**2nd Grade Life Cycle Webquest**

**WebQuest Description:** This is a webquest designed for 2nd graders focusing on various animal's life cycles.

**Grade Level:** K-2

**Curriculum:** English / Language Arts

**Keywords:** 2nd grade, science, life cycle, webquest, butterflies, frogs

**Published On:** 2008-08-03 23:09:11

**Last Modified:** 2008-07-30 22:54:08


---

**Introduction**

Hello Researcher! What do you remember about a butterflies' life cycle? What about a frog's? We have talked about 4 different animals and their life cycle: butterfly, frog, ladybug and chicken. We have learned many big words like caterpillar, larva, pupa, tadpole and metamorphosis. Now it is up to you to use this new information and discover another animal's life cycle and its habitat. You have already chosen your animal to research, so let's get started.

**Tasks**

Your job as a researcher is to find out all the stages of your animal's life cycle and habitat then create a sideshow using Max Show for PowerPoint. You will use websites like Amazing Animals, Fact Monster, The Circle of Life and others. You will use the information you find to complete a rough draft of your slide show using the Animal Research Project Sheet. You will then create each slide putting in the words. Once all your words are in all the slides you may add pictures. Finally you may change the background and text colors as well as the fonts. You are going to learn a lot and have fun!

**Process**

Step 1: Pick an animal
Step 2: Put on your thinking cap and begin research.
Step 3: Use the following websites to complete the Animal Research Project Sheet.
- Amazing Animals
- Fact Monster
- The Circle of Life

Step 4: Revise and edit your information on your sheet. Make sure that you spelled everything correct and have complete sentences.

Step 5: Create your slide show using Microsoft Max Show.
Step 6: Type in your words first. Use the information on your sheet. Make sure you spell everything correct and have complete sentences.

Step 7: Now you can add 2 pictures that make sense for each slide. Insert clip art or copy and paste images from the websites we used previously.

Step 8: You may change the font and colors. Keep your fonts so you and I can read them as well as the colors.

Step 9: Print your slide show.

---

**Evaluation**

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Very Good 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed all 5 required slides</td>
<td>Only have 1 or 2 slides or missing information on each slide.</td>
<td>Only have 3 or 4 slides. Missing information on slides.</td>
<td>All 5 slides are complete.</td>
<td>All 5 slides are complete and a 6th slide with a poem from the animal's point of view.</td>
<td>%25</td>
</tr>
<tr>
<td>Writing Conventions</td>
<td>misspelled multiple words and use incomplete sentences.</td>
<td>misspelled only a few words and most sentences are complete.</td>
<td>All words are spelled correct and all sentences are complete.</td>
<td>Everything is correct and poem has good form.</td>
<td>%25</td>
</tr>
<tr>
<td>Pictures</td>
<td>1 or less per slide or irrelevant to topic.</td>
<td>Some slides do not have all pictures.</td>
<td>Each slide has 2 relevant pictures.</td>
<td>Each slide has 2 or more relevant pictures.</td>
<td>%25</td>
</tr>
<tr>
<td>Font/Color change</td>
<td>Unchanged font and/or color.</td>
<td>Font and/or color are difficult to read.</td>
<td>Appropriate font and color scheme, easily read.</td>
<td>Each slide has its own scheme that is relevant to the topic of the slide.</td>
<td>%25</td>
</tr>
</tbody>
</table>

**Total Score %100**

---

**Conclusion**
Now you are an expert on your animal. You have discovered everything there is to know about its habitat, life cycle, predators and what it eats. Is there anything else you want to know about your animal? How is your animal's life cycle similar or different from the ones we studied in class? I hope you have enjoyed discovering the world of research and information about animals. You can use these same skills to research anything you want to learn about!

I hope you find this web quest useful and fun for your students. I present this project to my students as a culminating assignment after having spent about 4 weeks on other animals and their life cycles (butterflies, frogs, lady bugs, and chickens). I usually use this in conjunction to books so the students are discovering how to use all their research tools. I let the students choose the animal they want to research so they have a bigger interest in the project. After the students complete the slide show and print it I then have them create a diorama in school. The diorama is a shoe box where they have to create the animal's habitat. In the habitat they need to show the predators, their food and all of the stages of their life cycle. My students loved this last year and really enjoyed it. They then presented it to the class. Another way I integrated this topic was into writing. I wanted to them practice writing from a different perspective so they had to write from the perspective of their animal. All of these stories were very interesting especially when they talked about how they move (fly, slither, swim, gallop, etc). This web quest satisfies the following objectives from the North Carolina Standard Course of Study: Science:1.01 Describe the life cycle of animals including: Birth. Developing into an adult. Reproducing. Aging and death. 1.02 Observe that insects need food, air and space to grow. 1.04 Compare and contrast life cycles of other animals such as mealworms, ladybugs, crickets, guppies or frogs. Reading: 2.02 Use text for a variety of functions, including literary, informational, and practical. 2.03 Read expository materials for answers to specific questions. 2.08 Interpret information from diagrams, charts, and maps. 3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features). 4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences). 4.07 Compose first drafts using an appropriate writing process: planning and drafting. rereading for meaning. revising to clarify and refine writing with guided discussion. 4.08 Write structured, informative presentations and narratives when given help with organization. 4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose. Writing: 5.01 Spell correctly using: previously studied words. spelling patterns. analysis of sounds to represent all the sounds in a word in one's own writing. 5.02 Attend to spelling, mechanics, and format for final products in one's own writing. 5.03 Use capitalization, punctuation, and paragraphs in own writing. 5.04 Use the following parts of the sentence: subject. predicate. modifier. 5.05 Use editing to check and confirm correct use of conventions: complete sentences. correct word order in sentences. Technology: 2.01 Recognize, discuss and use the features/functions of computing devices (e.g., creating, retrieving, saving, printing data). 2.02 Use prepared electronic database (e.g., automated circulation, CD-ROM encyclopedias, NC Wise OWL) as a class/group activity to conduct keyword search/ filters to meet information needs. 2.05 Recognize, discuss, and use word processing as a tool to enter/edit, print, and save assignments. 4.06 Use and discuss basic word processing terms/concepts (e.g., desktop, menu/tool bar, document, text). 4.09 Identify and use multimedia tools to combine text and graphics as a class/group assignment. (5) Standards

Credits

Other