

ISTE Profiles for Learning Grades K-2

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4–8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

Materials:

My Brain pop
My Brain Pop Login
Brain Pop Guiding Questions

Objectives:

- Students will understand and be able to explain the parts of the Plant Life Cycle
- Students will understand how to use Make a Map to demonstrate understanding of concepts related to the Plant Life Cycle.
- Students will explore other games and activities related to the Plant Life Cycle during centers to enrich their understanding of the topic.
- *It is anticipated that the lesson will take two class periods in order to provide adequate time for discussion, viewing the movie, and creating a map.*
 - *Students who complete map early will have the opportunity to explore other Brain pop features (games, activities, quizzes, etc).*

Procedures: Whole Group – Model the Activity

Whole Group (OPTIONAL): Take the **Plant Life Cycle Easy Quiz** (Build schema, set expectations for learning; identify areas where we need to learn and pay more attention). Identify important vocabulary.

Discuss Expectations for Activity:

Model how to take notes on Notes SHeet

Students will watch the Plants Life Cycle Movie

- Purpose: Students will listen for **new vocabulary and important ideas**
- Students will write down some things they **noticed, thought about,** and **wondered** as they watched the movie
- Students will note at least **3 pause points**

Demonstrate Make-A-Map

- Keywords
- Images
- Nodes
- Movie Snapshots
- Notes

Students will go to **MAKE-A-MAP** and create a map with the following information:

- **2-4 Key words** (from Brain Pop Key Word collection)
- **1 Beep:** Take a snapshot of a place in the movie where Moby beeps and it means something important. In the box, briefly tell what it infers/means.
- **PICTURES:** Take a snapshot of something you saw in the movie that helped make you understand the Plant Life Cycle. Tell what you learned.
- **Challenge: "PAUSE POINT":** Take a snapshot of a place in the movie that you think people should stop and watch again to help them understand the Plant Life Cycle better.
- **FACTS**
 - ✓ Four important things you learned from the movie
 - ✓ Ex. what **seeds** need to grow, what happens when a seed **sprouts**, the ways that seeds may **move** or **spread** to new places

Closure/Assessment:

Submit maps electronically
Pass in notes sheets

Plant Life Cycles

1. Watch the Plants Life Cycle Movie

2. Click on **MAKE-A-MAP**

Make a map. Make sure to add all the following information:

- **2-4 Key words**
- **1 Beep:** Take a snapshot of a place in the movie where Moby beeps and it means something important. In the box, briefly tell what you can tell from Moby's "beep".
- **PICTURES:** Take a snapshot and make a picture of something you saw in the movie that helped make you understand the Plant Life Cycle. Tell what you learned.
- **Challenge: 1 "PAUSE POINT":** Take a snapshot of a place in the movie that you think people should stop and watch again to help them understand the Plant Life Cycle better.
- **FACTS** - Four important things you learned from the movie

Example:

things **seeds** need to grow

what happens when a seed **sprouts**

How seeds can **move** or **spread** to new places



Brain Pop – Plant Life Cycle Notes Sheet



Watch the Plant Life Cycle Movie.
Pause to write down information in the spaces below:

Vocabulary (New Words)

New Information, Cool or Interesting Stuff!

Things I am wondering about...

Important places to stop and watch again...

