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Subject/Lesson Title: Life Cycle of Plants and Animals	**Grade Level:** Third Grade
Central Focus	From Kindergarten to 2nd grade, students will already be exposed to many animals and plants. They learn animal names, the different types of plants, and what they need/do to survive. The 3rd grade, not only is it the perfect time to test their prior knowledge but also to introduce the concept of the life cycle. It may be complex for them at first but gradually, they will be able to make connections between what they have learned and what they're learning.
Lesson Topic	Introduction to the Life Cycle of Plants and Animals ● Birth/Seed, Growth, Reproduction, and Death
New York Common Core/Next Gen. Stand.	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
Learning Objective	Students will know the key stages of life for all organisms: birth, growth, reproduction, and death.
Prior Knowledge*	Students should know or be familiar with the different kinds of animals (i.e. fish, frogs, birds, dogs ,etc.) and plants (i.e. trees, flowers). Students should have an understanding that plants and animals are living things, that they are alive.
Academic Language/ Vocabulary	Life Cycle, Animal, Plant, Birth, Seeds, Growth, Reproduction, Death, Organisms, Similarities, Differences, Model, Diverse, Collecting Data, Experimentation
Materials (List materials resources specific to the lesson)	1. Life Cycle Worksheet 2. Life Cycle Manipulatives (could be bought from Amazon - https://www.amazon.com/Learning-Education-Figurines-Butterfly-Chicken/dp/B0BRKTHM2T OR printed images may be used) 3. Device to play video (Computer, Tablet, Screen Projector etc.)

	4. Sunflower Life Cycle Video: https://www.youtube.com/watch?v=Z-iPp6yn0hw
Plan of Action	
Mini-lesson/ Launch *(10 – 15 minutes)*	Explain to the student that we will be learning the concept of a Life Cycle. Before jumping into the definitions, present to them four manipulatives of an animal in different stages of life and in groups (2-3 students), instruct the students to put them in order. Allow the students to explore. Do not correct them right away and ask them to explain their thinking process.
Work Time *(30 – 40 minutes)*	Explaining an Organism's Life The student(s) will receive a set of manipulatives that represent the life cycle of a certain organism. They will receive a set for both plants and animals. They will use these manipulatives and draw the organism at 4 to 6 stages of its life. The use of manipulatives makes the activity interactive and hands-on. Paired with a worksheet and answering questions, the students are able to visualize growth in the life cycle of an organism. This is beneficial, especially in a unit where the topic of the life cycle may be new. After observing their work, they will compare the size of the organism at each stage. In the worksheet, they will be answering questions 1 - 5. ● Does the organism stay the same size over its lifetime? ● Did the organism change size for every stage of its life? ○ If no, state two stages where the organism stays the same: stage ___ & stage ___ ● Two stages in which the organism changes size are: stage __ & stage ___ (circle the stage where the organism is bigger) Comparing Similar Organisms: The student(s) will now share the 4 to 6 stages that they have drawn and labeled. If they worked on an animal they will be paired in a group with someone who worked on a plant life cycle. They will take this time to compare their cycles by taking note of similarities and differences.

	Guiding Questions will be provided in the worksheet: ● What organisms did your partner receive? ● Comparing Sizes: ○ A/an ___(students assigned organism)___ is bigger than/ smaller than/ the same as a/an ___(partners assigned organism)___ ● What are some similarities you observed? Differences? This will be used as the teacher's formative assessment.
● **Share and Conclude** ● *(5 – 10 minutes)*	For the last 5-10 minutes, the class will complete the following exit slip. It will allow them to reflect on what they learned and look forward to what else they may learn. Students will be asked to write 3 things they learned, 2 things that they found interesting, and 1 question that they may still have.
Accessibilities for Diverse Learners	
EX: Pertinent IEP Goals, Emergent Bilingual Learners, Struggling Learners, Enrichment etc.	**English Language Learners:** Manipulatives and images are used to ensure that all ELL students have access to the content being learned. With new and unfamiliar vocabulary, a translation of the words in the language of their upbringing will be provided. The mini-lesson allows all students to explore the topic before receiving an explanation on the content. With other students in their group, they will be able to practice communicating in the English language. **Enrichment:** For students who already have a clear understanding of the key stages and complete the work given to them early. The teacher may give them an extra activity. These students may take the time to choose an animal or a plant and illustrate or write about its life cycle. They can also take note of the similarities and differences of the life cycle of certain animals and plants.
Assessment	
Formative Assessment *(Describe activities/assignments*	1. Class Discussion- Get a sense of the students' prior knowledge. Pay close attention to their answers and

that will provide you feedback on student learning)	2. 3,2,1 Exit Ticket- Take note of student interests and takeaways from the lesson. Incorporate these into the following lesson on the Life Cycle. Adjust lesson as needed.

Appendix:

Life Cycle Manipulative (Amazon)

3	Things I Learned Today …
2	Things I Found Interesting …
1	Question I Still Have …

Exit Ticket