Instructor's Name: Morgan Schwarz
Subject: Science
Grade: 1st Grade
Title of Lesson: Life Cycle of a Butterfly

Materials and Resources (including technology):

- Smart Board lesson
- Post-It Notes
- Red markers
- Black markers
- Paper plates
- Tootsie Rolls
- Mini marshmallows
- Sour gummy worms
- Pretzel Thins

Note: Items listed in red will not be needed for this lesson as we are not performing the activity.

Standard(s) the Lesson will Address: Type out the source, number, and the text of the standard (s) addressed in this lesson

- Recognize that animals pass through the same life cycle stages as their parents. (1.4.3.1.2)
- Demonstrate an understanding that animals pass through life cycles that include a beginning, development into adults, reproduction, and eventually death. *For example:* Use live organisms or pictures to observe the changes that occur during the life cycle of butterflies, meal worms or frogs. (1.4.3.1.1)

Objective: State the CONDITION, the BEHAVIOR, and the CRITERIA. Label in ( ) the predominant domain of **C** for Cognitive, **A** for Affective, or **P** for Psychomotor. DO NOT make every condition "at the conclusion of the lesson.."

- **Cognitive:** At the completion of the lesson, given pictures of the life cycle of a butterfly, learners will be able to identify the stages of the life cycle of a butterfly, using correct vocabulary.

- **Affective:** At the completion of the lesson, learners will be able to accurately describe each stage in the life cycle of the butterfly, given the appropriate descriptions.

- **Psychomotor:** Given the appropriate materials, during the lesson, learners will be able to use given food items to model the life cycle of a butterfly.

Vocabulary:

Academic: Language needed by students to do the work in schools.

- Post-It
- Complete

Content: Language the students need to learn to apply the content.

- Egg
- Caterpillar
- Chrysalis
- Butterfly

Anticipatory Set: How will you get the students ready and/or excited to accept instruction?

- Share lesson goals and objectives with students: that they will learn about the life cycle of butterflies, the names of the stages, and what they look like. Ask them why they think it's important to learn about the life cycle of a butterfly, so they can understand and compare the life cycle of different living animals, how they are the same and how they are different.
- Using Post-It notes, ask students to write down what they already know about butterflies and/or caterpillars. Instruct them to stick their Post-It to the SmartBoard when they are completed.

Pre-Assessment Plan (if any): Pre-assessments help you to determine what students already know and bring to the lesson content.

N/A

Input: (SCRIPTED)*Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions and key questions as well as timings.***)**

1. Show students the video embedded in the Smart Board lesson. How did the butterfly begin its life and change?
2. Preview the life cycle by labeling the different stages next to the corresponding picture on the Smart Board lesson. Instruct the students to draw 4 squares on their sheet of paper and label each square with a separate stage. Draw a picture.
3. Have a student come up to the Smart Board to move the caterpillar. The rest of the students should be writing or drawing what is happening in their science notebooks. What observations did you make?
4. Do the following for the caterpillar stages. What are the observations?

5. Continue with this for the chrysalis stage. What does this look like? What do you think it feels like?
6. Continue with this for the butterfly stage, as well. How do you think the butterflies push through?
7. As a class, place the stages in the correct order using the pictures provided on the Smart Board.
8. Who can tell me what stage and how to spell that stage? Write the stages next to the corresponding picture.
9. It is now time for the edible butterfly life cycle! Please clear your working space, wash your hands, and return to your table area quietly.
10. Pass out the plates and markers. Instruct the students to follow the directions on the Smart Board. Divide your plate into four equal sections. When you are finished, place your marker down on the table.
11. Continue following the directions as stated on the Smart Board lesson (i.e. number and draw a line in each section, write the stages of the butterfly cycle in order, and arrange the edible stages in the correct stage. When this time comes, use marshmallows as the eggs, the Tootsie Rolls as the chrysalis, sour gummy worms as the caterpillars, and the pretzels as the butterfly. Talk through these stages while reviewing.
12. You may now eat your edible life cycle of a butterfly. Please pay attention to the board. If you have not finished your observations, you may do so now. Also, make sure all garbage is thrown away in the proper bin!
13. Introduce the game called Kahoot! and ask all students to pull up kahoot.it on their device. They will then be instructed to enter the game pin number.
14. Play Kahoot! (Formative assessment) and inform the students to use their best knowledge for some questions.

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Guided Practice (Formative Assessment):

- Smart Board demonstration
- Step-by-step procedure

Closure: (SCRIPTED)

- See last page of Smart Board lesson → Students will "finish your life cycle chart in your science notebook and explain to an adult the life cycle of a butterfly. What foods did we use to

represent that? What other things could we have used?

- Make a new "recipe" for the butterfly life cycle.

Independent Practice/Summative Assessment: (How will students extend or apply their learning OR demonstrate mastery? If demonstrating mastery, include criteria for evaluation (checklist, rubric, sample, etc).

- Observation
- Discussion
- Participation on the SmartBoard
- Post-It Notes- What did the students learn?

Accommodations & differentiation for learners: (For all practice lesson assume that you have at least one student in each category: attention/focus issue, language processing issue, sensory issues)

- Attention/Focus Issue: Use different levels of voice (i.e. talk loudly and softly at various moments within the lesson)
- Language Processing Issue: Pausing after each section of the lesson; Using pictures and examples
- Sensory Issues: Enforce a quiet room while working

Multiple Intelligences Addressed: Address at least ONE of these intelligences: verbal linguistic, musical/rhythmic, visual/spatial, intrapersonal, logical/mathematical, interpersonal, bodily/kinesthetic, naturalistic

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AFTER TEACHING THE LESSON:

Respond with *professional insights that go beyond superficial considerations*.

- As I reflect on the lesson, to what extent were students productively engaged?
  - Moving the lesson along quickly engaged the students so they were able to quickly think, ponder, and move on to the next probing statement, question, or topic.
- To what extent did the students learn what I intended? Were instructional objectives met?
  - The students learned what was intended as the objectives were met. Students were able to repeat the objectives and give me their rating of how well they believe they met their objective goal or not.
- To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?
  - The Kahoot problems were read aloud to the students and more instruction was needed in before the game of Kahoot was played. This may have affected the results of the assessment.
- To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?
  - "3, 2, 1…"
  - "Eyes should be on me right now…"
  - Issues to address: No talking or "fooling around" during Kahoot
    - If a question arises, please raise your hand.
- To what extent did I provide closure to the lesson?

    - Strong, rich, and powerful question: How would you make a new recipe for the life cycle of a butterfly?
- If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?
    - Allow more time on Kahoot
    - Provide guidance before Kahoot assessment
    - Gather in a circle on the floor in front of the Smartboard for the lesson so everyone is in a group and focused