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| **Grade 1** | **Lesson:**  **Exploring Pumpkins – 1**  **Sorting the Life Cycle of a PUmpkin** | | Reference to English Interconnections Lesson  Exploring Pumpkins pg. 90 | |
| **Science Standard(s): Standard IV, Objective 2** | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Students will organize the life cycle of a pumpkin into the correct order.  I can put the life cycle of a pumpkin in the correct order. | | Students will use the phrases “same” and “not the same” when playing memory with their partner.  I can say, “same” or “not the same” when I play memory with a partner. | | |
| **Essential Questions:**  How do living things meet their needs in my neighborhood? | | **Required Academic Vocabulary for Word Wall:**  **Listen:** pumpkin, seed, plant, flower  **Speak:** same, not the same  **Read:**  **Write:**  **Sentence Frames:** | | |
| **Materials:**   * Pumpkin * Pumpkin seeds * Pumpkins sort worksheet * OPTIONAL: potting soil, cups, plastic tub, real pumpkins and supplies for decorating | | **Additional Lesson Vocabulary:**  **Seedling** | | |
| **Lesson:** | | | | **Instructional Time: 30 minutes** |
| **Opening:** **(4 minutes)**   * Do a search on the internet for a “pumpkin time lapse” video or try pumpkincam.net. * Show the students a pumpkin.   **T: “Look at this pumpkin. What color is it? Tell your neighbor.”**  S: *will tell their neighbor, “it is orange.”*  **T: “This is an orange pumpkin. Do you think that this pumpkin has always looked like this? Thumbs up or down?”**  S: *will show thumbs down.*  **T: “This pumpkin hasn’t always looked like this. Today we are going to learn about the life cycle of a pumpkin. To start we will watch a video of a pumpkin growing.”**   * Show the video to the students. * **Introduction to New Material (Direct Instruction): (4 minutes)**   **T: “We just watched a movie about pumpkins. Did this pumpkin always look like this?”**  S: *will say, “no.”*  **T: “There are different stages of to the life cycle of a pumpkin. In each stage the pumpkin looks different.”**  **T: “When we were watching that pumpkin movie we saw all the different stages.”**   * Show the pumpkin sort paper.   **T: “This paper – The Pumpkin Sort, also shows the different stages of the life cycle of the pumpkin.”**   * As you go over each stage of the life cycle of the pumpkin draw and label them on the board.   **T: “First is the seed.”** (Draw and label the seed on the board)  **T: “Second is the seedling.”** (Draw and label the seed on the board)  **T: “Third is the plant.”** (Draw and label the seed on the board)  **T: “Fourth is the flower.”** (Draw and label the seed on the board)  **T: “Fifth is the Green Pumpkin.”** (Draw and label the seed on the board)  **T: “Sixth is the Orange Pumpkin.”** (Draw and label the seed on the board)  **T: “So, this is the life cycle of a pumpkin. Seed, then seedling, then plant, then flower, then green pumpkin then orange pumpkin. I am going to give each of you one of these papers. I need you to go to your table and color and cut them into squares.”**  **Guided Practice: (15 minutes)**  *Use the modeling cycle:*  Teacher Does:  **T: “Let me show you what I mean. First, you will color the seed, then the seedling, then the plant, then the flower, then the green pumpkin and lastly the orange pumpkin like this.”**   * Color some of the pictures.   **T: “Then I need you to cut the pictures into squares.”**   * Cut the pictures into squares.   All Students Do:  **T: “Now it is your turn. I need you to collect a piece of paper when I call your table. Go to your table and start coloring.”**  S: *will collect their papers and begin the activity.*   * Teacher will walk around the room helping students as needed.   **T: “10,9,8,7,6,5,4,3,2,1. It looks like everyone is done. I need you to clean up the crayons, scissors and scraps of paper. Then come sit on the carpet.”**  Teacher Does:  **T: “Now, you have 6 cards that represent the life cycle of a pumpkin. I am going to separate you into groups of 2. You will play memory.”**  **T: “To play memory you will place both decks of cards face down- like this. Then one person will draw 2 cards, like this. When you draw them you need to say if they are the same or not. If they are the same, say same, like this. If the two cards are the same you will keep them. If they are different, you will put them back. Then it is the other persons turn.”**  Teacher and 1 Student Do:  **T: “I need a partner to come up and play with me.”**   * Teacher will choose a student.   **T: “We have put our cards face down. You can go first.”**  S: *will draw 2 cards.*  **T: “What did you draw?”**  S: *will say what they draw, “seed” “seedling”…*  **T: “Are they the same?”**  S: *will respond, “not the same.”*  **T: “Ok, so put them back. Now it is my turn. I will draw two cards.”**   * Emphasize saying same and not the same * Play a couple of rounds.   2 Students Do:  **T: “Now I need two students to come up and demonstrate how to play memory.”**   * Teacher will choose two students to come up and demonstrate how to play memory.   S: *will demonstrate how to play memory. Using the words same and not the same.*  **T: “Good job! Thank you. You may sit down.”**  All Students Do:  **T: “I need you to go back to your table. Collect your cards and play with the partner I choose for you. I want you to play 2 games. Remember to say same and not the same.”**   * Teacher will separate the students into pairs.   S: *will work in pairs and play memory using the life cycle of the pumpkin pictures.*   * Teacher will walk around the room observing the games.   **T: “10,9,8,7,6,5,4,3,2,1. Time is up. Please put your cards back on your desk and come sit on the carpet.”**  S: *will put their cards away and come sit on the carpet.*  **Independent Practice: (3 minutes)**  **T: “Now I need you to glue your pictures in order on a colored piece of paper. You will have to remember what came first, the seed or the pumpkin?”**  S: *will say, “the seed.”*  **T: “Yes, the seed came first. So you will glue that first on your paper and put a 1 next to it.”**   * Glue the seed on a colored piece of paper to show the students how it is to be done.   **T: “Now I need you to return to your desk and get started.”**  S: *will return to their desk and get started.*   * Teacher will walk around the class and help students as needed.   **T: “Time is up. Please clean up and come sit on the carpet.”**  S: *will clean up and sit on the carpet.*  **Closing: (3 minutes)**  **T: “Let’s review quickly what we learned today. There are 6 stages in the life cycle of the pumpkin. Point at the picture of the stage that came first.”**  S: *will point at the seed.*  **T: “Yes the seed came first. Then what? Please point.”**  S: *will point at the seedling.*  **T: “Yes, the seedling came second. Say seedling with me.”**  S: *will say, “seedling.”*   * Go through all the 6 stages with the students | | | | |
| **Assessment:** | | | | |
| **Pumpkin Sort Sheet** | | | | |
| **Extra Ideas:** | | | | |
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