

Teaching Start to Finish, Second Series

Nature's Cycles

Start TO Finish
Second Series

Interest Level: Grades K-3

Reading Level: Grade 2

LERNER  SOURCE™

Titles in this series:

From Egg to Butterfly

From Flower to Honey

From Foal to Horse

From Kernel to Corn

From Shoot to Apple

From Tadpole to Frog



Standards

National Science Education

- Science as Inquiry: Abilities necessary to do scientific inquiry
- Life Science: Life cycles of organisms
- Life Science: Organisms and their environments

AAAS Benchmarks for Science Literacy

- **The Living Environment** *Diversity of Life*: Know that some animals and plants are alike in the way they look and in the things they do, and others are very different from one another.
Heredity: Know that offspring are very much, but not exactly, like their parents and like one another.
- **Habits of Mind** *Communication Skills*: Draw pictures that correctly portray some features of the thing being described.

Common Core Reading

- Key Ideas and Details
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Common Core Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Multiple Intelligences Utilized

- Verbal-linguistic, visual-spatial, bodily-kinesthetic, logical-mathematical, intrapersonal, interpersonal

Lesson 1

What Do You Know?

Purpose

Through reading and constructing a chart, students will demonstrate reading comprehension and will learn how things change from start to finish.

Materials

- Start to Finish: Nature's Cycles series
- pencils
- KWL Chart p. 6

Prepare

- Copy KWL Chart p. 6 for each student.
- Divide students into small groups, and assign each group a different book from the Start to Finish: Nature's Cycles series.

Pretest

- Students will preview their assigned books.

- Students should complete the first two sections of KWL Chart p. 6 by listing what they know and what they want to know about the topic they will be reading about.

Read

- Each group will read their assigned Start to Finish: Nature's Cycles book.

Model

- Show students how to complete the What I LEARNED portion of KWL Chart p. 6.

Practice

- Students will reread their assigned Start to Finish: Nature's Cycles book and look for answers to their questions from the What I WANT to know part of KWL Chart p. 6.

Discuss

- As a class, discuss whether students found the answers to their questions in the reading.
- What did you learn beyond what you wanted to know?

Evaluate

- Collect and assess KWL Chart p. 6 for completeness and understanding.

Lesson 2

Nature's Cycles

Purpose

Students will complete a flow chart to show their understanding of how something starts in one form and, through a series of steps, ends in another form.

Materials

- Start to Finish: Nature's Cycles series
- pencils
- crayons or colored pencils
- Start to Finish Chart p. 7

Prepare

- Copy Start to Finish Chart p. 7 for each student.
- Assign each student one Start to Finish: Nature's Cycles book.

Pretest

- What is a process? What is a cycle?
- Discuss how one thing can become something else through a series of

steps. Give an example different from the topics covered in the Start to Finish: Nature's Cycles series.

Model

- Using the example given during the discussion, show how to fill out Start to Finish Chart p. 7.

Read

- Read Start to Finish: Nature's Cycles books.

Practice

- Students will fill in squares on Start to Finish Chart p. 7 with drawings

and descriptions that show the steps in a process.

Discuss

- Identify differences in the number of steps in each Start to Finish Chart.
- Talk about why it might take more steps for one process than another.

Evaluate

- Collect and assess Start to Finish Chart p. 7 for completeness and accuracy.

Lesson 3

Book Club

Purpose

In small groups, students will discuss books they have read.

Materials

- Start to Finish: Nature's Cycles series
- Book Club Guidelines p. 8
- pencils
- lined paper

Prepare

- Show students the Start to Finish: Nature's Cycles series. Have students write down three of the books they would like to read.
- Place students in small groups based on the books they chose. Each group will read one book.
- Copy Book Club Guidelines p. 8 for each group, or prepare to show the page electronically.

Pretest

- In small groups, ask students to discuss the title and cover of the book.
- Have students look at the photographs and make predictions about what the book is about.
- What do you already know about this subject?

Model

- Distribute Book Club Guidelines p. 8 to each group, or show it electronically. Go over rules for discussions and answer any questions.

Read

- Read chosen Start to Finish: Nature's Cycles books in small groups.

Practice

- Give students time to individually write down questions or ideas according to the prompt in Book Club Guidelines p. 8.
- Groups should discuss their books using Book Club Guidelines p. 8.

Discuss

- Did everyone in your group participate? Was everyone respectful?
- Did your group use the book to answer questions?

Evaluate

- Evaluate students' participation in discussions along with their written paragraphs from prompts in Book Club Guidelines p. 8.

Assessment

How Things Change

Purpose

Students will research and make a print or electronic poster to demonstrate the stages in a process or a cycle in nature.

Materials

- Start to Finish: Nature's Cycles series
- poster board or poster-making software
- index cards
- pencils
- crayons or markers

Prepare

- Gather books and electronic resources for students to use in research.

Pretest

- What are important parts of a good presentation?

Read

- Read Start to Finish: Nature's Cycles series.

Model

- As a class, make a list of cycles in nature. Encourage students to think of cycles that they see every day, such as the day and night cycle, seasons, or familiar plant or animal life cycles.
- Ask students where they might find more information about the cycles on the list.
- Demonstrate how to use index cards as a prompt during a presentation.

Practice

- Students will choose a cycle from the list or one they have come up with on their own.
- Each student will research his or her cycle using books and/or electronic resources.
- Students will make a poster on paper or on the computer

demonstrating the steps in a process or cycle in nature. Posters should include drawings or photos of the steps in order of occurrence.

- Students will write notes on index cards with additional information about their topic. They will use the notes to present their posters to the class.

Discuss

- What would happen if a step is left out of a cycle?
- Did everyone understand the cycles demonstrated by other students?

Evaluate

- Review the posters for completeness and understanding of the unit.
- Assess presentations for preparation and effort.

Name _____

KWL Chart

[illegible]

Name _____

Date _____

Start to Finish Chart



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Book Talk Guidelines

1. Be prepared! Write at least two questions or ideas you would like your group to discuss.

Here are some suggestions:

- something that confused you
- something that surprised you
- something that was interesting to you
- your favorite part

2. Everyone participates and responds to each question or idea that is discussed.
3. Always be respectful and give the speaker your full attention.
4. You may disagree, but you need to share your reasons for disagreeing.
5. When the group disagrees about something, use the book to support opinions.
6. It is okay if your group does not agree. Everyone may have his or her own opinion.
7. If you have extra time you could do the following:
 - Compare the book to others you have read.
 - Discuss how you would make the book better.
8. Individually, write a paragraph about what your group learned from reading your Start to Finish: Nature's Cycles book.