





Código: CA-02	<b>CA-02 LEARNING RUBRIC AND LEARNING EXPERIENCE LESSON PLAN 2024</b>	 <b>COLEGIO TERESIANO</b> <b>BOGOTÁ</b> <small>COMPAÑÍA DE SANTA TERESA DE JESÚS</small>
Versión: 1		
Fecha de revisión: 24/03/2023		

<b>PROJECT'S NAME: My plant growth diary</b>		
<b>LEVEL: Primary</b>	<b>CLASS: First</b>	<b>TEACHER/S: Lorena Soto</b>
<p style="text-align: center;"><b>TERM 1</b></p> <p><b>FROM:</b> January 17th <b>TO:</b> April 19th</p>	<p><b>KEY SKILLS:</b> Interacting with the natural environments through exploration exercises for analyzing and making a proposal to possible solutions using ICT tools.</p> <p><b>STANDARD KNOWLEDGES:</b> Identifies and compares different life cycles and the conditions that affect them, through to complete a diagram.</p>	
<p style="text-align: center;"><b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b></p> <p>Observe the environment and describe it considering all the elements in it. Identifies and describes the basic needs of the living things considering the importance of the interactions between them as equal creatures in our planet.</p>	 <p><b>CB2 Relacional: S2-R7 S4-R4</b> <b>CB4 Lingüística: S1-R1 S1-R11</b></p> <p style="text-align: center;"><b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b></p> <p><b>Conceptual:</b> Living and nonliving things, life cycles.</p>	<p style="text-align: center;"><b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</b></p> <p>This year there is the second version of the Teresian Science congress, that's why we want to take another chance to keep promoting the essential and environmental values like, respect, austerity, solidarity, co-responsibility, empathy and coherence to be better living things and find some solutions to protect and take care of our planet from our own environmental relationship.</p>

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	<p><b>Procedimental:</b> Observe, name, order, explain, describe, illustrate, experiment, prepare, compare.</p> <p><b>Attitudinal:</b> Cooperates to build knowledge and respects ideas from other classmates, considering them important for building knowledge in class.</p>	
<b>STUDENT'S ROLE:</b> Botanicus		
<b>CHALLENGE:</b> Have you ever been a timelapse of a living thing? let's learn about it from our classroom being Botanicus in the school.	<b>PRODUCT:</b> Bullet journal	<b>PROMOTION:</b> Science Fair.

<b>LEARNING OUTCOMES</b>			
<b>SUPERIOR (S)</b>	<b>ACCURATE (A)</b>	<b>AVERAGE (B)</b>	<b>LOW (J)</b>
The student uses his experiences in different environments and class practices, to recognize and register in the diary the different changes that plants suffer, using the vocabulary learned during classes, and explaining why certain changes occur and compares them with others, to achieve	The student compares the experiences lived in class with other classmates and the different things that happen around him/her, explores the environment and interacts with the creatures that are there, applies the knowledge learned and registers it in the Bullet Journal, being punctual, friendly, respectful, and following all the teacher's instructions.	The student observes and describes the environment, exploring different alternatives inside and outside the classroom, completing all the tasks designed for each stage of the Bullet Journal, being punctual, kind, respectful and following all the teacher's instructions.	The student shows difficulties in observing and describing, therefore it is difficult for him/her to develop the main objective of the Bullet Journal and carry out each task in stages, he/she lacks punctuality, quality for work and a good attitude for the class exercise. .

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the main objective of the project my plant growth diary, being a leader in all class activities, works as a team and helps his classmates when they have difficulties.			
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## LEARNING EXPERIENCE

### **STAGE 1: Am I living thing.**


**EXECUTION:** From Cycle 1 to cycle 5

**CRITERIUM:** Compare the differences between living and nonliving things recognizing the growing process like a characteristic of living things.

#### **TASKS:**

#### **1.1 Recognize the difference between living and nonliving things.**

- Watch a video about living things, take notes in the notebook and cut and paste from magazines pictures of living things. <https://www.youtube.com/watch?v=za5z6WRz29I> (Cycle one-2 hour)
- He/She communicates assertively, being respectful of his/her classmates and other people around him/her. (All the cycles)
- Watch the video and complete the worksheet about the parts of the plants. [GoDaddy DOMAIN LATAM \(youtube.com\)](#) [Pinterest](#) (Cycle two-1 hour)
- Observe the plants in different places of my neighborhood and draw it in the bullet journal. (Cycle two - 1 hour)
- Find in the grass and paste the parts of the plants in the bullet journal and write in each page the part that you paste. (Cycle two - 1 hour)
- Take advantage of the time in class to take notes and to develop completely the activities proposed. (All the cycles)
- Watch a video about the animals and why they are living things and talk about it, to complete the worksheet. [Vital Functions of Living Things | Educational Video for Kids \(youtube.com\)](#) [Pinterest](#) (Cycle two and three - 2 hours)

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- Identify the animals in my neighborhood and find cutouts in magazines about them and paste it in the notebook. (Cycle three - 1 hour)
- Watch a video about nonliving things, identify the nonliving things in my neighborhood and draw them. [Living and Nonliving Things | #aumsum #kids #science #education #children \(youtube.com\)](#) (Cycle three - 2 hours)

### 1.2 Identify the changes in some growing process of some living things.

- Talk about what you think is growing, watch some videos about the growing process of some animals [Butterfly: A Life | National Geographic - YouTube](#) [Chicken Embryo Development \(youtube.com\)](#) and then write in the notebook about growing. (Cycle four - 2 hours)
- Organize the life cycle of a butterfly and color it. [Pinterest](#) (Cycle four - 1 hour)
- Participates in class and respects the opinions of his/her classmates. (All the cycles)
- Look at the video and talk about the human life cycle [Human Life Cycle - Quick Animation \(youtube.com\)](#) and then color the pictures and organize the cutouts. [Pinterest](#) (Cycle four - 2 hours)
- Watch a video about what plants need to grow [What do Plants Need to Grow? \(youtube.com\)](#) and then complete the scheme about what plants need to grow. [Pinterest](#) (Cycle five - 2 hours)
- Watch a video about the growing process of the plants [Bean Time-Lapse - 25 days | Soil cross section \(yo](#) and then read the story and complete. [Pinterest](#) (Cycle five -2 hours)
- Has a disposition in the different activities that are proposed, working as a team or individually. (All the cycles)

### STAGE 2: I am a living thing because I can...


**EXECUTION:** From Cycle 6 to cycle 10

**CRITERIUM:** Identify the feeding process of the plant and classify the animals based on their category: herbivores, carnivores, and omnivores.

#### TASKS:

### 2.1 Name the feeding processes of plants and animals, and identify the difference between carnivores, herbivores, and omnivores.

- Talk about the feeding process of the plants, watch a video about photosynthesis and why this is the way that plants make their own food. [Photosynthesis | The Dr. Binocs Show | Learn Videos For Kids \(youtube.com\)](#) then complete que scheme. [Pinterest](#) (Cycle six - 2 hours)
- Workbank- quiz about photosynthesis vocabulary. (Cycle six - 2 hours)
- He/She communicates assertively, being respectful of his/her classmates and other people around him/her. (All the cycles)

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- Plant the seed in the glass and register the steps in the bullet journal. (Cycle seven - 1 hour)
- Watch a video about the herbivores and talk about the foods that you think they eat. [Herbivores, Carnivores, and Omnivores for Kids | Learn which animals eat plants, meat, or both - YouTube](#) and then color only the herbivores animals. (Cycle seven - 2 hours)
- Take advantage of the time in class to take notes and to develop completely the activities proposed. (All the cycles)
- Watch the second part of the last video and talk about the carnivores and their characteristics, then cut, and paste 4 animals that are carnivores. (Cycle eight - 2 hours)
- Watch the last part of the video and identify que omnivores and take notes about their characteristics, then complete the worksheet. [Pinterest](#) (Cycle eight - 2 hours)
- Homework: consult the name of one toy animal that I have in my house, write the name and the type of food that it eats.
- Has a disposition in the different activities that are proposed, working as a team or individually. (All the cycles)
- Bring to a class with an animal, talk about their name and the food that it likes to eat and then ubicate it in the correct category (herbivore, carnivore or omnivore) (Cycle nine - 2 hours)
- Participates in class and respects the opinions of his/her classmates. (All the cycles)

### **STAGE 3: My plant growth diary**

**EXECUTION:** From Cycle 9 to cycle 11

#### **TASKS:**

**CRITERIUM:** Use the vocabulary learned and the knowledge to complete the building of the bullet journal.

#### **3.1 Design the bullet journal and complete all the steps for the observation process.**

- Design the bullet journal and give a name for his/her plant. (Cycle nine - 1 hour)
- He/She communicates assertively, being respectful of his/her classmates and other people around him/her. (All the cycles)
- Take advantage of the time in class to take notes and to develop completely the activities proposed. (All the cycles)
- Complete the bullet journal with the changes that the plants have. (Cycle nine and ten - 4 hour)
- Has a disposition in the different activities that are proposed, working as a team or individually. (All the cycles)
- Look at the bullet journal of my classmates and their plants. (Cycle ten - 1 hour)
- The student performs the final test about the mind concepts from the first term. (Cycle eleven - 2 hours)
- Participates in class and respects the opinions of his/her classmates. (All the cycles)

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