



# Gold Seal Lesson

|                                    |                  |             |  |          |          |                |
|------------------------------------|------------------|-------------|--|----------|----------|----------------|
| <b>Author(s):</b><br>Marsha Kucker |                  |             | <b>Lesson Title:</b><br>Stages of Life |          |          |                |
| <b>Grade Span</b>                  |                  |             | <b>ICLE Application Model</b>          |          |          |                |
| <b>K-4</b><br>XX                   | <b>5-8</b><br>XX | <b>9-12</b> | <b>A</b>                               | <b>B</b> | <b>C</b> | <b>D</b><br>XX |

### Instructional Focus:

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| <b>Speaking –</b><br>Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.  |
| <b>Listening –</b><br>Students listen for a variety of purposes appropriate to the grade level.   |
| <b>Science in Personal and Social Perspectives –</b><br>Students apply scientific principles to personal and social issues.   |
| <b>Basic Concepts and Knowledge –</b><br>Students develop an understanding of scientific concepts using facts, theories, principles, and models.  |
| <b>Unifying Concepts and Processes –</b><br>Students recognize patterns and processes, making connections in terms of systems and subsystems that explain the interrelationships of the natural and designed world. |

### Performance Task

1. Explain to students that all living things experience the stages of birth, growth, and death. Stress that although death is difficult or painful to accept, it is a natural part of the life cycle.
2. Demonstrate the concept of life stages by describing the life cycle of a flower. Explain that the birth of a flower bears a stem and petals. Lastly, describe death as the period in which the flower has finished growing and falls back to the earth.
3. Tell students that it is normal to feel sad when someone or something close to us dies. Reiterate the idea that death is a natural stage in the life cycle.
4. Ask for volunteer students to share a time when they have experienced the death of a pet or a loved one. Ask them to share how they deal with feelings of sadness.
5. Distribute a paper plate to each student. Tell students to draw lines to separate the plates into thirds. Instruct students to draw the life stages of a plant or flower in each section.
6. Ask for volunteers to show their drawings to the class.

### ICLE Essential Skills

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| Follow oral or written directions. (ela 4)   |
| Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)   |
| Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20) |
| Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)                             |
| Analyze and evaluate a speaker's statements of opinion, personal preference and values. (ela 70)                                     |
| Know the structure and functions, of roots, stems, leaves, flowers, and other parts of plants. (s 11)                                |
| Examine evolution as it relates to theories concerning the origin of life and natural selection. (s 44)                              |

### Scoring Guide:

See Attachment: Stages of Life Scoring Rubric Chart

**Keywords**

| <b>English Language Arts</b>   | <b>Mathematics</b>  | <b>Science</b>   |
|--|---------------------|--|
| <b>Reading</b>   | <b>Algebra</b>      | <b>Earth Science</b>                                       |
| <b>Writing</b>   | <b>Geometry</b>     | <b>Life Science</b><br><b>Life Cycles</b><br><b>Plants</b> |
| <b>Communications</b><br><b>Discussion</b><br><b>Listening</b><br><b>Illustrations</b> | <b>Statistics</b>   | <b>Chemistry</b>   |
| <b>Literature</b>  | <b>Calculus</b>     | <b>Physics</b>   |
| <b>Other</b>   | <b>Trigonometry</b> | <b>Other</b>   |
|  | <b>Other</b>        |  |

**Chart**  
**SCORING RUBRIC**

| <b>Expectations</b>                            | <b>Exceeds</b> | <b>Meets</b> | <b>Approaches</b> | <b>Needs More Work</b> |
|--|----------------|--------------|-------------------|------------------------|
| <b>Follows Direction</b>                       |                |              |                   |                        |
| <b>Offers Accurate Ideas about Life Cycles</b> |                |              |                   |                        |
| <b>Takes Turns</b>                             |                |              |                   |                        |
| <b>Listens to Others</b>                       |                |              |                   |                        |
| <b>Respects Other Opinions</b>                 |                |              |                   |                        |
| <b>Class Participation</b>                     |                |              |                   |                        |