

Seeds of Love - A Lesson Plan Based on a Song

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Behavior- Overview: Friendly, helpful, positive, good at individual and group work.	Followed all directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things. Showed a high level of motivation, cooked together with his or her parents, and tried and enjoyed the food he or she cooked.	Followed most directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things. Showed some level of motivation, cooked together with his or her parents, but refused to try the food he or she cooked.	Did not follow all directions. Took part in most activities. Was helpful to others and shared some ideas. Said some negative things about others. Tried new things. Showed little motivation, did not cook together with his or her parents, and refused to try the food he or she had to cook.	Did not follow directions. Said negative things about other people and the project. Was not helpful. Showed no motivation, did not cook together with his or her parents, and refused to try the food he or she had to cook.
Research- Overview: Found information and took notes	Followed all the instructions in the worksheets and carried out all the exercises in the Moodle platform. Is aided by parents and has taken notes about the activity together with them.	Followed all the instructions in the worksheets and carried out some of the exercises in the Moodle platform. Is aided by parents. Has not taken notes about the activity.	Followed some of the instructions in the worksheets and carried out some of the exercises in the Moodle platform. Is aided by parents. Has not taken notes about the process.	Has not followed the instructions in the worksheets nor carried out the exercises in the Moodle platform. Has not communicated with parents about the activities.

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Content-Amount of Information: Content-compatible language	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as singer, music, choose, twist, twine, refuse, over-think, bloom, flowerpot, etc. with ease.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as singer, music, choose, twist, twine, refuse, over-think, bloom, flowerpot, etc. with some difficulty.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as singer, music, choose, twist, twine, refuse, over-think, bloom, flowerpot, etc. with great difficulty, resorting to the mother language.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as singer, music, choose, twist, twine, refuse, over-think, bloom, flowerpot, etc. resorting to the mother language too often.
Content-Amount of Information: Content-obligatory language	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as flower, tree, spring, love, sing, gardener, birds, sow, vocabulary about the colours, etc. with ease.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as flower, tree, spring, love, sing, gardener, birds, sow, vocabulary about the colours, etc. with some difficulty.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as flower, tree, spring, love, sing, gardener, birds, sow, vocabulary about the colours, etc. with great difficulty, resorting to the mother language.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as flower, tree, spring, love, sing, gardener, birds, sow, vocabulary about the colours, etc. resorting to the mother language too often.

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Content- Amount of Information: BICS	BICS: The student is proficiently able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Is able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is correctly able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language at times. Is basically able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is correctly able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language at times. Is barely able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is improvably able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language often. Is not yet able to follow a conversation answering to peers' and teachers' questions.

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Content-Amount of Information: CALP	CALP: The student can use technical or academic terms such as petal, stamen, stem, thorn, roots, seeds, the name of the different flowers, etc.	CALP: The student shows that he or she needs more exposure to technical or academic terms such as petal, stamen, stem, thorn, roots, seeds, the name of the different flowers, etc.	CALP: The student shows that he or she needs far more exposure to technical or academic terms such as petal, stamen, stem, thorn, roots, seeds, the name of the different flowers, etc.	CALP: The student shows that he or she needs serious improvement about the knowledge of technical or academic terms such as petal, stamen, stem, thorn, roots, seeds, the name of the different flowers, etc.
Content-Overview: The four Cs	The student shows a high level of understanding of the activity and relates it to his or her experience with ease, communicating how his or her parents helped him or her, how he or she examined the parts of the flower, etc.	The student shows a good level of understanding of the activity and relates it to his or her experience with some difficulty, communicating how his or her parents helped him or her, how he or she examined the parts of the flower, etc. Resorts to mother language at times.	The student shows a decent level of understanding of the activity and relates it to his or her experience with great difficulty, communicating how his or her parents helped him or her, how he or she examined the parts of the flower, etc. Resorts to mother language often.	The student shows an improvable level of understanding of the activity and relates it to his or her experience with great difficulty, not doing his or her best to communicate how his or her parents helped him or her, how he or she examined the parts of the flower, etc. Resorts to mother language very often.

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Content- Overview: Bloom's Revised Taxonomy	The student is proficiently able to culminate the pyramid of Bloom's Revised Taxonomy using different colours to create a label for their flowerpot using the correct name of the kind of flower he or she is planting, showing great interest in the outcome and the whole process and carrying out all the activities with motivation, creativity and care.	The student is correctly able to culminate the pyramid of Bloom's Revised Taxonomy using different colours to create a label for their flowerpot using the correct name of the kind of flower he or she is planting, showing some interest in the outcome and the whole process and carrying out all the activities with motivation, creativity and care.	The student is decently able to culminate the pyramid of Bloom's Revised Taxonomy using different colours to create a label for their flowerpot using the correct name of the kind of flower he or she is planting, showing some interest in the outcome and the whole process and carrying out some of the activities with motivation, creativity and care.	The student is improvably able to culminate the pyramid of Bloom's Revised Taxonomy using different colours to create a label for their flowerpot using the correct name of the kind of flower he or she is planting, showing little interest in the outcome and the whole process and not carrying out the activities with motivation, creativity and care.

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____ I was friendly, helpful, and had a positive attitude. I danced and sang the song and had fun. I treated the flowers with care. I was good to my classroom mates and followed the directions that the teacher told us.

____ Mommy and daddy have helped me with the exercises. I have carried out all the activities in the worksheets and Moodle platform. I was good working on my own and with my classmates.

____ I know many new words from the song! Words like singer, music, choose, and twist. They are very interesting words and I use them to communicate with the teacher, my classmates, and mommy and daddy.

____ I know many new words from the song! Words like flower, tree, spring, love, and sing. They are very interesting words and I use them to communicate with the teacher, my classmates, and mommy and daddy.

____ I can talk with my classmates, my teacher, and mommy and daddy about the colours and types of flowers and trees, all in English!

____ I know the parts of a flower and know what a petal, a root, a thorn are and can distinguish them in a flower or plant.

____ I can talk with mommy, daddy, the teacher, and my classmates about how fun the flower activity is and how beautiful the flowers and trees are.

____ I have planted a flower! I have sowed the seeds in the earth and created a nice label for my flowerpot. I can't wait to see my flower bloom!