

Exploring Pumpkin Characteristics and Life Cycles

1/2 Field Placement Lesson Plan Week 4

Grade: Grade 1 and Grade 2

Taught to Grade 1/2

Subject: Science

Theme: Plant life cycles and characteristics.

Content: This lesson plan allows student to examine different parts of plant life while still being fun and relating to Halloween. In this lesson the students will be introduced to plant cycles and be able to examine the changes a plant goes through. Students will also learn about characterises. Then we will apply what we know about characteristics to characterizing a pumpkin.

Goals:

I can demonstrate understanding of a pumpkin plant's life cycle.

I can observe characteristics.

I can compare and record characteristics.

Outcomes & Indicators:

LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour.

B) Make and record observations and measurements about the observable characteristics of plants and animals using written language, pictures, and charts.

J) Compare characteristics of plants and animals at different stages of their lives (e.g., compare an adult dog with a pup, compare a young tree with an older established tree, and compare a baby bird with a fully-grown bird).

LS 2.1 -Investigate properties (e.g., colour, taste, smell, shape, and texture) of familiar liquids and solids.

B) Classify objects in various natural and constructed environments as liquids or solids.

F) Record and compare observable physical properties (e.g., colour, taste, smell, shape, texture, transparency, and ability to adapt to the shape of container) of familiar liquids and solids.

Cross-Curricular: English Language Arts

CR1.1

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:

- identity (e.g., All About Me)
- community (e.g., Friends and Family)
- social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.

B) Make and share connections among texts, prior knowledge, and personal experiences (e.g., family traditions).

Prerequisite Learning:

- Previous knowledge on characteristics would be an asset.
- Can follow basic directions
- Basic writing skills

Lesson Preparation:

Equipment/Materials:

- Pencils
- Coloring supplies
- White board marker (teacher)
- Pumpkin for students to investigate

Advanced Preparation:

- Print off Activity sheet
- Pull up lesson slide and have them ready.

Presentation:

Set:

Hello everyone, today we are going to learn all about pumpkins. Here looking at our agenda we will quickly go over what we are going to learn today. So, we are going to start by learning the stages of a pumpkins life and then we will do an ordering of the stage's activity as a class. Then we will go on and learn about characteristics. After the short lesson about characteristics the you guys will be given a pumpkin examination sheet where we look at the characteristics of a pumpkin. Then at the end if there is extra time you guys will get to create a Jack- O - Lantern on the pumpkin paper I will hand out.

Development:

Okay now we are going to move on and start our learning. So we are going to start by learning about the different stages of a plants life. Okay so does anyone know how a plant starts off? That plant starts off in seed form, then the plant sprouts and becomes a plant. Then the vines of the plant start to grow and the plant flowers. Does anyone know what the flowers turn into. Surprisingly the flowers actually turn into green pumpkins and then eventually they turn orange and we pick them.

Okay now we are going to test ourselves as a class. Here is a cycle of a pumpkins life we are going to match the picture of the cycle to the words below. Okay so first we are going to look for the orange pumpkin. Does anyone know where the orange pumpkin is in this diagram. (choose a student to come up and point it out.) Then continue this procedure for sprout, seed, flower and green pumpkin. Ok now that we have all the spots labelled let's review as a class.

So first we plant the seeds, then the seed sprouts which means it starts to grow. Then the plant starts to flower, and the flowers turn to green pumpkins and eventually the green pumpkins turn into orange pumpkins.

Okay now we are going to talk about characteristics. Does anyone know what characteristics are? Yes, those are all great ideas. Characteristics are a special quality or trait that make a person, group or things different from others. What are examples of characteristics? When thinking of a pumpkin I have listed some characteristics like colour, shape, texture and size.

Okay now we are to do an activity where we examine the characteristic of our pumpkin up here that I brought. So I'm just going to quickly go over the paper and tell you what to do so makes sure your listening. Okay up here in this first box we are going to say what size our pumpkin is. Is the pumpkin small, medium, or large? Write it in this blank and colour the correct pumpkin size. Okay over here we are trying to figure out what shape our pumpkin is. Is it a circle, triangle or square, then write it in the blank and colour the correct shape? Okay next we are going to look at texture? Who knows what texture is? Texture is that way something feels is it smooth, is it soft, is it bumpy, is it sharp. Circle your answer and write it in the blank then draw the texture on the pumpkin. In this one we are going to measure the pumpkin. How many of these blocks tall is it? If you think it is 5 cubes tall colour 5 cubes and then write 5 up here in this blank. Okay and the last characteristic we are going to talk about is colour. So what colour is our pumpkin? Okay so colour it that colour.

If you get all that done there is a pumpkin on the very back, you can draw a face on it and then colour it. Don't forgot to write your name at the top and then you guys can start. So one person at each table go get the pencil cases please then once you get your pencil case you can start.

Closure:

Okay great work today everyone. Thanks for working hard. Can everyone put their pencils and crayons in there pencil case and then put your pencil case back in the tub. One person from each table put the pencil cases back on the shelf. Put your papers on your name tag and I will come and pick them up.

Assessment: Informal Assessment

I will look over the kid's sheets to see if they were able to complete the assignment. If the student was able to complete the assignment and followed the directions, then that's good for me!

