



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

Lesson Title:	Flower Cycle	School: Mountain View	Date: 02/07/20
Instructor Name:	Yulissa Lozano		
Class Size	7	Lesson Credits: (Where did you get your ideas for you lesson ie: website)	

Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.

NM State Standards:	<p>CCSS.ELA-Literacy: SL.3.2-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.4- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. L.3.4-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>NM Science Content Standards, Benchmarks, and Performance Standards: Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically. K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data. 5-8 Benchmark I: Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.</p> <p>Visual Arts- Creating: Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? Cr1.2.3a- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p>		
<p>Please Visit www.mystandards.org</p>			
Learning Objectives:	<p><u>[Instructional context]</u> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <u>[what students will do]</u> students will write a list of words <u>[what students will learn]</u> that are content-specific vocabulary.</p> <p>The students will be able to discuss what they know about how a flower grows</p> <hr/> <p>The students will be able to discuss what they learned about how a flower grows</p> <hr/> <p>The students will be able to discuss the life cycle of a flower</p> <hr/>		
Lesson Materials & Equipment	Item:	Quantity:	Special Requests for RGECE Equipment:
	Construction paper	Multiple	
	Markers	Multiple	
	Colored pencils	Multiple	
	Crayons	Multiple	

<p>INSTRUCTIONAL SEQUENCE Please note: <i>This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.</i></p> <p>*Body of the Lesson:</p> <ol style="list-style-type: none"> 1. (What you will say/do to assess, connect to, or build, necessary background knowledge. <ol style="list-style-type: none"> 2. Describe <u>step-by-step</u> what the students will be doing during the lesson. 3. Opportunities to participate in small groups. 4. Activity to process daily participation 	
<ol style="list-style-type: none"> 1. Ask students if they know how a flower grows? <hr/> 2. Explain to the students that flowers have a life cycle <hr/> 3. Ask students if they know what that life cycle is? <hr/> 4. Explain that there are 5 stages to the life cycle of a flower 1. Planting the seeds 2. Growing of the roots 3. Sprouts growing out of the ground 4. The adult plant grows 5. The flower opens up <hr/> 5. After the discussion allow students to draw a picture of a flower with 5 pedals and explain to the students that in each pedal they will be writing the each cycle <hr/> 6. Allow the students to color and decorate their picture <hr/> 	

Signature: _____ Date: _____

Reviewed by: _____ (School Site Supervisor) RGECE Approval: _____



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