

# Cycles (Sequence of Events)

## 4<sup>th</sup> Grade

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### **Benchmark and SLC#**

SLC 5: A.) Students will identify and explain events and cycles (i.e., phases of the moon, daily and seasonal orientation of the sun, life cycles of plants and animals, motion of gears etc.) and the next likely occurrences. B.) Students will create charts and graphs to show patterns over time and predict the next likely occurrences.

### **Objectives:**

Students will explore several different cycles including life cycles, the moon cycle and other sequences of events in daily life.

### **Materials:**

- Cycle cards (cards with pictures of cyclic events)
- Drawing paper
- Crayons

### **Initial Demonstration/Initial Observation:**

Break the class up into groups and give each group a set of cycle cards. Ask the students to organize the cards in a way that makes sense.

### **Target Observations:**

- The cards can be sorted into groups
- The cards can be arranged as a cycle – one picture leads to the next, which leads to the next, etc...which leads to the first picture again.

### **Target Model:**

*-A cycle can be used to organize events.*

*-A cycle is a repeating sequence of events.*

### **Procedure:**

Switch cycle cards with the groups and have them arrange the cards into a cycle. When they are done all group members must raise their hand and then have the cycle checked. Once they have completed one set of cards they will be given another set to work on. This will continue as time allows or until all groups have completed all the different cycle sets.

After the students have completed the cards, have them work individually to think of and illustrate a cycle that they have observed.