(Miss Slick, Learning Support Science, 9/28/17)

Pumpkin Life Cycle Lesson Plan

1. **Topic:**
2. The student will learn to identify the different stages of a pumpkin’s life cycle.
3. **Objectives/Standards**
	1. Given pictures and labels of the different parts of a pumpkin’s life cycle, TSWBAT properly label the different parts of a pumpkin’s life cycle to 50 percent accuracy. (Standard- 3.1.3.A3 Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.)
4. **Teaching Procedures**

Anticipatory Set: *(2 minutes)*

1. The teacher will begin by asking students the following questions: *Does anyone remember what season it is now? What are some of the things you do in the fall? Pumpkins are harvested in the fall, does anyone know how pumpkins grow?*
2. The teacher will listen to student responses to gauge how much background knowledge the students have, before introducing the story.

Development 1: *(10 minutes)*

1. The teacher will introduce the story *Pumpkin, Pumpkin* by Jeanne Titherington. The teacher will make sure to emphasize and review all the stages the pumpkin goes through throughout the story.
2. After reading the story, the teacher will ask students the following questions: *Why do you think Jaime saved six seeds at the end of the story? What might he do with those seeds? How did the pumpkin change throughout the story?*
3. After listening to student responses, the teacher will then explain that the way the pumpkin changes is known as its life cycle. Just like humans change from babies, to children, to adults, and then to older people, pumpkins change from seeds into pumpkins. The teacher will ask the students if they will help her to figure out all the parts of the pumpkin’s life cycle.
4. The teacher will have enlarged pictures of the different parts of a pumpkin’s life cycle on the board. The teacher will ask students the following questions: *Which picture shows the first part of the pumpkin’s life cycle? Can I have a volunteer to label this part of the pumpkin’s life cycle?* The student will add the picture and the label to the circular life cycle chart.
5. The teacher will repeat this for the other parts of the life cycle.

Guided Practice 1: *(3 minutes)*

1. The teacher will thank students for helping her to complete a pumpkin’s life cycle. Then the teacher will explain that they are going to learn a song to remember the parts of a pumpkin’s life cycle. The teacher will also explain that there are motions to go with the song. The teacher will explain that the students need to follow her and repeat what she does after her.
2. The teacher and students will learn and go through the “Pumpkin Song” (**see below**)

Independent Practice 1: *(8 minutes)*

* 1. The teacher will explain that now the students will make pumpkin life cycle charts of their own. The teacher will show students her example of the chart, which will have all the flaps and be colored. The teacher will explain that the students will be making the same thing for themselves so that they can remember the parts of the pumpkin life cycle. (**see below**)
	2. Students will work on this individually at their seats. The teacher will assist students when needed and will be floating around the room monitoring student progress.

Closure: *(2 minutes)*

1. The teacher will conclude the lesson by asking students to share their pumpkin life cycles with their peers. Each student will share one part of the pumpkin life cycle that they did not know about before.
2. **Materials**
* *Pumpkin, Pumpkin* by Jeanne Titherington
* Enlarged pictures and labels of the pumpkin life cycle
* Tape
* “The Pumpkin Song” song lyrics
* Pumpkin Life Cycle worksheet
* Scissors
* Crayons/Markers/Pencils
* Glue sticks
1. **Adaptations/Plan Modifications**
2. The students will be given longer wait time for responses and extended work time if they need it.
3. The teacher may cut out the pieces of the pumpkin life cycle worksheet ahead of time if cutting is difficult for some students or if there is not a lot of time.
4. The teacher will keep the enlarged pumpkin life cycle up on the board for students to look at during the independent practice.
5. If students are having a hard time with the song and motions, they can use hand motions instead of full body motions or will only have to the motions they are able to.
6. If there is not enough time, students will be able to color their pumpkin life cycle charts later.
7. **Evaluation**
8. Formative Assessment- The teacher will assess how well students are able to grasp a pumpkin’s life cycle by observing their ability to do the pumpkin song, by observing how they construct their pumpkin life cycle during the independent practice, and during sharing during the closure.
9. Summative Assessment- the student will be assessed on these skills at a later date.
10. **Reflection**
	1. How did the student do attempting to construct their own pumpkin life cycle chart?

The students seemed to understand a pumpkin’s life cycle pretty well. Some had difficulties with understanding the order of the sprout, the plant, and the flower. They often mixed these three parts up because they are all pretty similar parts of a plant’s life cycle. I had to have a few think about how a plant grows and ask them if it made sense for a flower to come before leaves grew on a plant, etc. Other than that they all seemed to grasp the concept and enjoyed coloring their life cycle charts.

* 1. Did the student have to ask for help during the independent practice from the teacher, did they attempt to sort the objects on their own, or did they use the big life cycle chart as a reference?

I had to help a few students with their life cycles, especially differentiating the flower and plant part of the life cycle. A lot of the student felt that the flower came before the plant in the cycle. I had them review the song we learned to figure out the order, as well as had them flip through the story if they were really stuck and/or needed a visual reminder. Most of the older students seemed to grasp this activity with ease, while some of the younger students did not.

* 1. How did the students do learning the “Pumpkin Song”? Were they able to remember the song after being taught? Were they actively engaged in learning the motions or did they stand there and not participate?

The students seemed to enjoy the “Pumpkin Song.” Although they did not really sing along, most of them participated in the motions. One student sang along with me though. They had fun standing up and pretending to be a seed and then a sprout, and then a flower, and then a big giant pumpkin. Because of time, I did not have a lot of time to teach them the song in depth. In the future, I would take longer to review it and I would also review the song in future lessons throughout the unit.

* 1. Did I break down the skills into small enough steps for the students to grasp the concepts properly?

I believe that I did break down the concept into small enough steps for the students to grasp the concept. The enlarged picture cards really helped the students to visual the life cycle and to see that it constantly reoccurs. They also really seemed to enjoy doing the motions to the song I taught as well. A lot of the students like to get up and moving, so this was a great way for them to learn while burning off some of their energy.

* 1. Did I do an effective job of providing scaffolds and adaptations to meet the individual needs of the students?

I think I did a pretty good job of scaffolding the lesson. I made sure to cut out the pieces of the life cycle ahead of time since a lot of their fine motor skills are not ready for scissors. If we had had more time, I may have had them do it themselves. I also made sure to involve students in the story. I had one student identify colors in the book since he is working on learning his colors. I also used sign language with him when he did not understand what I was asking. Additionally, I had students who were shyer about participating help me with the enlarged cycle. They did a great job helping me put the pictures in order and helped me label the picture. The story I read was also short and sweet so it kept their attention for longer.

* 1. How could I have improved this lesson to better teach students in the future?

In the future, I would give myself more time to complete all of the activities. I would also take more time teaching the song. By taking more time on the song, it would have become a more effective teaching strategy because the students would have remembered the words and motions to use later during the independent practice. I would start by teaching them the words and then the motions instead of both at once. I would also review the song again each day until they mastered it.

The Pumpkin Song

To the tune of “The Farmer and the Dell”

The seed is in the soil (x2)

And so, the pumpkin grows

The seed is in the soil

The sprout grows up (x2)

And so, the pumpkin grows

The sprout grows up

The leaves grow out (x2)

And so, the pumpkin grows

The leaves grow out

The flowers start to bloom (x2)

And so, the pumpkin grows

The flowers start to bloom

The pumpkin grows and grows (x2)

And so, the pumpkin grows so big

We have to start again.



