a plant rubric*. Retrieved from <http://tesolplantlife.weebly.com/life-cycle-of-a-plant---final-assessment.html>
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