

Teacher: Victoria Tuzzolino
Grade Level: First/Second; Native language is Spanish
No. of Students: 12
Topic: Life cycle
Subject Area: Science

Levels of ELP: Entering, Beginning, Developing, Expanding, Bridging and above

Illinois Learning Standard 12.A.2a: Describe simple life cycles of plants and animals and the similarities and differences in their offspring

(WIDA) Illinois ELP Standard: Standard 4 - The Language of Science

Big Idea/Essential Understanding: I learned that plants and animals have life cycles.

For example, a flowering plant starts as a seed, then grows into a sprouting seed, then grows into a plant with buds and then grows into a flowering plant. For example, a frog begins life as an egg, then becomes a tadpole, then grows into a frog, and then lays an egg to begin the cycle again. For example, a bird begins life as an egg, then becomes a chick, then grows into a bird, and then lays an egg to begin the cycle again. For example, an elephant starts as a baby, then grows into an adolescent and then grows into an adult. For example, a ladybug and a butterfly have an egg stage, a larvae stage, a pupa stage and an adult stage.

Content Objectives:

- Students will order the life cycle of one or more of the following: a flowering plant, a frog, a bird, an elephant, a butterfly using pictures
- Students will label the life cycle of one or more of the following: a flowering plant, a frog, a bird, an elephant, a butterfly using pictures and word cards
- Students will write the life cycle of one or more of the following: a flowering plant, a frog, a bird, an elephant, a butterfly using pictures and word cards
- Students will write big idea in a learning log using sentence prompts and pictures

Language Objective:

- Students will describe the life cycle of one or more of the following: (flowering plant, frog, bird, elephant, butterfly) given pictures and sentence prompts

Key Content (7 new vocabulary words in bold)

life cycle	frog	elephant	egg stage
seed	egg	baby	larvae stage
sprouting seed	tadpole	child	pupa stage
plant with buds	chick	adult	adult stage
flowering plant	bird	butterfly	

Other Important Vocabulary

stage, sequence, similar, different, compare, contrast

Preview Phase (Introduction):

1. As an attention grabber I will have the following objects laid out on a table for the kids to examine: a frog, an egg, a seed, a butterfly, a baby, a bird, a chick, a flowering plant, an elephant.
2. The kids (as a whole class) will have 5 minutes time to observe, inspect and study these objects. We will then discuss these objects and share thoughts and ideas as to what these items represent to them or if any of these items have anything in common.
3. Kids are now in three groups of 4. I will have two sets of large index cards for each group of kids that consist of a vocabulary words and pictures. The word cards will have the vocabulary words in English on one side and Spanish on the other (differentiation).
4. Next I will hold up and read aloud a vocabulary word and have the students find the same word card. I will model an action when applicable and have the students do the same (TPR-entering and beginning levels). For instance, we will hop like frogs, make like a chicken with our arms (chicken dance), swing one arm up and down along our face to mimic an elephant trunk, fly like a bird, squat down to the ground and then stand up slowly to show a plant growing tall, pretend to rock a baby in our arms, etc.
5. I will then repeat the word and hold up the matching picture card. I will then ask the kids to match the same word and picture in their groups. We will continue this pattern until all of the words are matched to the picture cards. The kids will then have some time to discuss these pictures and words with each other. I will also prompt the students to try and make some connections between these words and pictures. I will encourage the kids to share any thoughts/experiences connected to these words and pictures.
6. Next I will have the kids follow commands (TPR-entering and beginning levels) using the objects on the table from the attention grabber. There will be another table set up with additional pictures or manipulatives to assist in this task.
 - Place the frog in the pond
 - Put the butterfly in the tree
 - Put the seed in the dirt
 - Put the baby next to the child
 - Place the egg in the nest
 - Place the bird on top of the egg in the nest
 - Put the little elephant next to the large elephant
 - Put the chick in the nest with the other chicks
 - Place the flowering plant in the grass

7. Developing and expanding levels will sort picture cards and vocabulary word cards on a graphic chart and then write the vocabulary word or short phrase. The kids will have a chart like the one below. If they are up for the challenge they may complete more than one chart. There will be five charts to choose from.

1. Flowering Plants
2. Frogs
3. Birds
4. Elephants
5. Butterflies

FROG LIFECYCLE

Vocabulary Word Card	➡ Matching Picture Card	➡ Write the Word or Phrase
Ex: egg		
Ex: tadpole		
Ex: frog		

8. Bridging and above levels will have a similar chart but the last column will be to write a sentence instead of a word. They will also have the same 5 charts to choose from. If they are up for the challenge, they can try completing more than one chart.

Focused Learning Phase (Body of the Lesson :

Pre-reading phase:

1. I will start with a grade level read aloud from a book that relates to the Big Idea and science Illinois Learning Standard.
2. I will have sentence strips with the following sentences that I will read aloud to the students.
 - A flowering plant starts as a seed.
 - A seed grows into a plant with buds.
 - A plant with buds grows into a flowering plant.
 - A frog begins life as an egg.
 - A frog egg becomes a tadpole.
 - A tadpole grows into a frog.
 - A frog lays an egg to begin the cycle again.

- A bird begins life as an egg.
- A chick hatches from a bird egg.
- A chick grows into a bird.
- A bird lays an egg to begin the cycle again.
- An elephant starts as a baby elephant.
- A baby elephant grows into a child elephant.
- The child elephant grows into an adult elephant.
- A female butterfly lays an egg on a leaf.
- The butterfly egg hatches into larvae.
- The larvae turn into a pupa.
- The pupa splits and the butterfly comes out.

3. I will then pull out the same sentence strips in Spanish. I will have the kids match the Spanish sentence strips to the English sentence strips. The kids will work in pairs to practice reading the sentences in both languages.

4. We will then move into a sentence building game. I will have the English sentence strips cut into pieces and put into individual envelopes. There will be four sets in all.

The first set will include visual prompts and just a few pieces to connect to rebuild the sentence (entering and beginning level).

The second set will also have visual prompts but the sentences will be cut into even more pieces (developing and expanding levels).

The third set will again include visual prompts but these sentences will be cut into individual word pieces (the most pieces possible) for the bridging and above levels.

And the fourth set will include visual prompts and sentence pieces of new sentences (ones I have not introduced yet).

5. Each level will have the opportunity to try and build sentences in the envelope *one number higher* than the one they start with if they're up for the challenge (more differentiation).

6. The kids can work on their own or in pairs during this activity. They will also have time to practice reading and discussing the sentences with partners. I will then read through all of the sentence strips again. Kids can read with me if they want to.

During reading phase:

1. The kids will read content based leveled readers according to their English language proficiency level. (Found under materials in wiki-IRC's favorite ESL resources)

2. The kids will complete a life cycle cloze passage activity using a word bank and visual prompts. I will create 5 different cloze activities to choose from (flowering plant, frog, bird,

elephant, butterfly). The following worksheet would be a cloze for entering and beginning students.

BIRD LIFE CYCLE CLOZE

Birds lay eggs, with a very hard outer shell. Birds generally lay 1 to 17 eggs at a time.

A _____ begins life as an _____.



An _____ hatches into a _____.



A _____ grows into a _____.



WORD BANK

egg

chick

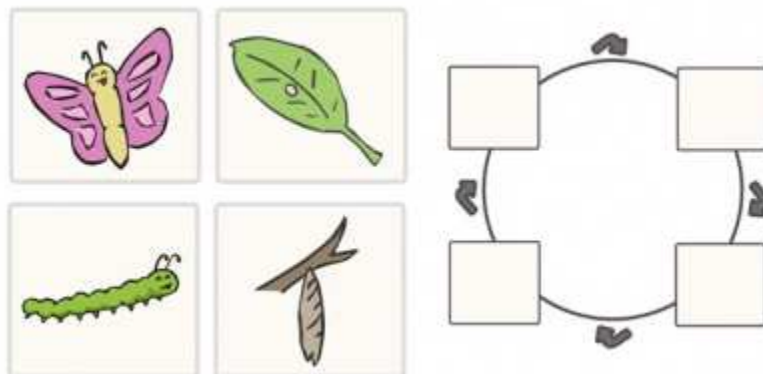
bird

I would then have a more challenging cloze on the back side (differentiation) for the students who were “up to the challenge”. I would have another life cycle cloze worksheet with a larger word bank for the developing and expanding levels, again with a challenge cloze on the back for differentiation. And I would have yet another cloze, with the largest word bank of all, for the bridging and above levels with a challenge cloze on the back (differentiation).

In all, I would have 3 different, double-sided life cycle cloze worksheets for each of the categories mentioned above (flowering plant, frog, bird, elephant, butterfly) to allow for differentiation as well as progressing levels of language proficiency.

After reading phase:

1. I will have pictures and a graphic organizer to represent the life cycle of a flowering plant, a frog, a bird, an elephant, and a butterfly (see example below).
2. The entering and beginning levels will number the picture cards and paste them on the graphic organizer. These kids will also use their vocabulary word cards to practice matching the life cycle words with the numbered pictures.



5. The developing and expanding levels will complete a life cycle graphic organizer which will include a space to write the stages in words or phrases. They will use their vocabulary word cards and cloze worksheets for support when writing their words or phrases.
6. The bridging and above levels will have a life cycle graphic organizer which will include a section to write a sentence about each step of the life cycle. They will use their vocabulary word cards and cloze worksheets for support when writing their sentences.
7. The kids will choose one of the five life cycle organizers to complete (flowering plant, frog, bird, elephant, butterfly). If they are up for the challenge they may choose another life cycle organizer to complete (differentiation). They may also try and complete a graphic organizer from another ELP level if they are up for the challenge.

Application phase:

1. I will have students work individually (using their instructional supports) to make a poster of the life cycle of one or more of the following (flowering plant, frog, bird, elephant, butterfly). I will provide large pieces of construction paper with blank life cycles on them. I will have a blank three phase life cycle and a blank four phase life cycle (see below). Students will choose template depending on which life cycle they choose to draw and explain.

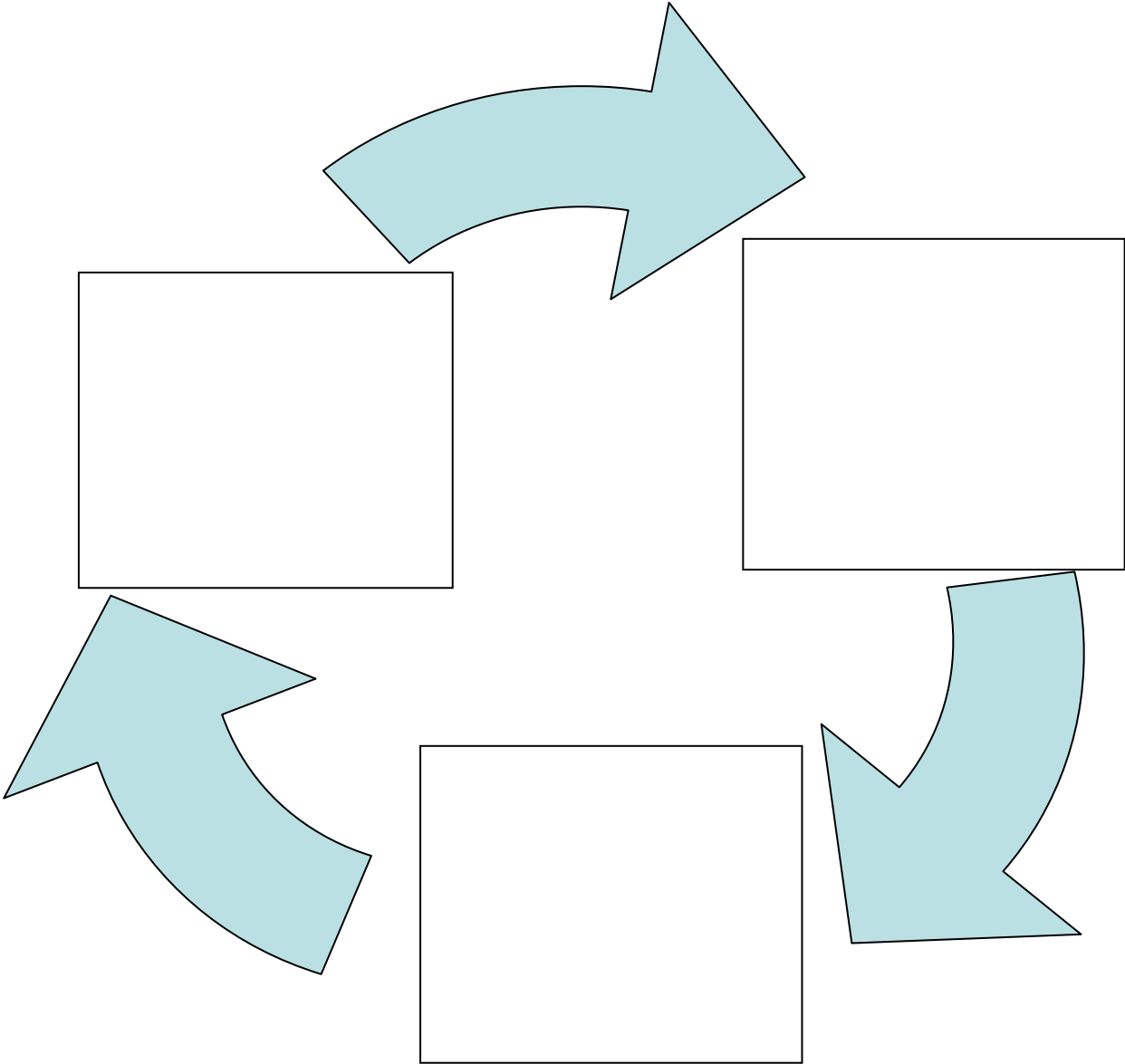
After they have drawn their picture I will have entering and beginning students dictate to me the stages of the life cycle they have drawn and I will write them down. Developing and expanding students will draw and write words and short phrases on their own. Bridging and above will draw and write sentences to describe each picture.

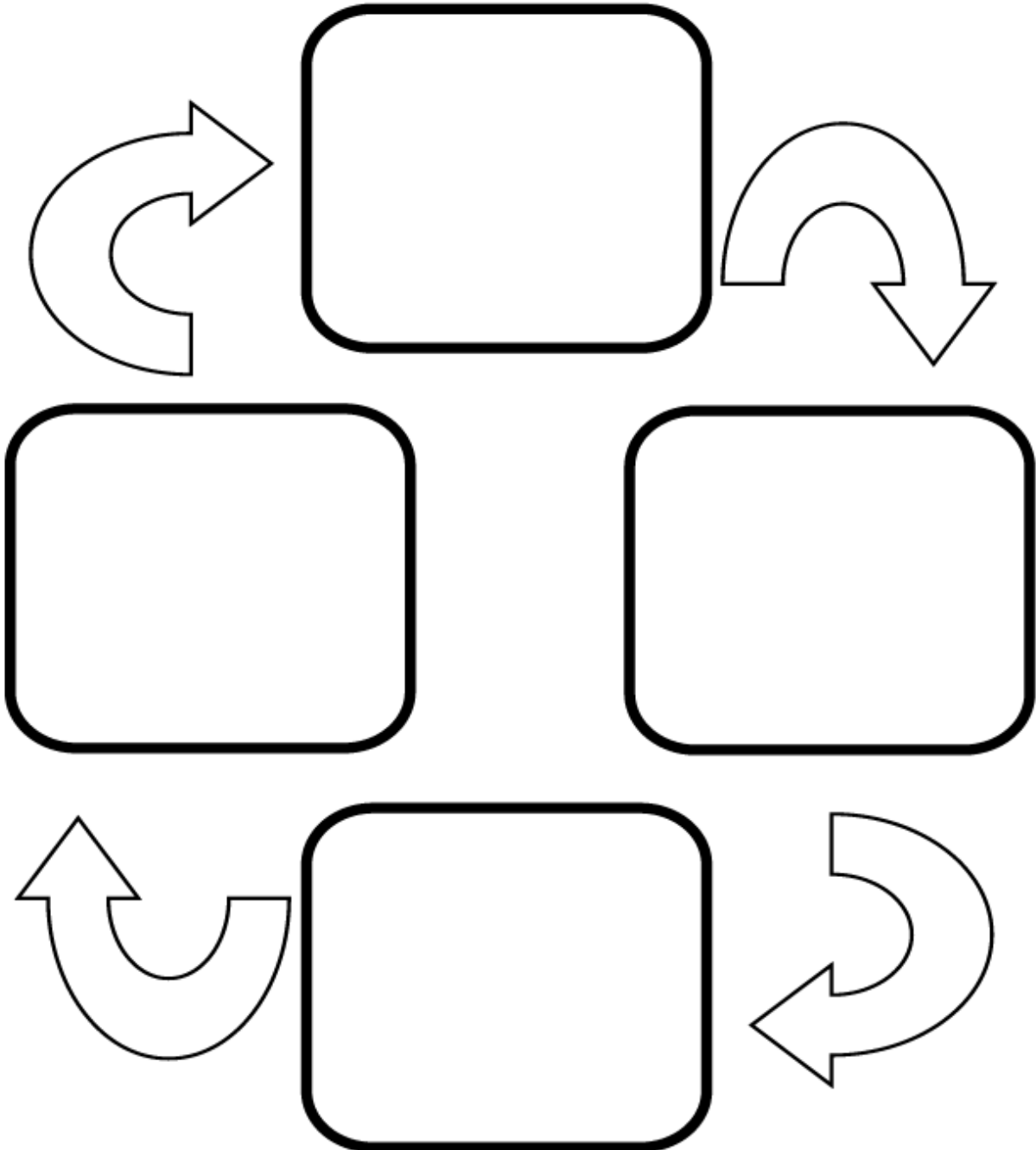
2. Students will have the opportunity to read and share their posters with each other and with me.

3. Students will also fill out a learning log.

4. This final project will be graded using a rubric.

See Organizers in following pages.





Name _____ Date _____

I learned that:

PICTURE



Now I understand:
