



TTL 6

Unit of Instruction

Unit Overview	
Title:	Life Cycle of a Butterfly
Author:	Deanna Fossler
Grade Level:	1st
Subject(s) Addressed: Please check all that apply	
<input type="checkbox"/> Arts (Visual and Musical) <input type="checkbox"/> Communication <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Employability <input type="checkbox"/> Geography <input type="checkbox"/> Government and Citizenship <input type="checkbox"/> History	<input type="checkbox"/> Library/Information Literacy <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Skills for a Healthy Life <input checked="" type="checkbox"/> Technology <input type="checkbox"/> World Language <input type="checkbox"/> Other:
Duration:	1 month
Synopsis:	Students will learn about the life cycle of the 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.
Alaska Science SC2	Learning logs, observations, written products
ISTE 5b	Observations, questionare
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:
<ul style="list-style-type: none"> Have an understanding of butterflies and there life cycle. 	<ul style="list-style-type: none"> Parts of the butterfly & caterpillar Habitat of both How the butterfly changes from caterpillar to butterfly Draw and explain the life cycle of the butterfly
Evidence of Understanding	
Culminating Performance Task:	Design and construct an authentic drawing of the four stages of the butterfly life cycle using Kidpix. They will put the stages in order and label each stage to show understanding of the cycle. When finished they will explain their drawing in detail to a peer partner and the class.
<input checked="" type="checkbox"/> Scoring Guide Attached	
Types of Understanding Culminating Performance Task Emphasizes:	<input checked="" type="checkbox"/> Application <input type="checkbox"/> Empathy <input checked="" type="checkbox"/> Explanation <input type="checkbox"/> Interpretation <input type="checkbox"/> Perspective <input type="checkbox"/> Self-Knowledge
Student Self-Assessment, Logs, and Peer Reviews:	Students will share with peers and parents what they are learning about butterflies. Journal entries will be shared with peers.
Written, Oral, or Visual Products:	Students will use a journal to draw and write the changes they see with their caterpillar, chrysalis, and butterfly. Students will make a rough draft of the life cycle stages in a flip book.
Formal Observations or	Teacher will observe students for understanding during group

Interviews of Students:	discussions and individual activities.
Quizzes & Tests:	Simple cut and paste worksheet to place pictures in order.
Public Performances, Exhibits, &/or Models:	Printed pictures will be displayed on a bulletin board. All will be put into a multi media presentation for parents to enjoy at parent/teacher conferences.
Learning Experiences & Instruction	
<input checked="" type="checkbox"/> Handouts Attached	
Activity:	Timeline:
Guiding Question: What do you know already and want to learn about butterflies? Activity: Begin a KWL chart. Assessment: student responses	10-15 minutes
Guiding Question: What is a butterfly? Activity: With a big buddy look through butterfly books and share with whole group one thing they learned. Assessment: oral sharing of facts	20 minutes
Guiding Question: What are the parts of a caterpillar and butterfly? Activity: Match words with parts of a butterfly worksheet. Assessment: Check for correct placement of parts.	10-15 minutes
Guiding Question: How will a caterpillar grow? Activity: Students will receive a live painted lady caterpillar in a container to keep on their desk. They will draw and write what they observe each day including an estimated measurement. Assessment: Journal entries of changes they observe.	3-4 weeks
Guiding Question: What are the stages of a butterfly? Activity: Draw each stage on the cover of a flip book. Inside write one sentence describing the stage. Take flip book to the computer lab to refer to while using KidPix to draw the life cycle. Assessment: Written product, printed project, & oral explanation of stages.	30-40 minutes flip book 45-60 minutes in computer lab
Guiding Question: What did you learn about butterflies. Activity: Complete the learned portion of the KWL chart. Assessment: written product	15-20 minutes
Other Considerations	
Accommodations to be Inclusive of All Students:	Modification will be made if necessary for students who need more of a challenge or extra support.
Author's Reflection: <i>Why is this a good Unit?</i>	This is a great unit for first grade because our grade level learns about several other cycles. Our reading curriculum introduces the life cycles of ducks, butterflies and frogs. We also study the water cycle extensively. First graders are highly interested in insects and all living things. They will learn that a cycle means something moves from beginning to end.
Materials Needed:	<ul style="list-style-type: none"> • Kid Pix software • Live caterpillars from Insect Lore • Journals • Color printer • Handouts including rubric

Resources:	<ul style="list-style-type: none">• Insect Lore, Inc.• Children's books about butterflies
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Annotated Bibliography

Nagel, Dave. *Which Technologies will shape education in 2008?*. THE Journal, February 2008-news.




This was a journal article about the web technology impacting education over the next five years. The report focuses on six key technology areas identified to have a major impact on "the choices of learning-focused organization within the next five years.

Bradford, Melony. *Motivating Students Through Project Based Service Learning*. THE Journal, January 2005-Features.

This article defines project based service learning, emphasizing educational opportunities which are student centered, collaborative and integrated with real world issues and practices. Authentic projects help students address real world skills and issues.

Name _____ Date _____

Butterfly Life Cycle Drawing Rubric

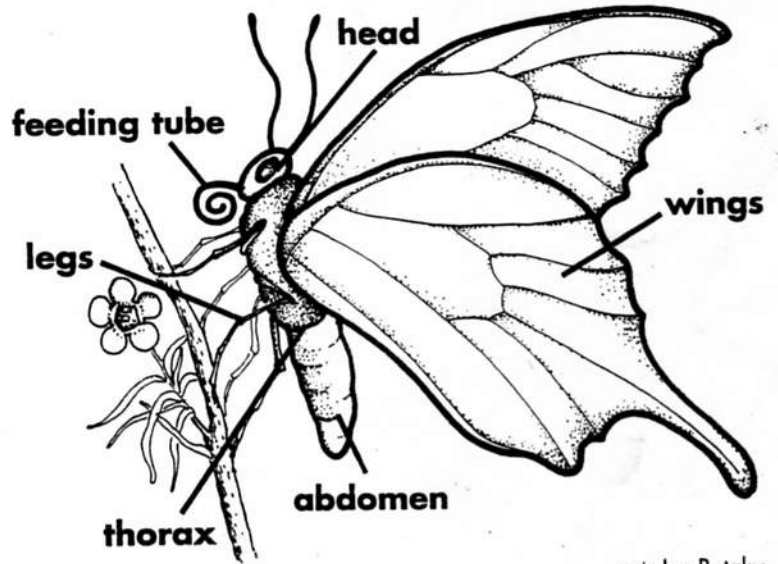
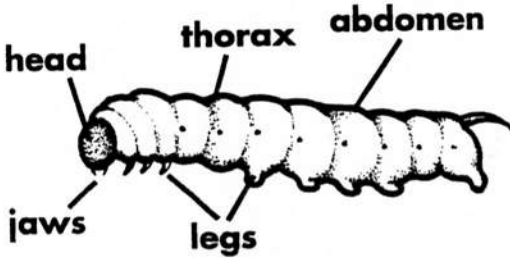
	 Outstanding	 Satisfactory	 Needs Improvement
Name	Name is written in the bottom right corner.	Name is written.	Name is not on the paper.
Title	Title is centered at the top of the page.	Title is not centered at the top of the page.	No Title
Content	All four stages are drawn with details in the correct order.	All four stages are drawn with details but not in the correct order.	Not all four stages are drawn.
Labels	All labels written correctly.	Some labels, some may not be correct.	No labels.
Knowledge	Includes all stages in order and in detail when explaining to a peer and to the group.	Includes 2-3 stages in order with some detail when explaining to a peer and to the group.	Includes 0-1 stage without details when explaining to the group.

Final score:   



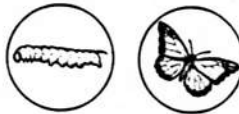
Perfect Parts

A caterpillar looks different from the butterfly it becomes.
 Read each sentence below. Does it tell about the caterpillar,
 the butterfly, or both? Color in the correct picture or pictures.

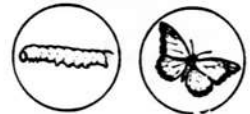


art: Ivy Rutzky

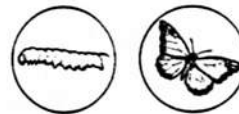
1 I have 2 pair of wings for flying.



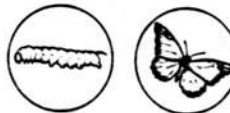
2 I have 8 pair of legs for crawling and holding onto leaves.



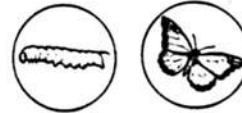
3 I have a curled tube on my head for sucking nectar from flowers.



4 I have strong jaws for chewing leaves.



5 I have a body divided into three main parts — a head, an abdomen, and a thorax.

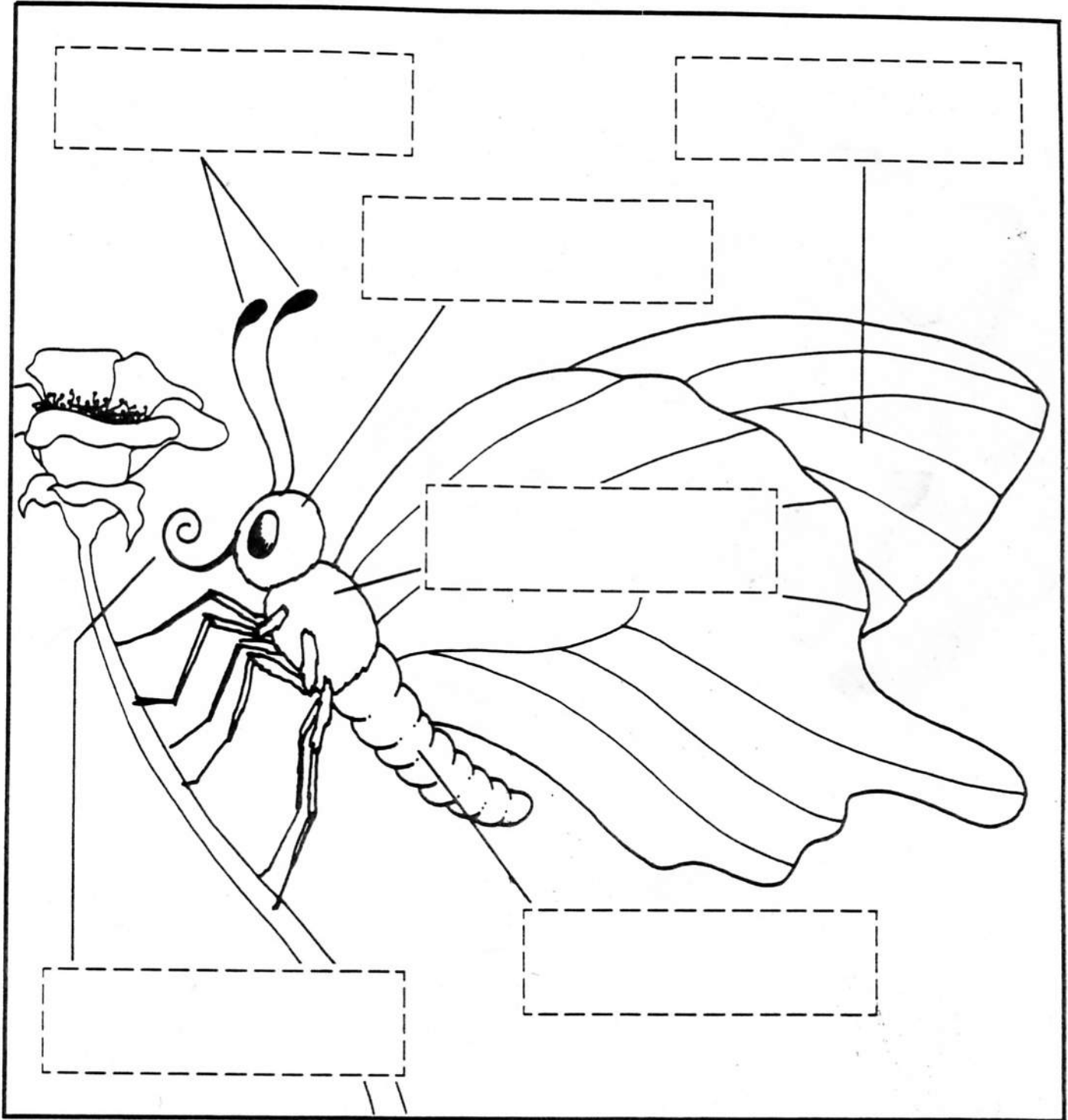


EXTRA! Think of one more way the caterpillar and butterfly are alike.
 Think of one more way they are different. Write them on the back of this paper.

Parts of a Butterfly

Name _____

Cut out the names of the parts of a butterfly. Glue each name in the correct space.



antennae	thorax	abdomen
proboscis or feeding tube	head	wings

Name _____, Cut and paste in order.

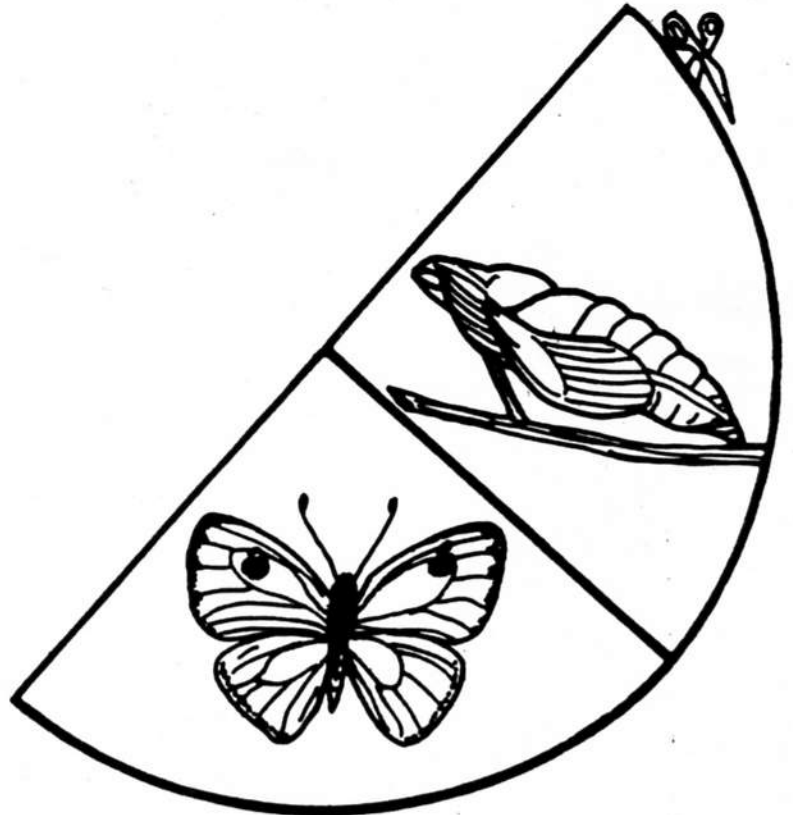
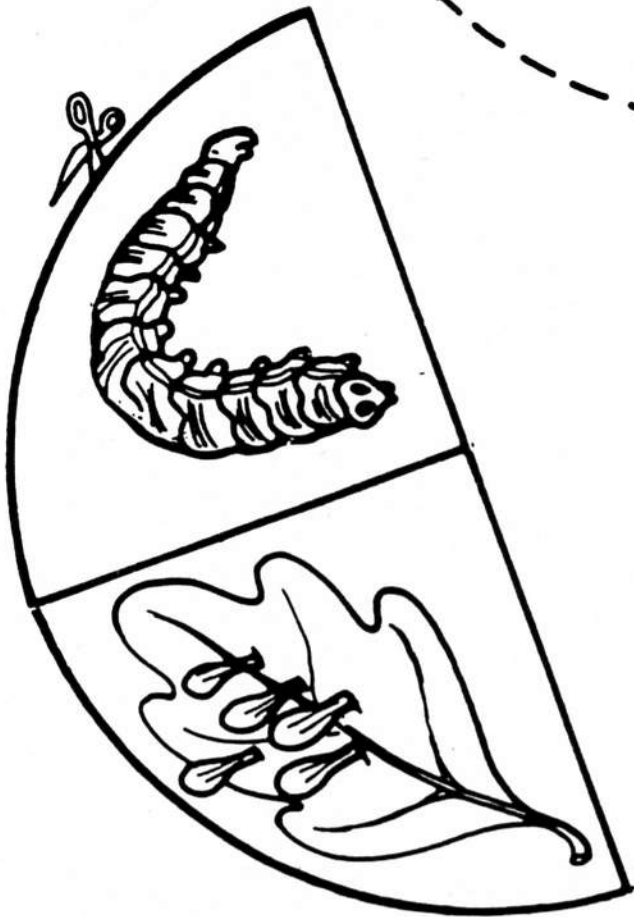
Life Cycle of the Butterfly

1. Eggs

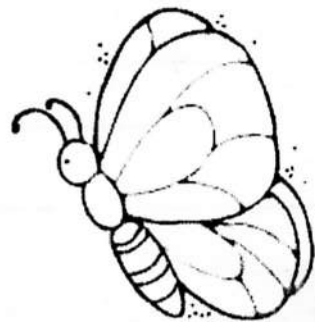
2. Caterpillar
(larva)

3. Pupa

4. Adult



Caterpillar to Butterfly Journal



By _____

Date _____

Date _____

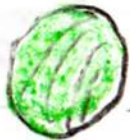
1

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are four sets of these lines on the page.

1

Name

First



Next



Then



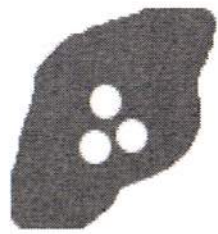
Finally



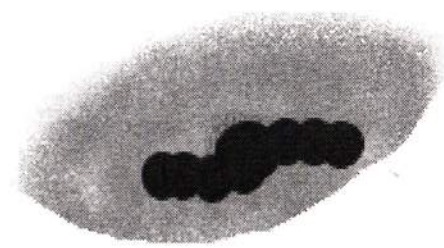
The	The egg	It becomes	The
butterfly	hatches	a pupa	butterfly
lays some	into a	covered	breaks
eggs.	caterpillar.	by a	out. Soon

It eats	hard	it will
and eats	shell called	fly away.

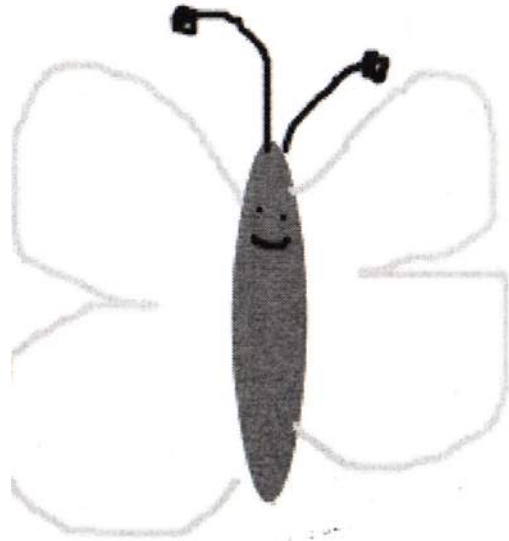
and eats. a chrysalis.



egg



caterpillar



butterfly



crysalis