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**Age/Grade Level:** Kindergarten

**# Students:** 22, 20      **# IEP:** 6, 3      **#GSSP Students:** 0,0      **#LEP:** 0, 0

**Subject:** Science

**Major Content:** Life Science

**Lesson Length:** 60 minutes

**Unit Title:** Butterflies

**Lesson Number & Title:** #2- The Very Hungry Caterpillar

**Context:** Previously students have brainstormed/charted knowledge of butterflies. Now we will begin with the first of four main topics of the unit, life cycles. In this lesson we will read the story of The Very Hungry Caterpillar. Then use a sequencing activity to reinforce the life cycle stages. Students will observe as the teacher sets up the classroom butterfly garden.

**Objectives:**

Students will gain an understanding that a butterfly changes form throughout its life.

**Connections:**

**Assessment Plan:**

Objective #	Type Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations &/or Accommodations
Objective 1	Formative	Identify and Sequence	1	Questioning strategies throughout the story/modeling sequence activity

**Resources, media, and technology:**

Big book of The Very Hungry Caterpillar

Sequence pictures for The Very Hungry Caterpillar from Theme Series Butterflies and Moths by Creative Teaching Press

Classroom Butterfly Garden form Amazon.com

**Procedures:**

1. Cut apart clip art natural resources and give one set of pictures to each group. They are in the form of puzzle pieces. Have each group put their puzzle together. Go around the room, having each group identify their picture. Once complete, ask the students what common link each picture has. This leads in to the discussion of natural resources.
2. Give each student a copy of the shared reading about natural resources. Read it aloud together. Then have each student go through the shared reading, highlighting the examples of natural resources that they see within the reading. Discuss these with the entire class.
3. Read aloud Curious George Goes Camping or Amelia Bedelia Goes Camping. After reading this aloud to the class, have the students get out their journals. They need to write three examples of natural resources that they heard about in the book. They then need to identify two goods from the story. They should write those down in their journal and tell what natural resources these goods were made from.
4. At the end of the lesson, the teacher will put two examples of natural resources and two non-examples of natural resources on the SmartBoard. The students will be given time to distinguish between the two. Using a quick write, the students will find these distinctions and tell why the pictures are natural resources or why they are not.

## Unit of Study

**Unit Title:** Butterflies

**Length of Unit:** 2-3 weeks

**Organizer:** Creepy crawlers can't fly...or can they?

**Essential Questions:**

1. How do butterflies develop throughout their lives?
2. What are the essential parts of a butterfly?
3. What makes butterflies symmetrical?
4. Where do butterflies live?

**Standards:**

**Academic Expectations-**2.2-scientific inquiry, 2.3-how components work together, 2.6-change over time, 2.9-space and dimensionality concepts

**Program of Studies-**Unity and Diversity, Biological Change, Conceptual Unity, Geometry

**Core Content-**SC-E-3.2.1-Cycles and Trends for Living and Nonliving Organisms, SC-EP-3.4.4-Life Cycle of Organisms, SC-04-3.4.1-Inferences of Relationships of Organisms, MA-EP-3.2.1-Line Symmetry

**Curriculum Web:** Throughout our unit, students will be submerged in activities that will support lessons taught daily on these creepy crawlers. These supporting activities will engage students in the following content areas: daily starters, science, reading, math, art, motor and dramatic play. Many of these activities will take place in a small group setting which will support a more friendly working environment for all types of learners.

**Culminating Performance:** Develop a new knowledge chart on what we have learned throughout our butterfly unit. Then, compare that chart with our knowledge chart at the beginning of the unit. Students will then be asked to question other students on butterfly content. Students will respond using butterfly finger puppets. When the butterflies develop from our classroom butterfly garden, we will release them into the flower garden that we visited on our nature walk.

**Culminating Performance Rubric:** The rubric will score verbal information given to us by our students on the four main areas of the unit (1. life cycles 2. symmetry 3. characteristics 4. habitat) while developing our post unit knowledge chart.

- Rubric: 0 (no parts of a butterfly drawn)  
Student could not relay a fact on butterflies.
- 1 (body of butterfly drawn)  
Student could tell 1-2 facts about butterflies with no details.
- 2 (body of butterfly with antennae drawn)  
Student could tell 2 facts about butterflies with some details.
- 3 (body of butterfly with antennae and one wing drawn)  
Student could tell 3-4 facts about butterflies that include minimal details.
- 4 (body of butterfly with antennae and two wings drawn)  
Student could tell 3-4 facts about butterflies that include detailed information to support facts.

**Lesson Plans:** see attached