

Chick Life Cycle Exploration Set Limerick Writing Lesson Plan

Context (InTASC 1,2,3)

Teacher Name: Shelby Strand

Date:

Lesson Topic: Development of an Egg

Grade Level: 3- 4

Duration: 2-3 days

Kit Contents: http://odin-primo.hosted.exlibrisgroup.com/nmy:nmy_all:ODIN_ALEPH007775273

Desired Results (InTASC 4)

Purpose: To use the development of an egg and its parts to creatively write a limerick about what it would be like inside of an egg.

Standards:

- **W.3-5.4** With guidance and support from adults, focus on a topic, respond to questions, and suggestions from peers, and add details to strengthen writing as needed.
- **L.3-5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3-5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3-5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **SL.3-5.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes, speaking clearly at an understandable pace.

Objectives: The students will be able to:

- Understand how a chick forms inside of an egg over a 21-day period.
- Identify each part of an egg with 90% accuracy.
- Write a limerick poem from a chick's point of view inside an egg without any spelling errors and following all rules of limerick writing with 100% accuracy.

Assessment Evidence (InTASC 6)

Evidence of meeting desired results: The parts of an egg sheet that the students fill out will identify if the students understand each part of the egg and what it does. This will serve as a formal formative assessment before writing the poem. The limerick poem will be a demonstration of the student's ability to take content and modify it into another format other than informational, in this case for entertainment.

Learning Plan (InTASC 4,5,7,8)

Instructional Strategy: (Check all that apply)

Direct Indirect Independent Experiential Interactive

Technology Use(s): (Check all that apply)

Student Interaction Align Goals Differentiate Instruction Enhance Lesson

Collect Data N/A

Hook and Hold: Hold up an egg for the students to look at. Ask them questions pertaining to the description of the egg. Crack an egg into a bowl with all the students watching. Describe the egg using words that rhyme. Then pass out an egg and a bowl to each student.

Procedures:

1. Each student will crack their egg into their bowl. Then they will leave that bowl in the corner of their desk. Go over the different eggs and how an egg progresses from day 1 to the last day before hatching. Review each part of an egg and hand out the sheets with each part of an egg from the kit.
2. Review with them what each part of an egg is for and what it is called. Once every structure has been covered give the students some time to feel their egg and write down the texture and appearance of it on paper.
3. At the end of class have them throw their eggs away and wash their desks and hands.

Materials:

- Writing paper
- Pencils
- 1-2 cartons of eggs (1 for each student)
- Bowl
- Napkins
- Parts of an egg sheets
- Limerick examples

Day 2 (and possibly 3):

1. Today is limerick writing day! Read several examples of limericks to the class. Ask them to discuss what they notice about limericks. Write down some main ideas on the board of what they say.
2. Write down the rules of limerick writing on the board next to what they came up with as a class.
3. Have the students use their descriptions of the egg they saw yesterday to get ideas of words and phrases to use.
4. Make it clear that they are not writing about the description of the egg, but as if they are a chick inside an egg and what it would be like.
5. Walk around while they are working and make sure they are following the limerick rules.
6. They need to check their limerick for correct structure and spelling and have a neighbor check also before they hand it in to you.
7. This may take 2 days for them to write depending on how much explanation they need during the instructions.

Summary:

- After they have handed in their limericks ask if anyone wants to share with the class and have the students discuss and give feedback about interesting and neat ideas they came up with. (No negative feedback is necessary)

Reflection (InTASC 9)

Reflect On:



STEM Collaborative Cataloging Project

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*
- *Evidence of Student Learning*

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