**LESSON TITLE**: \_\_\_\_\_\_\_\_\_\_\_Plant Lifecycle\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade Level(s):** \_\_3\_\_\_\_\_\_\_ **Subject(s)**:\_\_\_Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson Length**: \_\_\_\_\_\_\_2 Weeks\_\_\_\_\_\_

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| **Overview**:  The children will plant a flower, and document the process of growth in the flower. The children will also be able to view the process via YouTube videos and access to educational websites. We will create a classroom blog recording the daily growth and plant lifecycle of the flowers. At the end of this project the children will have a clear and working knowledge of plants and their lifecycles. |
| **Standards**: [*What standards/benchmarks are your students going to achieve with this lesson? Use Florida Sunshine State Standards or Common Core Standards AND NETS-S Standards.]*   * SC.3.L.17.1 Describe how animals and plants respond to changing seasons. * SC.3.L.17.2 Recognize that plants use energy from the sun, air and water to make their own food. * SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction * SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity) such as the way plants stems grow toward light and their roots grow downward in response to gravity. * SC.3.L.15.2 Classify flowering and non-flowering plants into major groups such as those that produce seeds or those like ferns and mosses that produces spores, according to their physical characteristics. * LA.3.1.6.1 The students will use new vocabulary that introduced and taught directly. * NETS-S 2a) Communication and Collaboration- interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media. |
| **Learning Objective**: [*What will your students be able to do when they finish this lesson or unit? Be sure to use action verbs and to include measureable behavioral outcome(s).]*  *Students will produce a living plant at the end of lesson. The students will also have a clear and working knowledge of plants and their lifecycles and be able to simulate that knowledge on written documentation as well as hands on tasks.* |
| **Materials/Resources Needed**: [*What materials and resources do you need for this lesson?]*  *Internet access, internet browser, overhead projector (blackboard), flower/plant, canisters, potting soil, water, computer and computer screen, digital camera, pencil and paper.* |
| **Introduction**: [*How will you introduce your lesson?*]  Play YouTube video: <https://www.youtube.com/watch?v=LxaELwrTChs> to show the lifecycle of a plant to the students. Engage students by asking questions about lifecycles of plants and what they thought of the video. Ask if they have any questions. |
| **Lesson Activities**: [*Itemize the details of your lesson – be complete and detailed.*]  Day One:  After introduction YouTube video, play this YouTube video on the description of photosynthesis.  <https://www.youtube.com/watch?v=C1_uez5WX1o>  After watching the video, the entire class will sing the newly learned song.  (30 minutes) Pass out pre-planted flowers (plants) to each student. Have them decorate their pots and also take day one picture with the digital camera.  (45 minutes) As a class we will use the overhead projector (blackboard) to create a classroom blog. We will upload the pictures of the plants from the digital camera and as a class discuss the observations and come up with a day one conclusion for the blog. (assessment #1)  Days 2-10:  (30 minutes) The students will continue to maintain their specific plant daily, while also taking a picture with the digital camera. As a class we will upload the pictures and continue to discuss small observations. Update the classroom blog daily. Watch new YouTube videos concerning the plant lifecycle.  <https://www.youtube.com/watch?v=hWXepxV9FmE>  <https://www.youtube.com/watch?v=nUKcvbwT-94>  <https://www.youtube.com/watch?v=eGUt6PYxDiE>  <https://www.youtube.com/watch?v=AykzPemLs7Q>  <https://www.youtube.com/watch?v=F7xIcHy6ELo>  End of Week 2  The students will write a summary about plant lifecycles. We will compare the pictures of the plants from day one to the final day. We will finalize the blog on the last day of week 2. (assessment #2) |
| **Strategies – ESE/ESOL**: [*How will you support students who have special needs?*]  This lesson is good for culturally diverse students, students who do not speak English, and also for students with special needs. This lesson does not require a lot of reading or writing. It’s more of a visual lesson and a collaborative group discussion. The ELL and ESOL students may need assistance writing summaries, would possibly allow recorded explanations. A teacher helper can be in place for children in the ESE program to help with their tasks. |
| **Strategies – Integrating Technologies**: [*What technologies did you choose to use for this lesson?*]  The students will utilize the computer-based technologies of web browsing that will offer access to blogs and educational YouTube videos. Students will be required to take daily photographs using a digital camera. Students data searching will be conducted in a supervised environment. |
| **Evaluation/Critique of Educational Software/Web-based Resource**: [*Describe your reasoning in selecting the software/web-based resource you used for this lesson – why was it selected? What makes it enhance the lesson and make it effective?*]  The use of the computer and the web offers a broad variety for research and connection. It opens up interaction in the classroom (blog) and allows all the teaching styles to be incorporated in the lesson. (visual, auditory and kinesthetic). |
| **Summary**: [*How will you summarize your lesson?*]  The class will learn about the plant lifecycle and the key definitions. They will have grown their own plant that they can take home and share with their families. They will have created a classroom blog via blogger.com recording their own plant lifecycle. |
| **Assessment – Type**: [*How will you assess your students to be sure they have met your learning objective(s)?*]  A rubric will be used to assess the two assessments- see attached. |
| **Educational Theorist**: [*Identify and explain to which learning theory/theorists your lesson plan subscribes.*]  Constructive- This theory posits that learning is an active and constructive process and that learners actively construct their own representations for learning. Therefore, learning is personalized and subjective, based partially on prior knowledge...and knowledge is not simply acquired (as it might be in behaviorism approaches), but it is an active and contextualized process of construction. |