

Grade 1	Lesson: Exploring the Life Cycle of Butterflies - Part 2	Reference to English Interconnections Lesson Exploring the Life Cycle of Frogs and Butterflies pg. 105
Science Standard(s): 4.2		
Content Objective(s):		Language Objective(s):
Students will put the life cycle of a butterfly in order individually. <i>I can put the life cycle of a butterfly in order by myself.</i>		Students will say the order of the life cycle of a butterfly to their partner. <i>I can tell the order of the life cycle of a butterfly to my friend.</i>
Essential Questions: How do living things meet their needs in my neighborhood?		Required Academic Vocabulary for Word Wall: Listen: Speak: becomes Read: Write: Sentence Frames: The _____ (egg) becomes a _____ (caterpillar).
Materials: <ul style="list-style-type: none">• The Very Hungry Caterpillar – Eric Carle• Life Cycle of a Butterfly print out (1 per student)• Crayons• Scissors• Glue		Additional Lesson Vocabulary: Chrysalis, food, air, leaves, flowers, fly Review Vocabulary: Egg, caterpillar, butterfly
Lesson:		Instructional Time:
<p>Opening: (minutes)</p> <ul style="list-style-type: none"> • Read <i>The Very Hungry Caterpillar</i> by Eric Carle. • Talk about the life cycle of the butterfly. <p>Introduction to New Material (Direct Instruction): (minutes)</p> <p>T: “Last time we talked about the life cycle of a butterfly. The pictures are still on the board. Who can tell me what comes 1st. Raise your hand if you know. Does the butterfly come 1st, or the chrysalis or the egg or the caterpillar?”</p> <p>S: <i>will raise their hands and say “egg”</i></p> <p>T: “ You are right, the egg comes first, then it becomes a ____? What is next? Tell your neighbor if the egg because a chrysalis, butterfly or caterpillar next.”</p> <p>S: <i>will turn to their neighbor and say “caterpillar”</i></p> <p>T: “Everyone tell me together, the egg becomes a caterpillar.”</p> <p>S: <i>will say with the teacher, “the egg becomes a caterpillar.”</i></p> <p>T: Let’s put the pictures in order. 1st we have the egg, then the egg becomes a caterpillar. What does the caterpillar become? Does it become a butterfly or a chrysalis? Let’s say it together. The caterpillar becomes a chrysalis. Now I will say it and then you will say it after me. The caterpillar becomes a chrysalis.</p> <p>S: <i>will say, “the caterpillar becomes a chrysalis.”</i></p> <p>T: “What does the chrysalis become? Tell your neighbor.”</p> <p>S: <i>will turn to their neighbor and say, “butterfly”</i></p> <p>T: “I am going to count down from 3 to 1. When I reach 1 I want you to tell me what the chrysalis becomes. 3,2,1.</p> <p>S: <i>will respond, “butterfly”</i></p> <p>T: “You are right, the chrysalis becomes a butterfly. Say the whole sentence with me. ‘the chrysalis becomes a butterfly.’”</p> <p>S: <i>will say with the teacher, “the chrysalis becomes a butterfly.”</i></p> <p>Independent Practice: (10 minutes)</p> <p>T: “Now it is time for us to do an activity. I am going to give each of you a paper with the life cycle of a butterfly. Look at it. It has all four parts of the life cycle. You will need to color them, cut them out and then put them in order from part 1 to part 4. Let me show you how it is done.”</p> <p>T: “1st you stand up, walk to your table (because all the papers are at your table), sit down and start coloring like</p>		

this.”

T: “Then you will cut the pictures out and glue them in order on another piece of paper.”

T: “When you are done you will clean up and then come sit down on the carpet with your paper.”

T: “Let’s see if you are ready. Will table 1 please stand up and go to your table and get started. The rest of us will watch if you do it correctly, if not you will have to come back and sit down on the floor.”

S: table #1 will walk to their table and get started while the other students watch that they did it correctly.

T: “I think they did a good job (if they really did do a good job, if not have them come back to the carpet and review behavior expectations), table #2 it is your turn.”

- Go through each table until all the students have started their project.
- As the students work walk around the room, make sure they are staying on task and putting the pictures in the correct order.
- When students finish have them return to the carpet for large group instruction.

Guided Learning: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: “ Now I am going to separate you into groups of 2. You will show your partner your pictures of the life cycle of a butterfly and then explain it in order.”

T: “Let me show you what I mean. Here is my pictures of the life cycle of the butterfly. I will point at each part as I say them. 1st is the egg. The egg becomes a caterpillar. The caterpillar because a chrysalis. The chrysalis because a butterfly. Say it with me one more time, ‘1st is the egg. The egg becomes a caterpillar. The caterpillar because a chrysalis. The chrysalis because a butterfly.”

S: will say with the teacher “1st is the egg. The egg becomes a caterpillar. The caterpillar because a chrysalis. The chrysalis because a butterfly.”

T: “Then you can fly around like a butterfly. After you fly around like a butterfly switch turns talking.”

Teacher Does with Student:

T: “I need some one to come up and help me.”

- Choose a student.

T: “Will you please go first and tell me about your pictures.”

S: will say the life cycle of the butterfly, “1st is the egg. The egg becomes a caterpillar. The caterpillar because a chrysalis. The chrysalis because a butterfly.”

T: “Good job, now fly around like a butterfly! My turn. Here is my picture. 1st is the egg. The egg becomes a caterpillar. The caterpillar because a chrysalis. The chrysalis because a butterfly. And I will fly around like a butterfly!”

Two Students Do:

T: “Now I need to helpers to show how this activity is done.”

- Teacher will choose two students.

T: “Student #1 you may begin. Tell your partner about your picture of the life cycle of a butterfly.”

S: student #1 will tell their partner about their pictures, they will say, “1st is the egg. The egg becomes a caterpillar. The caterpillar because a chrysalis. The chrysalis because a butterfly.” And then fly around like a butterfly!

T: “Switch.”

S: student #2 will tell their partner about their pictures, they will say, , “1st is the egg. The egg becomes a caterpillar. The caterpillar because a chrysalis. The chrysalis because a butterfly.” And then fly around like a butterfly!

T: “How did they do? Thumbs up if they did the activity correctly, thumbs down if they did it wrong.”

S: will show thumbs up or down.

- Depending on how well the students model the activity you can have more students demonstrate. If all the students seem to understand the expectations and have the language, move on to all the students doing the activity.

All Students Do:

T: “Now they you know what you should be doing, let’s get started. I will tell you who your partner is. Once you know your partner, you may begin. I want each of you to do it 2 times.”

S: will separate into their groups and start the activity.

- Teacher will walk around to keep students on task and check understanding.

Closing: (2 minutes)

- Review the life cycle of the butterfly one more time.

T: "Look at the pictures on the board and help me remember the life cycle of a butterfly. 1st we have the _____?"

S: will say, "egg"

T: "say it with me, 'the egg becomes a caterpillar. The caterpillar becomes a chrysalis and the chrysalis becomes a butterfly!"

S: will say with the teacher, "the egg becomes a caterpillar. The caterpillar becomes a chrysalis and the chrysalis becomes a butterfly."

T: "Now, fly around like a butterfly!"

S: will fly around like a butterfly!

Assessment:

Life Cycle of a Butterfly sheet – putting the pictures in the correct order.

Extra ideas:

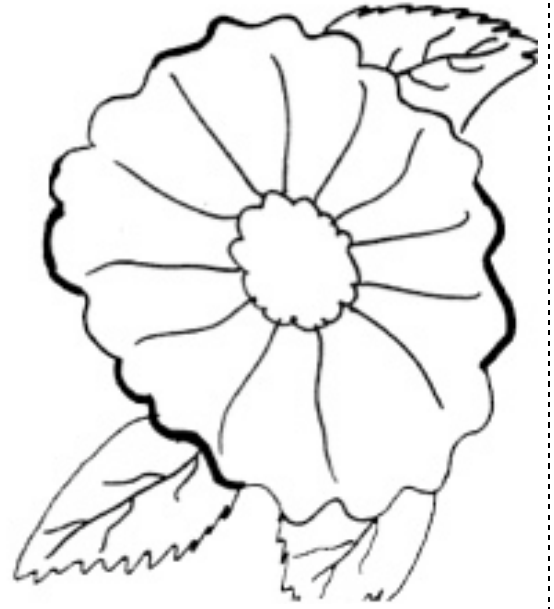
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Butterfly Life Cycle Squares

Caterpillar



Butterfly



Eggs



Chrysalis

