

NAME:

DATE: 10/27/11

LESSON TITLE: LIFE CYCLE OF A MEAL WORM

CONTENT FOCUS:

- Science
- Visual Arts

BLOOM:

- Knowledge

GARDNER:

- Visual/Space Intelligence

STANDARD(S):

LIFE SCIENCE:

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

Investigation and Experimentation

- b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.

CREATIVE EXPRESSION: Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Communication and Expression Through Original Works of Art

2.5 Create an imaginative clay sculpture based on an organic form.

MATERIALS:

- Scientific Journals
- Meal worms
- Tissue paper
- Construction paper
- Rice
- Prunes
- Paint
- Cooked pasta
- Butcher paper

OBJECTIVE:

Students will be able to recreate a life cycle of a meal worm using materials provided to them.

CONNECTION:

Teacher candidate will remind students that they are learning about the lifecycle of meal worms. She will then ask them if they think the worm itself is part of the lifecycle and if it is what part it is. The students will have a conversation about the different cycles and the teacher candidate will record their responses on a KWL chart.

TEACHING STRATEGIES:

1. Teacher candidate will have students make their observations and predictions in their scientific journals prior to beginning the new lesson.
2. The teacher candidate will take out a KWL chart and have the students begin to fill the chart out based on the lifecycle of a meal worm.
3. The teacher candidate will explain the lifecycle in great detail. Each stage of the cycle will be covered.
4. The teacher candidate will then ask students to make their own version of the lifecycle using the unconventional materials supplied by the teacher candidate. (It is important that they accurately depict how the meal worm looks at each stage.)
5. The teacher candidate will also ask the students to write one sentence about each stage under their picture.
6. Once students complete their lifecycle, the teacher candidate will have them complete their KWL chart.
7. Students will share their lifecycles with the group.

QUESTIONS:

- Do you think the meal worm looks the same at every stage?
- How many stages do you think there is in a meal worms life cycle?
- What stage is your meal worm in at the moment?

STUDENT PRACTICE:

- Students will begin to create their own meal worm lifecycle.
- They need to emphasize the different appearances at each cycle.
- Students will write a sentence to describe each stage in the cycle.
- Students will share their lifecycles with the class.

PLAN FOR DIFFERENCES (EL, Struggling, Advanced):

- For students who struggle with writing, they will be allowed to just draw their picture but must explain each stage to the group.
- Visual aids will be provided for students to refer to when making their cycles.
- Students will also be able to pair share prior to sharing with the group.

CLOSE:

Students will share their lifecycles with the class and describe each stage. They will be able to compare real pictures to their projects they created to identify similarities and differences.

ASSESSMENT:

Were students able to recreate a life cycle of a meal worm using materials provided to them?

Instructor Feedback: Good science lesson on mealworm lifecycle.

Observation of Lesson:

My compliments to you on this exceptional science lesson! You were prepared, organized--each student had mealworms with a good container, food, etc. The students were all highly engaged in scientific study and their writing in their journals was amazing! The adoption papers were so creative and promoted attachment and respect for living things.