

PLANTS ALIVE!

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Grade levels: first, third, and E.S.L

LoTI level:

Level 3

Rationale: Students will be utilizing different programs on the computer. Students will also be using higher level thinking skills to make observations, comparisons and predictions about plant life, environment and habitat.

Programs: Kidspiration, Kid Pix, and search bookmarked sites on the internet

Content/Subject areas:

Technology and Science

Context/Abstract

One goal is to allow the students to become familiar with the use of the computer. They will practice how to use the mouse, keyboard, and utilize different software to explore and enhance learning of the content area and familiarity with technology. (This is the first year classroom computers with these programs will be available to students, so we will need to start with the basics before we can infuse it into their instruction at LoTI level 3 later within the unit.) The types of software that they will be using are Kidspiration or Kid Pix, and the use of the Internet to research, gather information and apply to different activities. A second goal is for all students to become proficient in the science benchmarks for Grade 3 determined by the Waukesha School district under Performance Standards F.4.1 and F.4.2. These include

learning about plant life, environment, and habitat

Learner Outcomes:

Students will become familiar with the basic computer components and their use.

Students will learn how to use specific software programs in relation to the plant unit such as: Kidspiration, KidPix, Microsoft Word, and the use of the Internet for research.

Students will learn about plant life, environment, and habitat to complete a variety of activities/projects with the use of technology.

Performance Standards:

Science:

F.4.1 Discover*how each organism meets its basic needs for water, nutrients, protection, and energy*in order to survive

F.4.2 Investigate*how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)

F.4.3 Illustrate*the different ways that organisms grow through life stages and survive to produce new members of their type

F.4.4 Using the science themes*, develop explanations* for the connections among living and non-living things in various environments

Technology Standards:

A.4.1 Use common media and technology terminology and equipment

Identify and define basic computer terminology (e.g., software, hardware, cursor, startup/shutdown, storage medium, file, and memory)

Identify and explain the functions of the components of a computer system (e.g., monitor, central processing unit, storage devices, keyboard, mouse and printer)

Demonstrate proper care and correct use of media and equipment

Demonstrate the correct use of input devices (e.g., mouse, and keyboard) and output devices (e.g., monitor, printer, and speakers)

Develop touch-keyboarding techniques using both hands

A.4.2 Identify and use common media formats

Differentiate among the common types of computer software (e.g., drawing programs, utilities, word processing, simulations)

Listen to and view common audio and video media

Demonstrate how to open and run a software program from a local storage device or network server

Create, save, move, copy, retrieve, and delete electronic files
Incorporate graphics, pictures, and sound into another document

A.4.3 Use a computer and productivity software to organize and create information

Identify and define basic word processing terminology (e.g., cursor, open, save, file, I-beam, window, document, cut, copy, and paste)

Produce a document using a word processing program

Edit a word-processed document using a spell checker

A.4.4 Use a computer and communications software to access and transmit information

A.4.5 Use media and technology to create and present information

B Information And Inquiry

B.4.1 Define the need for information

B.4.3 Locate and access information sources

B.4.5 Record and organize information

B.4.6 Interpret and use information to solve the problem or answer the question

B.4.7 Communicate the results of research and inquiry in an appropriate format

B.4.8 Evaluate the information product and process

C. Independent Learning

C.4.1 Pursue information related to various dimensions of personal well being and academic success

C.4.4 Demonstrate self-motivation and increasing responsibility for their learning

D. The Learning Community

D.4.1 Participate productively in workgroups or other collaborative learning environments

D.4.2 Use information, media, and technology in a responsible manner

D.4.3 Respect intellectual property rights

Tools And Technology

The students will become familiarized with the basic computer elements and its use for gathering data, using specific programs and organizing the information to complete a variety of programs.

The students will use computers and its applications for research, find information at bookmark sites to gather data to complete a variety of activities dealing with plant life, environment, and habitat.

The use of computer technology will offer my students a wide range of media from different sources to choose from. This will provide a more elaborate and interesting project that will be more interesting for student and the audience

Not all students have access to computers at home, thus offering them this opportunity provides them with some computer experience.

Students will have choice in selecting Kidspiration and or Kid Pix programs to organizing their work.

Tasks/Products

Student Tasks:

Students will be developing their skills in computer technology. They will use the computer to search for bookmark sites and acquire information to learn about plants.

Through literature, technology and experiments students will discover how organisms need water and energy to survive and investigate organisms' place in the environment. Students will determine through investigation how plants respond to the need for water and environmental changes.

Teachers' Role:

There will be three teachers working with the students. They are the classroom teacher, the ESL teacher, and the Title 1 teacher. They will be focusing on different aspects of the unit. For example, the Title 1 teacher will be pulling in literature in Spanish as well as assisting students with the technology aspect. The ESL teacher will be focusing on academic language and literature in English and working in a team-teaching situation with the classroom teacher.

The project will take place in the classroom with some pullout if necessary for students who are having difficulty reaching the proficiency level required.

Class groupings will vary depending on the activity/experiment.

The student product will be written and pictorial response to the experiments using KidPix and Kidspiration and paper journals. Also, student will research using websites on the Internet already bookmarked by the teachers on Filamentality. For the final product students will create and label their own (new) plant using KidPix with the option of drawing it on paper. Then they will respond to the teacher's questions on a worksheet form.

Activities:

Experiments/Activities:

1. Growing a plant from a seedling.
2. Observing how roots take in water
3. Observing what happens to a plant without water
4. Observing what happens to a plant without light
5. Observing how stems pull water through the plant to the leaves

Technology Activities:

(The computers and programs are brand new this year. Due to the fact that the students have no experience with KidPix and Kidspiration, many of the activities will be exploratory this year.)

Learning to use Kid Pix and Kidspiration

Using the Filamentality site for research and learning to use the Internet to add pictures to enhance their learning @

<http://www.kn.pacbell.com/wired/fil/pages/listplantslb.html>

ESL Language Building Activities:

Working as a team in the classroom

Classroom book using various sentence patterns and science vocabulary

Science vocabulary dictionary

Title 1 Language Building Activities:

Using the Internet to access additional literature to enhance reading skills

Working as a team in the classroom

Literature:

(Some but not all literature is listed here.)

Literature provided as part of the science curriculum.

Planting a Rainbow by Lois Ehlert

Growing Vegetable Soup by Lois Ehlert

Eating the Alphabet by Lois Ehlert

To extend the project students will be asked to compare and contrast the plant life cycle to animals.

Differentiation

The lessons will be modified to accommodate Spanish-speaking students who are at various levels of English fluency. Students often will be grouped with heterogeneous language levels to facilitate language acquisition.

Students with special needs or students that are not grasping the concepts will be given the modification of extra one-on-one assistance with the special education teacher or the ESL and Title 1 teachers to reach level 3 proficient as stated on the Final Project Rubric.

Nombre _____

Fecha _____

Preguntas sobre plantas

1. Describe como crece una planta. Empieza con la semilla.
2. Como se mueve la agua por la planta? Donde empieza y por donde se mueve dentro de la planta?
3. Que necesitan las plantas para sobrevivir? Que pasa si no reciben estas cosas?
4. Escoje un animal. Tu crees que necesita las mismas cosas que necesita una planta para sobrevivir? Por que o por que no?

Name _____

Date _____

Questions About Plants

1. Describe how a plant grows. Begin with a seed.
2. How does water move through a plant? Where does it begin and where does it move inside the plant?
3. What do plants use to stay alive? What happens if they don't get these things?
4. Pick an animal. Do you think it needs the same things that a plant needs to survive? Why or why not?

Rubric for Final Project

4 Advanced

Picture of a new plant using KidPix or Kidspiration
All words spelled correctly
At least 4 plant parts labeled (roots, stem, leaves, flower, fruit)
All worksheet questions answered correctly

3 Proficient

Picture of a new plant
All words spelled correctly
At least 4 plant parts labeled (roots, stem, leaves, flower, fruit)
All worksheet questions answered correctly

2 Basic

Picture of a new plant
Check spelling
I labeled less than 4 plant parts
I need to correct some worksheet questions

1 Minimal

I need to ask my teacher for help or
I need to begin the work on my own
I need to ask another student for help
I need to review my Plant Work Folder

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Rubric para el proyecto final

4 Avansado

Hice un dibujo de una planta nueva usando KidPix o Kidspiration

Todas las palabras deben estar escritas correctamente

Identificar por lo menos 4 partes de la planta (raices, tallo, hojas, flor, fruta)

Todas las respuestas a las preguntas estan correctas

3 Proficiente

Hice un dibujo de una planta nueva

Todas las palabras deben estar escritas correctamente

Identificar por lo menos 4 partes de la planta (raices, tallo, hojas, flor, fruta)

Todas las respuestas a las preguntas estan correctas

2 Basico

Hice un dibujo de una planta nueva

Revise la gramatica

Identifique menos de 4 partes de la planta

Necesito corregir algunas respuestas a las preguntas

1 Minimo

Necesito pedirle ayuda a la maestra o necesito empezar el trabajo yo solo

Necesito preguntarle a otro estudiante por su ayuda

Necesito revisar mi cuaderno de trabajo que contiene el trabajo de plantas