TTL 6
Unit of Instruction

Unit Overview			
Title:	Life Cycle of Butterflies		
Author:	Patti Blake	**Grade Level:**	3rd grade

Subject(s) Addressed: Please check all that apply

☐ Arts (Visual and Musical)	☐ Library/Information Literacy
☐ Communication	☑ Mathematics
☑ English/Language Arts	☑ Science
☐ Employability	☐ Skills for a Healthy Life
☐ Geography	☑ Technology
☐ Government and Citizenship	☐ World Language
☐ History	☐ Other:

Duration:	one month
Synopsis:	Students will learn about the life cycle of a butterfly

Desired Results	
Enduring Understanding:	Everything has a cycle.
Essential Question:	What is a cycle?

Standards: Content, Cultural, Performance, &/or Grade Level Equivalents

Standard: Text & Reference Number (if applicable)	**Method of Assessment:** Written Product, Quiz, Model, etc.
SC2 students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.	***journals/learning log** ***worksheets** ***NetTrekker research** ***observations** ***illustration of the life cycle of a butterfly on KidPix** ***paragraphs**
ISTE 5b	

Knowledge & Skills: Knowledge & skills students will need in order to successfully complete the Culminating Task

Students Need to Know:	**Students Need to be Able to:**
• The parts of a caterpillar/butterfly • Metamorphosis of a butterfly • Behavior of a caterpillar/butterfly • Habitat of a caterpillar/butterfly	• Draw and explain the life cycle of a butterfly

Evidence of Understanding

Culminating Performance Task: ☑ Scoring Guide Attached	Using KidPix students will show the life cycle of a butterfly. They will label each stage and add 1-2 sentences describing the stage. Since this is the culminating activity, 3rd graders should be able to do this without using any resources. The rubric will be shared with students. (See the rubric for specific requirements.) Students will share their project with a buddy.
Types of Understanding Culminating Performance Task Emphasizes:	☑ Application ☐ Interpretation ☐ Empathy ☐ Perspective ☑ Explanation ☐ Self-Knowledge

Student Self-Assessment, Logs, and Peer Reviews:	Students will self assess themselves by sharing their hands-on projects with buddies. They will share their project with buddies and tell them the thing they liked the best about it. Students will keep a daily journal recording changes or activity occurring with their caterpillar. They can then share their journals with classroom partners (peer review). There will also be several worksheets along the way that will be used as assessments. Daily journals will be used as an assessment.
Written, Oral, or Visual Products:	Students will keep a daily journal recording any activities or changes in their caterpillar/butterfly. They will write a brief summary of changes or activity and draw an illustration representing what things look like. They will also record the length of the butterfly. They will complete research on NetTrekker and find pictures/movies of the life cycle of a butterfly.
Formal Observations or Interviews of Students:	Teacher will observe students during class discussions and small group activities. They will also be observed during other class activities that are hands-on. They will be observed during the release of the butterflies and watched how they handle them.
Quizzes & Tests:	Students will be required to write several paragraphs, at different times, describing the habitat, life cycle, and behaviors of caterpillars/butterflies. They will also complete worksheets to show the life cycle.
Public Performances, Exhibits, &/or Models:	Student's hand made models of the life cycle will be displayed in the room and the hall. One of the hands on projects we will make is a mobile showing the life cycle. This will hang in our room. We will also take pictures/video that will be put into a muli-media presentation to be shared at parent conferences and the next year's open house.

Learning Experiences & Instruction

☑ Handouts Attached

Activity:	**Timeline:**
Guiding Question: What do you know about butterflies? What do you want to know about butterflies? Activity: Start a KWL chart as a class Assessment: Chart filled in	25 minutes
Guiding Question: What is a butterfly? Activity: This will be an intro activity. Many books on butterflies will be displayed in the classroom. Students will have the chance to silent read or buddy read the books. These books will remain displayed throughout the unit. Assessment: Share one neat fact with the class.	45 minutes
Guiding Question: What are the parts of a caterpillar/butterfly? Activity: Match words with parts of butterfly worksheet. Assessment: Did students match the parts correctly?	30 minutes
Guiding Question: What is the habitat of a butterfly? Activity: Using our mobile computer lab, students will research the habitat of a butterfly. They need to find at	30 minutes

least five facts. Assessment: Students will share their facts as a class and will write a paragraph later in the week during writing workshop. They will already be familiar with how to write a paragraph including a topic sentence, supporting details and a conclusions sentence. Students can attach the paragraph to a hand drawn and colored picture and display them in the hall.	
Guiding Question: How does a caterpillar metamorphose into a butterfly? Activity: Each child will receive a painted lady caterpillar that will be kept on their desk. They will observe the caterpillar daily. Assessment: Daily journal entries including sentences, illustrations and measurement of the caterpillar.	3 weeks
Guiding Question: What is the life cycle of a butterfly? Activity: Make a Dina Zyke flip up book showing the stages of the life cycle of a butterfly. Activity: Students will also make a bracelet showing the life cycle. Each bead will represent a different cycle of the life. Activity: Hanging mobile of the life cycle Assessment: completed flipbook and completed bracelet. Guiding Question: What did you learn about butterflies? Activity: Complete the KWL Chart Assessment: filling out chart	Each activity will take one hour.

Other Considerations	
Accommodations to be Inclusive of All Students:	Any modifications will be made as needed. Assignments can be modified in length or content if needed.
Author's Reflection: *Why is this a good Unit?*	This is a great unit because students will physically observe a cycle. They really buy into it because they each have their own caterpillar that turns into a butterfly and they have a personal connection to the unit. We also study trees and hatch ducks in third grade so we will continue on with our enduring question of "What is a cycle?" Kids are also excited with anything "hands-on". We also write Alaskan Animal reports and we could talk of life cycles of animals with the report. This is a great unit because it will go along with our year long study of "What is a cycle?"
Materials Needed:	• KWL Chart • A variety of books on butterflies • Various worksheets (some are enclosed) • Materials to make flip book on butterflies • Beads to make butterfly bracelets (each color represents a stage and a butterfly bead goes at the end) • Journal for daily entries and illustrations • A live painted lady caterpillar for each child to have at their desk • A butterfly tent • Kid Pix in the computer lab
Resources:	• Enchanted Learning website

	• Dina Zyke books • Insect Lore, Inc. • School Librarian • A variety of websites on NetTrekker • webtech.kennesaw.edu/jcheek3/kidpix.htm (this offers many ideas for KidPix) • www.teachertube.com (live butterfly videos) • DK & Magic School House Butterfly videos • Schoolnet.gov.mt/butterflies • Teachervision.fen.com/insects • Edhelper.com

Annotated Bibliography (Journal Articles)

Briggs, Linda, Struggling Readers Perk Up under New Program. *THE Journal*. (May 2008)

This article addresses struggling readers and how technology can help improve their reading level. Students participated in a reading program on Renaissance Learning called "Read Now Power Up!" This program, which incorporates technology and teacher assistance, helped students to increase their reading level and self esteem. The program incorporated critical reading skills in a repetitive fashion. It is very intense but students didn't seem to mind since they were using computers. The program provides feedback to both teachers and students.

Dian Schaffhauser, Louisiana and British Kids Share 'Virtual Sleepover.' *THE Journal*. (May 2008)

This is an article with a neat idea. Students from a British school joined a Louisiana school for virtual sleepover. It was organized by Renaissance Learning, and the students had a live conference. Students shared how life was in their country and their love of reading. What a super idea.

Rubric: Life Cycle of a Butterfly Mrs. Blake	3	2	1
Title	Title is informative, centered, and larger than other text.	Title is informative. It is either centered or larger.	The title is incomplete and does not clearly indicate what is being shown.
Labels	Each of the 4 life cycles is properly labeled. It is clear which label goes with which structure.	3 of the 4 life cycles are properly labeled. It is clear which label goes with each structure.	2 or less of the 4 life cycles are properly labeled. It is not always clear which label goes with each structure.
Drawing-general	All 4 pictures of the life cycle are drawn.	3 of the 4 pictures of the life cycle are drawn.	2 or less of the pictures of the life cycle are drawn.
Accuracy	All 4 of the life cycles are drawn accurately and are recognizable.	3 of the 4 life cycles are drawn accurately and are recognizable.	2 or less of the 4 life cycles are drawn accurately and are recognizable.
Content	Student has the shown all stages of the life cycle in their presentation.	Student has shown most of the stages of the life cycle in their presentation.	Student has shown some or few of the stages of the life cycle in their presentation.
Knowledge Gained	When asked about the Kid Pix presentation student can completely describe the life cycle.	When asked about the Kid Pix presentation student understand most of the life cycle	When asked about the KidPix presentation student understands some or little of the life cycle.