Life Cycles Project

Life cycles of plants and animals are some of the most common ways we directly experience science. Students will create a poster project for a chosen life cycle. The project components include the following:

 Project Proposal (Due 9/25): see attached

 Students will propose their choices of life cycles for their projects. Advisors will inform students which of their choices has been approved for his or her project.

Bibliography (Due 9/30): see attached

 A minimum of two resources

Paragraph:

An explanation of the life cycle

Rough draft: Due 10/7 (see attached organizing sheet)

Students will use inventive spelling to write their thoughts into sentences.

 Final draft: Due 10/14

Poster (Due 10/14):

Different stages of the life cycle, in order

 Pictures drawn and colored neatly

 Captions labeling each stage

Oral Report Presentation: Week of 10/14

Students will read their paragraphs and describe the life cycle stages on their posters. They will answer questions from their classmates.

Project Reflection (Due 10/14): see attached

**NOTE: 10% per day will be deducted for each project component that is turned in late.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Life Cycles Project Proposal

I would like to research \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

as my first choice for the Life Cycles Project.

My second choice is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My third choice is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor topic approval for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Life Cycle Project: Bibliography

1. Author’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publication Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Source (Print or Web): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Author’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publication Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Source (Print or Web): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Publication Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Source (Print or Web): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_

Project: Life Cycles

Project Reflection

1. My favorite part of the project was:

2. The hardest part of my project was:

1. One new thing I learned was:

Project Grading Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Proposal: approval form is completed on time | Exceeds Standards (10) | Meets Standards (8) | Approaches Standards (7) | Below Standards (6) |
| Bibliography: includes a minimum of two resources | Exceeds Standards (10) | Meets Standards (8) | Approaches Standards (7) | Below Standards (6) |
| Rough Draft Paragraph: completed by student and follows guidelines | Exceeds Standards (10) | Meets Standards (8) | Approaches Standards (7) | Below Standards (6) |
| Final Draft Paragraph: completed by student and revisions were made | Exceeds Standards (20) | Meets Standards (16) | Approaches Standards (14) | Below Standards (12) |
| Project: student-made poster includes drawn pictures, neatly colored, with captions describing life cycle in order | Exceeds Standards (20) | Meets Standards (16) | Approaches Standards (14) | Below Standards (12) |
| Oral Report Presentation: student demonstrates knowledge of the content on their poster and speaks clearly | Exceeds Standards (20) | Meets Standards (16) | Approaches Standards (14) | Below Standards (12) |
| Reflection: evaluation is thoughtfully completed by student | Exceeds Standards (10) | Meets Standards (8) | Approaches Standards (7) | Below Standards (6) |

Comments:

State Standards:

L.2.A.1: Students know animals and plants have offspring that are similar to their parents.

L.2.A.2: Students know differences exist among individuals of the same kind of plant or animal.

L.2.C.2: Students know that plants and animals need certain resources for energy and growth.