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EDU 521 02
Grade: 3

Professor Moroney
June 1, 2013
Content Area: Science/ESL

Topic: Life Cycle of a Plant - Sequence of Events

INSTRUCTIONAL OBJECTIVES:

After observing the sequence process in a BrainPopJr. video, students will distinguish the correct sequential order of events occurring throughout a paragraph about the plant life cycle in a small group setting with 100% accuracy.

After distinguishing the correct sequential order of events occurring throughout a paragraph about the plant life cycle, students will individually create a paragraph using Microsoft Word, including events in the correct sequential order and using at least four transitional words correctly within his or her writing.

Key Concept: Students will demonstrate their understanding of the sequence of events that occur in the plant life cycle.

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.

Indicator: This will be evident when the students focus on the relationship of sequencing to a text during the lesson.

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.

Indicator: This will be evident when the students use transitional "hint" words that are used in order to sequence events in the paragraph typed on Microsoft Word.

CCSS.ELA-Literacy.RI.3.8
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Indicator: This will be evident when the students use transitional "hint" words that are used in order to sequence events in the correct order on the SMART Board, and also in his or her paragraph that is typed on Microsoft Word.

Mathematics, Science, and Technology Education Standards:

Standard 2: Information Systems
Students will access, generate, process, and transfer information using appropriate technologies.

Indicator: This will be evident when students attain information from various technological resources (such as BrainPopJr.) in order to sequence events.

Standard 6: Interconnectedness: Common Themes
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.

Indicator: This will be evident when students use the information learned in science about the plant life cycle in order to focus on sequencing events.

NETS-S Standards:

3. Research and Information Fluency:
Students apply digital tools to gather, evaluate, and use information. Students:

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Indicator: This will be evident when students watch a BrainPopJr. video to gather information needed about sequencing events.

2. Communication and Collaboration:
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

d. contribute to project teams to produce original works or solve problems.

Indicator: This will be evident when students collaborate using the SMART Board during class activities.

6. Technology Operations and Concepts:
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
d. Transfer current knowledge to learning of new technologies.

Indicator: This will be evident when students use Microsoft Word to type his or her paragraph, using knowledge about what they have learned about sequencing.

MOTIVATION:

Before introducing sequence of events, the teacher will ask students if they get dressed and then take a shower. Students will think about why it would be funny to get dressed before taking a shower, and why it would not make sense to perform these activities out of order.

MATERIALS:

SMART Board, student notebooks, handouts, video (BrainPopJr.), Microsoft Word, "Rags to Riches" game on Glogster

STRATEGIES:

- Teacher will use some direct instruction throughout the lesson.
- Teacher will use visuals and various technologies to help students gain a better understanding of the lesson.
- Students will participate in cooperative learning while working in small groups to put the given paragraph in the correct sequential order.

ADAPTATIONS:

- The student who is an English language learner will have the opportunity to use a digital copy of the sequence of events of a plant life cycle to help with their learning.
- The student who is an English language learner will be able to orally give his or her answers using the NanoGong recorder online.
- The student who is an English language learner will be provided with key vocabulary words and transition words before the lesson through a Flash Card App.

DIFFERENTIATION OF INSTRUCTION:

Students who display a difficulty in writing will be able to discuss their answers with the teacher orally using the NanoGong recorder online.

DEVELOPMENTAL PROCEDURES AND ACTIVITIES:

- Teacher will select a student to read the lesson objective aloud to the class.
- - Ask students if they take a shower after they get dressed.
- - Select a student to answer why they would not take a shower after they get dressed.
- - Ask students: *Why it is important to place things or tell stories in the correct sequential order?*

- - Students will define the term "Sequence of Events" in their notebooks. Teacher will review the term.
- - Students will watch a BrainPopJr. video about "Sequence".
- - Throughout the video, the teacher will pause for students to copy definitions into notebooks. *What have you observed about sequencing events? What key words help us understand the order of things?*
- - Review the life cycle of a plant with the use of pictures.
- - Display a paragraph about the plant life cycle on the SMART Board. The paragraph will be out of sequence.
- - A selected student will read the paragraph aloud to the class.
- - Ask students: *Why is this paragraph incorrect? Does it sound "funny"?*
- - After explaining, students will work in small groups and rewrite the paragraph in their notebooks in the correct sequential order and replacing the incorrect transitional words with transitional words that make sense.
- - Students will take turns placing the sentences on the SMART Board into the correct order.
- After placing the sentences in the correct order on the SMART Board, selected students will change the incorrect transitional words to the correct transitional words.
- - Display Sequencing SMART Board game on the board.
- -Student will take turns placing the life cycle of a plant into the correct sequence by moving the pictures into the correct order.
- - After all of the events of the plant life cycle are in the correct sequential order, students will take turns writing a short explanation next to each picture of what is happening in each part of the plant life cycle.
- - Students will then choose any topic and create a short paragraph in Microsoft Word, that will include a correct sequence of events, including at least four transitional words in his or her writing.
- - After reviewed by the teacher, students will type the final draft of their paragraph with the use of the computer.
- -Students will participate in the featured "Rags to Riches" game on the teacher's Glogster for homework. Students will also participate in the daily blog.

ASSESSMENT:

Students will rewrite the displayed paragraph about the plant life cycle, while also correcting the transitional words in a small group setting. Students will also construct a paragraph including a correct sequence of events, including at least four transitional words in their writing, which will be typed in a final draft. Students will be graded using an instructor created rubric.

INDEPENDENT PRACTICE:

Following the lesson about sequencing events, students will be assigned to complete his or her paragraph including the correct sequence of events. Students

will also participate in playing "Rags to Riches" on the teacher's featured Glogster, in order to review the sequence of events. Students will also participate daily in the online Blog.

FOLLOW-UP: ACADEMIC INTERVENTION:

Students who are displaying difficulty with this assignment will be able to work with a buddy to help them during class instruction time. If the student still needs support, the student will be provided with an opportunity to come before or after school for extra help with the topic.

ENRICHMENT:

Students can create a short Prezi or PowerPoint presentation to describe the steps of the plant life cycle, including the correct transitional sequencing words for extra credit.

TEACHER REFERENCES

BrainPOP. (1999-2013). Brain POP Jr.. In *Sequence*. Retrieved June 1, 2013, from http://www.brainpopjr.com/readingandwriting/comprehension/sequence/preview.weml.

Brown, K., Friend, H. & Madigan, K. (2013). The Life Cycle of a Plant for English Language Learners. In *Sequencing: The Plant Life Cycle Glogster.* Retrieved June 13, 2013, from http://www.weebly.com/weebly/main.php.

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WGBH Educational Foundation. (2003). How Do Plants Grow?. In *How Do Plants Grow?*. Retrieved May 2013, from http://www.teachersdomain.org/asset/tdc02_vid_plantsgrow/.