

ALL ABOUT PUMPKINS



THE LIFE CYCLE OF A PUMPKIN
KINDERGARTEN ELA/SCIENCE UNIT
BY: KEELY O'LOUGHLIN CAMP

October

2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11 Lesson #1: Introduction Seed Predictions	12 Lesson #2: Life Cycle of a Pumpkin (Vocab!)	13 Life Cycle- How do all plants and humans change overtime?- build connections	14 Pumpkin Life Cycle- Let's Sequence!	15 Parts of a pumpkin- Introduction	16
17	18 Parts of a pumpkin Building connections to other plants (patterns)	19 Parts of Pumpkin- Pumpkin exploration (hands on)	20 Review	21 Lesson #3: Let's Be Farmers! (Life Cycle Formal Assess)	22 A day at the Pumpkin Patch! Carving Pumpkins (Parts <u>formal</u> assess)	23
24	25	26	27	28	29	30
31						

WHERE TO CALENDAR

DAY 1: INTRODUCTION	DAY 2: LIFECYCLE OF PUMPKIN	DAY 3: LET'S BE FARMERS!
W: TODAY WE ARE PREDICTING HOW A SEED WILL CHANGE OVERTIME! H: SEED SURPRISE! E: REFER TO THEIR OBSERVATIONS AND ENGAGE THEIR PRIOR LEARNING/EXPERIENCES. R: OPPORTUNITIES TO CRITIQUE THEIR THINKING AND EXPAND THEIR UNDERSTANDING OF PLANTS AND SPECIFICALLY PUMPKINS. E: PUMPKIN JOURNAL ENTRY #1 T: THINKING MAP, VISUAL MODELS O: MODELING OF ACTIVITY AND HAVING STUDENTS ORALLY STATE THEIR PREDICTION SO THEY KNOW	W: TODAY WE ARE GOING TO LEARN THE VOCABULARY OF A PUMPKIN'S LIFE CYCLE AND WHAT A PUMPKIN NEEDS TO GROW. H: VIDEO AND STORY TIME. E: REVIEW OF PREDICTIONS AND CONNECT TO THEIR PRIOR EXPERIENCES AND LEARNING GOAL FOR THIS LESSON. R: STUDENTS REFLECT ON VOCABULARY AS THEY LISTEN TO THE STORY AND PREPARE TO WRITE THEIR JOURNAL ENTRY. RED LIGHT, GREEN LIGHT CHECK IN CARDS AT THE END OF THE LESSON. E: JOURNAL ENTRY #2 AND SEESAW	W: WE ARE GOING TO BE FARMERS AND TEACH OUR CUSTOMERS HOW A PUMPKIN CHANGES OVERTIME. H: WE ARE FARMERS! E: WHOLE GROUP REVIEW AND PRACTICE OF SEQUENCING THE STAGES. CONNECTING THEIR LEARNING TO REAL LIFE CONTEXT THROUGH DISCUSSION. R: SELF-ASSESSMENT OF UNDERSTANDING DONE THROUGH SMALL GROUPS DURING 1ST ACTIVITY. E: FORMAL ASSESSMENT- SEQUENCING THE LIFE CYCLE!

WHAT THEY WANT TO WRITE.	ACTIVITY T: PUMPKIN LIFE CYCLE MODEL AND MODELING OF ACTIVITIES. REPEATED USE OF VOCAB. @: MODELING OF ACTIVITY AND EXPLICIT INSTRUCTIONS OF ACTIVITY ROTATIONS TO HELP STUDENTS TRANSITION.	T: WORD BANK (ON PAPER AND BOARD WITH VISUALS). MODELING. @: EXPLICIT INSTRUCTIONS PROVIDED FOR CRAFT ACTIVITY #1. STRUCTURING BRAIN BREAKS PRIOR TO FORMAL ASSESSMENT ACTIVITY TO REFRESH AND PREPARE STUDENTS TO FOCUS.
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*The WHERETO criteria is also listed throughout the lesson plans for more specific detailed explanations.

Stage 1 Desired Results		
ESTABLISHED GOALS/STANDARDS Students will be able to describe the life cycle and use their understanding to make connections to other plants. K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive <u>CCSS.ELA-LITERACY.W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in	Transfer	
	<i>Students will be able to independently use their learning to...</i> Ⓣ Explain what nutrients are necessary for a pumpkin to survive Describe the life cycle of a pumpkin State what plants need to grow and how plants are similar Understand that people and objects change over time	
	Meaning	
	UNDERSTANDINGS Ⓤ <i>Students will understand ...</i> -Objects and people change overtime -Making observations helps us draw conclusions -The lifecycle of a pumpkin -What a pumpkin needs to grow and survive -aspects of the pumpkin lifecycle can relate to other plants	ESSENTIAL QUESTIONS Ⓢ Why should we know what plants need to grow? How does a pumpkin change overtime? Why does learning about a pumpkins lifecycle help us learn about other plants? What do you and a pumpkin have in common?

which they name what they are writing about and supply some information about the topic. <u>CCSS.ELA-LITERACY.W.K.3</u> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <u>CCSS.ELA-LITERACY.L.K.2.C</u> Write a letter or letters for most consonant and short-vowel sounds (phonemes). <u>CCSS.ELA-LITERACY.L.K.2.D</u> Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <u>CCSS.ELA-LITERACY.SL.K.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <u>CCSS.ELA-LITERACY.L.K.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students will know... The stages a pumpkin goes through What nutrients are needed for plants (specifically pumpkin) to survive All living things change overtime Ⓚ	How does a seed change into a pumpkin? Why do things change overtime? How does recording evidence help us understand the life cycle of a pumpkin? Acquisition Students will be skilled at... Ⓢ Making observations/predictions and tracking them in a journal Explaining the life cycle of a pumpkin using academic language Explaining why pumpkins need specific nutrients to survive Connect their knowledge of the pumpkin lifecycle to other plants Making connections between their learning and real-life context
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ELD: A. Collaborative 1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases. A. Structuring Cohesive Texts- 1. Understanding text structure Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Students will describe the life cycle of pumpkins. Students will keep record of drawn and written observations of a pumpkin as it goes through each stage in the life cycle. Students will be able to orally list the nutrients needed for a plant to survive.	TRANSFER TASK(S): Ⓟ Your task is to describe the life cycle of a pumpkin to your newest customer. You will act as a farmer who wants to encourage a customer to plant a pumpkin seed to grow their very own pumpkin patch BUT they don't want to plant the seed until they know what to expect. You need to describe and show images of how a pumpkin changes overtime. You will draw a picture to represent each stage of the pumpkin life cycle and write the name for each stage next to the corresponding picture. Then you will present the stages to the customer.	
Informal: Students will be observed	OTHER EVIDENCE: -EdTech: iPad Pumpkin Life Cycle sort activity on See-Saw	

through whole group and paired discussions to monitor progress and understanding. They will complete worksheets that are related to content specific topics.	-Pumpkin Journal Observations -Pumpkin Life Cycle craft	
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Lesson Title	Introduction: The life cycle of a pumpkin begins with a seed
Grade Level/ Content	Kindergarten ELA and Life Science
Standards	<u>CCSS.ELA-LITERACY.L.K.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive <u>CCSS.ELA-LITERACY.SL.K.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <u>CCSS.ELA-LITERACY.L.K.2.D</u> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Objective	To engage students in the unit topic and get them excited to learn about the life cycle. To engage prior knowledge and develop an understanding of students' knowledge regarding plants, pumpkins,

	and life cycles. To become fluent in demonstrating correct use of standard English conventions (capitalization, period, etc.). To use knowledge of sound-letter relationships to sound out/spell words.
Enduring Understanding	Students will be able to make observations and record them in a journal. Students will be able to state predictions and explain their reasoning. Students will be able to correctly use standard English grammatical conventions. Students will be able to use their sound-letter relationship knowledge to spell words.
Essential Question	Why does learning about a pumpkin lifecycle help us learn about other plants? How does a seed need change into a pumpkin? What do you predict will happen?
Assessment and Feedback	Students will complete a journal activity which requires them to draw the seed at its current stage and then draw the seed at its final stage based on their prediction. I will provide feedback as they work, and I walk around the classroom. After completion, I will review their journal work and provide specific content feedback to students if applicable.
Learning Experiences (Label WHERE TO)	Opening: -(H) Get students excited by telling them you have a surprise. Give them hints about what it could be, and students can quietly raise their hands to guess. Show them the seeds you prepared and say, "I wonder, what kind of seeds might I be planting for the Halloween season?" Briefly discuss what the seeds are "I'm planting pumpkin seeds!" If your students have access to a garden and there are pumpkins planted there, refer to their observations and engage their prior learning/experiences. (E) Transition into teaching explanation of

	unit/lesson. Body: Teaching/Explanation- We are learning about pumpkins! Specifically, the life cycle and how a pumpkin change over time. (W) Provide essential questions for this lesson. Briefly discuss as a class what they predict. Connect their predictions to other plants/humans (ex: student says, "The pumpkin seed will turn into a pumpkin." You might reply, "So if a pumpkin seed turns into a pumpkin, does a sunflower seed also turn into a pumpkin?") Allow for opportunities to critique their thinking and expand their understanding of plants and specifically pumpkins. (R) Create a thinking map of their predictions using both written predictions and drawings to support visual learners and EL. (T) Modeling- Introduce activity for learning: Pumpkin Journal; first entry- seed predictions. Do not pass out the journals to the students yet, gather students on the carpet and use the doc cam to model expectations for journal entries. Provide sentence frame for students. (T) (Ex: "First I need to write my name on the front of my journal. Then I am going to open the journal to the very first page. *Opportunity for nonexamples here by flipping to wrong page or writing the wrong name and having students correct you* When I get to the right page I need to first write my sentence and then I get to draw the picture. We are all writing the same first part so I would highlight that for emphasis. I predict the seed will... Fill in the blank with your prediction. Then grab the prediction coloring page and on the seed side draw what the seed looks like now and on the prediction, side draw a picture that represents the prediction you wrote down. *Another nonexample opportunity* Once I draw and color, I will cut and paste my picture into my journal.") Pass out journals to students and send off for independent work.
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	Check for Understanding- Students give thumbs up/down to see if they understand directions. Have students orally state their prediction to you prior to giving them their journal. This allows you to see if they paid attention and if they are prepared to write. (O) Independent Practice- Students will complete the same activity you modeled and will return the pumpkin journals to their cubbies or boxes so that they are accessible in the classroom for future lessons. Pumpkin Journal Entry #1 (E)
Closure/ Application	Prior to completing the lesson, I will remind students of the unit goal and upcoming lessons. I will give a small hint of what is to come by reading a closing story which describes some stages of the pumpkin life cycle.
Teacher Notes	*Prepare seeds in advance so some roots start to grow *Prepare journals in advance and next time have the prediction drawing pots included in the journal- takes extra time for kiddos to cut out and glue in.
Lesson Title	The life cycle of a pumpkin and what is needed to grow.
Grade Level/ Content	Kindergarten ELA and Life Science

Standards	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive <u>CCSS.ELA-LITERACY.SL.K.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <u>CCSS.ELA-LITERACY.L.K.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>CCSS.ELA-LITERACY.W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>CCSS.ELA-LITERACY.L.K.2.C</u> Write a letter or letters for most consonant and short-vowel sounds (phonemes). <u>CCSS.ELA-LITERACY.L.K.2.D</u> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Objective	To provide students with content specific vocabulary. To develop a basic understanding of what plants, need to survive. To learn about the different stages of a pumpkin's life cycle. To become fluent in demonstrating correct use of standard English conventions (capitalization, period, etc.). To use knowledge of sound-letter relationships to sound out/spell words.

Enduring Understanding	Students will be able to explain what plants need to survive. Students will use knowledge of pumpkin life cycle to infer about other plants and their lifecycles. Students will be able to correctly use standard English grammatical conventions. Students will be able to use their sound-letter relationship knowledge to spell words.
Essential Question	What do pumpkins (and plants) need to survive? How does a pumpkin change overtime?
Assessment and Feedback	Students will complete a journal activity which requires them to write about what a seed needs to survive. After completion, I will review their journal work and provide specific content feedback to students if applicable. Students will complete a See-Saw activity on their iPads. This activity requires them to drag and drop the correct stage to the corresponding box in our pumpkin life cycle visual. (Image for reference attached below) I will be able to assess their ability to correctly sequence the life cycle of a pumpkin and use it as guidance for the next few lessons.
Learning Experiences (Label WHERE TO)	Opening: Remind students of what they learned in the prior lesson, engage their prior knowledge- refer to thinking map and their predictions. Discuss what the unit is all about- learning about how pumpkins change overtime. (H) Today I have a cool video that shows how a pumpkin changes overtime. Show them a YouTube video which is a timelapse of a pumpkin growing: Discuss what they saw and introduce goal for today: You saw the pumpkin as it went through each stage of its life cycle. Today we get to learn about the special words used to describe the lifecycle. These are our

	vocabulary words. (W) Body: Teaching/Explanation- Introduce vocabulary words. Cards are attached to this unit document at the end. The cards have a picture and the word so show the picture first by covering the word with your finger or paper. Ask the students, “does anyone have an idea what this word might be?” some students may know, most probably do not. Show the word and explain the definition (ex: this is a picture of a sprout. Can everyone say sprout. What is the first sound you hear in sprout? A sprout is the stage of growth that occurs after a seed is planted. What do you notice about the sprout?). Repeat this for each word. List of words: Seed, Sprout, Flower, Green Pumpkin, Pumpkin, Soil, Sunlight, Water Read story: It is Pumpkin Time by Zoe Hall (or whatever book you have that fits this lesson) As you read, pause to notice vocabulary words being used. Have students give a thumbs up or raise their hands when they see the vocabulary words being used. (R) After reading have a whole class discussion. Some topics to cover: (E) -What did you notice? -In what order did the pumpkin grow? (Nonexample opportunity- did the green pumpkin come after the seed?) -Have you ever seen a pumpkin or plant grow? What stage was it in? -What did the pumpkin need to help it grow? -Do all plants need water, soil, sunlight? -Are plants like humans because we both need food? Discuss and connect to real life context and other
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	experiences they have had. Show students the pumpkin life cycle model you made *picture attached at the end of doc* Go through the sequence of the stages a few times. I do, we do, you do. (T) Transition into lesson activity. There are two activities for this lesson. Model each activity prior to sending students off to complete them. Modeling- (O) Activity #1: Journal entry Students will be required to answer the question: What does a pumpkin (or plant) need to grow? Model how to open to the correct page and write neatly using the lines as a guide. Provide sentence frame “A pumpkin needs...” (T) Brainstorm ideas of what a pumpkin need. This can be done on a thinking map if you would like, but for time I would just do this orally. As you write, verbally express your thinking process. Sound out words aloud so students hear you using sound letter relationships. Expectation: write the sounds you hear. Does not need to be perfect spelling. Draw a picture that corresponds to your sentence. Activity #2: SeeSaw iPad Life Cycle Grab an iPad and show students how to access the SeeSaw app. *If your students are new to using tablets this may require a longer explanation*
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	Open the app and click on your classroom. Show students which assignment they will be completing. Walk them through the model that is already completed and uploaded for their reference. Have them select their name and click option to complete the assignment. Model dragging and dropping each answer to the correct box. *Opportunity for nonexample- drag and drop to wrong box and see if students notice/correct you* Once you finish, demonstrate how to submit by clicking the done/submit button in the top right corner. Explicitly state expectations for iPad use and what to do when done (Ex: we do not touch other people's iPad. We keep the iPad on the desk. We do not throw them. We leave the iPad at the desk/table when done.) Check for Understanding- As you read have students raise their hands or give thumbs up quietly when they see a vocabulary word. Provide nonexamples to assess if students can correct your mistake (So the seed grows into a flower and then an orange pumpkin... student corrects, no the seed grows into a sprout then a flower then a green pumpkin and finally an orange pumpkin). (R) After modeling, have a student verbally repeat the instructions you provided. Walk around and observe their work. Are they writing the correct sentence? Are they sequencing the stages correctly? Independent Practice- Students will either be working on activity 1 or activity 2. If your students are not as familiar with SeeSaw, you may want to guide them and focus on assisting that group of students. Otherwise walk the classroom as students independently complete their work. I suggest having a PowerPoint or writing group rotations, so
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	students know when they have access to the iPad for SeeSaw.
Closure/ Application	Prior to completing the lesson, I will ask students to use a green, yellow, red-light card to show me their current understanding of the content. I will tell students that we will be focusing more on the life cycle and the sequence of the stages during our next lesson. (R)
Teacher Notes	*I would have login to SeeSaw and ensure each iPad/tablet or computer is already connected to your class *Prepare small group rotation for iPads to avoid students requesting to be first with tech. *If helpful, have a timer for iPad group so you can manage/make sure each student completes the activity *Leave pumpkin life cycle model up in the classroom for student reference.
Lesson Title	The life cycle of a pumpkin- Lets be farmers! Sequencing the stages.
Grade Level/ Content	Kindergarten ELA and Life Science
Standards	<u>CCSS.ELA-LITERACY.L.K.2.C</u> Write a letter or letters for most consonant and short-vowel sounds (phonemes). <u>CCSS.ELA-LITERACY.L.K.2.D</u>

	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive <u>CCSS.ELA-LITERACY.SL.K.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <u>CCSS.ELA-LITERACY.W.K.3</u> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Objective	To engage prior knowledge and deepen their understanding of the stages of a pumpkin's life cycle. To correctly sequence the stages of a pumpkin's life cycle. To teach others how a pumpkin changes overtime. To use knowledge and understanding of sound-letter relationships to write.
Enduring Understanding	Students will be able to explain how a pumpkin or plants change overtime. Students will be able to explain the life cycle of a pumpkin to others. Students will be able to use their sound-letter relationship knowledge to spell words.
Essential Question	How does a pumpkin change overtime? How can we connect our learning about the pumpkin lifecycle to other plants and living things (i.e., humans)?

Assessment and Feedback	Students will create a pumpkin craft which helps them sequence the stages of a pumpkin life cycle (sample included below). After everyone finishes and we have a brain break, they will complete the formal assessment. I will explain the expectations and hand out the paper for their use. They will be provided a word bank on the paper as well as another word bank with pictures on the board. Students will need to correctly sequence the life cycle of a pumpkin using the correct language and draw corresponding pictures. I will use this assessment to gather data on students understanding and assess their ability to use proper printing and letter-sound knowledge. After assessing their work and presentation
Learning Experiences (Label WHERE TO)	Opening: Today we are farmers! (H) Get the students excited by pretending we own a farm, and a customer needs our help to understand how a pumpkin changes overtime/the stages of a pumpkin's lifecycle. Our goal today is to put together a list that shows our customer the different stages. (W) Body: Teaching/Explanation- State expectations. As farmers we must be professional and try our best to provide the correct information to our customer. We want to take our time and write as neatly as we can so the customer can read it and we also want to draw pictures to help them visualize what they should expect to see. Review what we have learned about the stages of the pumpkin life cycle. (E) Use the pumpkin model to help guide the review. Cover stages with a large post it and have students shout out (or quietly raise hands depending on your preference) the correct stage in the sequence. (R) Take post it off as you go through each stage until the whole model is unveiled.

Explain to students that today we have two activities to use to help our customer. First, we get to create a fun craft that folds like an accordion to show the stages of a pumpkin's life cycle. During this portion of the lesson, pull 2-3 students at a time to complete a self-assessment (document attached below). Record their level of understanding and use it to guide further instruction/assist as needed. Then after a break, we will have our challenge. We will need to be expert farmers as we must correctly sequence/put in order the stages of a pumpkin's life cycle. Now we need to try our best because our customer will see this list. BUT the challenge is that there will be no models around the classroom to help us as we write the correct sequence. They will also orally state the sequences as they have to "explain to their customer". They must rely on what we learned/remember to write the correct stages. *Note I would advise that you write the words of each stage on the board with a corresponding picture BUT put them in random order, so students still must use their understanding to correctly sequence the events*

State expectations for the challenge/test: no cheating by looking at your classmate's work. Do not ask for help because I want you to try it on your own and use what you remember. Remind students that the words are on their paper and even on the board with pictures so they can easily identify each word. If they cannot see, they can move closer. If they cannot spell remind them to use sound-letter relationships to help sound out words.

Modeling-

Only model the first craft activity. There will be no modeling for the formal assessment portion of this lesson.

Gather materials necessary for the pumpkin accordion activity (model attached to end of doc).

Explain expectations to students for how to gather materials (When your row is called you will come grab the pumpkin paper and the list of words).

Model how to set up activity. First you start with the list of words, trace them in pencil and then trace them in marker (only choose one color). Second you color the picture next to the words using crayon or marker. Then you cut the list of words along the dotted line *important- do not cut the lines between the words, just the outer rectangle*. The next step will require you to model how to fold the list of words in accordion style so that when pulled the word list expands properly. Carefully model this step and emphasize taking your time. Next

	take the pumpkin paper and cut out the two halves of the pumpkin. You will glue one part of the list to the top and the other to the bottom piece *they are labeled so show students how to identify which is top and which is bottom*. Once glued students should leave to dry in a designated spot. (O) Check for Understanding- Thumbs up/down check in as you review information about the sequence of the life cycle Assess when using the pumpkin model to sequence the life cycle together Walk around as students complete the craft portion of the lesson After a short break (recess, brain break, whatever is best for your class), explain to students the formal assessment and give opportunities to clarify any confusion/questions they may have. Independent Practice- Students will first complete the pumpkin accordion craft activity. They will follow the directions you provided as you modeled. Walk around and assist students on an as needed basis. Have a break between for students to relax and shake out their wiggles. Gather students on carpet or at their desks, re-explain the expectations for the formal assessment/special challenge. Reiterate the farmer and customer dynamic and goal. Have word bank on the board for reference *helpful for visual students and EL* (T). Pass out papers and monitor as they work. Collect the papers as they will be used to assess their understanding and help you decided to reteach or move forward.
Closure/ Application	Discuss what the students learned and how they can connect their understanding of pumpkins to their real life. Talk about how everything changes over time, not just pumpkins. Depending on your curriculum and lessons/unit plans- you can either expand on pumpkins by introducing parts of a pumpkin OR you can move onto the life cycle of an animal and connect the two topics by discussing

	similarities and differences.
Teacher Notes	*Do not model the formal assessment activity *Take down any pumpkin life cycle models you may have around the classroom *Prepare the pumpkin sequencing activity prior to the lesson and have extra copies in case some students make a mistake

Rubrics:

	Student Farmer(1) 	Boss Farmer (2) 	Master Farmer (3) 	Scores
Sequencing Order: Life Cycle stages	Student was not yet able to correctly label and sequence the stages of the pumpkin life cycle.	Student correctly labeled and sequenced 3-4 stages of the pumpkin life cycle.	Student correctly labeled and sequenced each stage on the pumpkin life cycle.	
Printing	Student was not yet able to clearly print their letters and/or had more than 3 reversals.	Student clearly printed their letters but had 1-3 reversals.	Student clearly printed their letters with no reversals.	
Beginning and Ending Sound Identification	Student is not yet able to identify both the beginning and ending sounds or a word and only identified one or the other.	Student identified both the beginning and ending sounds for each stage of the pumpkin life cycle.	Student identified both the beginning and ending sounds for each stage of the pumpkin life cycle and identified some or all middle sounds.	
Dictating/Oral Description	Student was not yet able to clearly articulate the correct sequence of a pumpkin's life cycle.	Student was able to orally describe the sequence of a pumpkin life cycle with less than 1-2 errors.	Student was able to project their voice and clearly articulate the correct sequence of the pumpkin life cycle.	
Comments:				

Figure 1: Formal rubric for assessment

LEVEL OF UNDERSTANDING

1

I DO NOT YET UNDERSTAND THE SEQUENCE OF A PUMPKIN'S LIFE-CYCLE.

2

I UNDERSTAND THE LIFE-CYCLE STAGES OF A PUMPKIN AND CAN IDENTIFY THEM WITH HELP (EX: VISUAL MODEL).

3

I UNDERSTAND THE LIFE-CYCLE STAGES OF A PUMPKIN AND CAN IDENTIFY THEM WITHOUT HELP.

4

I UNDERSTAND THE LIFE CYCLE OF A PUMPKIN AND WOULD BE ABLE TO EXPLAIN IT TO OTHERS.

Description:

Students will be pulled in groups of 1-3 for self-assessment reflection. I will show them the paper above and explain the different levels of understanding regarding our learning goal: The Pumpkin Life Cycle. After describing each level of understanding, the students will then point to their current level of understanding in relation to our learning goal. I will keep record their self-assessment level of understanding on a class list sheet in between pulling students for reflection time. Students are pulled in small groups so I can listen to each of them state the reasoning for their choice.

Figure 2: Student Self-Assessment

Life Cycle Cards

Tip For use: Laminate and cut out these cards. Place them in a center where students can practice putting them in the correct order or use them for your word wall.

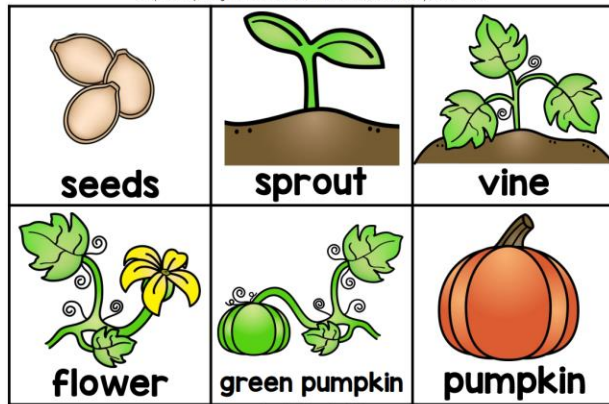


Figure 3: Life cycle vocabulary cards (lesson 2)

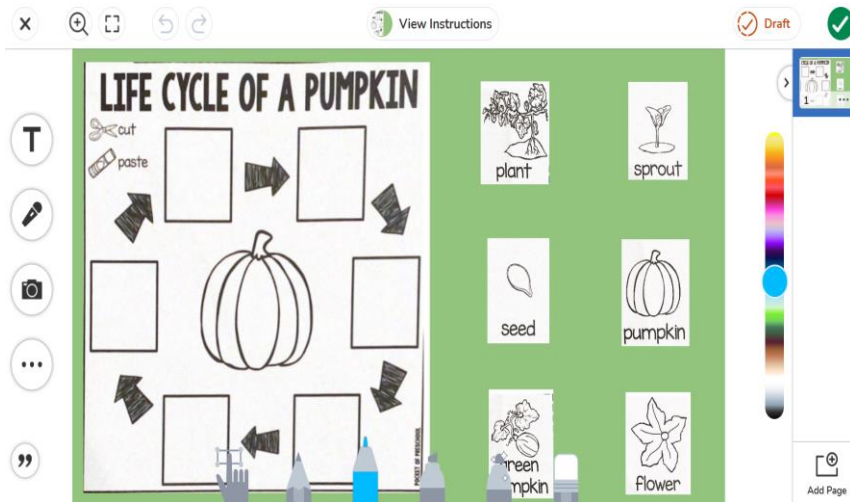


Figure 4: SeeSaw Life Cycle drag and drop activity (lesson 2)



Figure 5: Completed Pumpkin Accordion craft model (lesson 3)

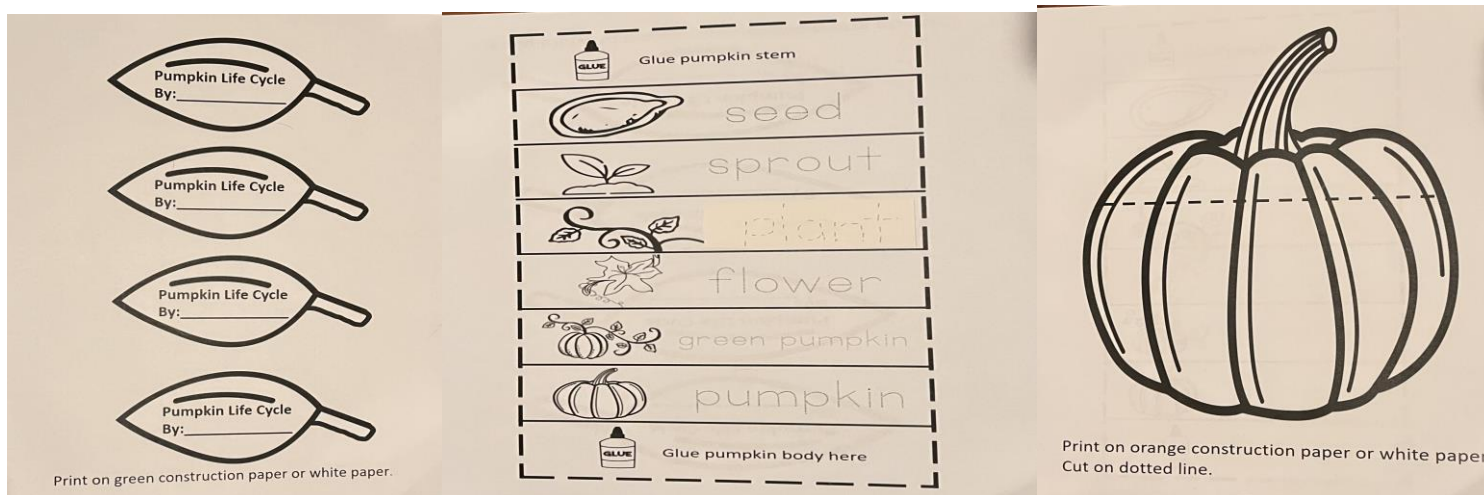


Figure 6: Required papers for pumpkin accordion craft- prep in different colors according to the directions (lesson 3)

Life Cycle of a Pumpkin

Name: _____

Directions: _____

Words: seed, flower, plant, green pumpkin, pumpkin, sprout













Figure 7: Formal Assessment Activity (lesson 3)



Figure 8: Pumpkin Life Cycle Model (lesson 2 & 3)