



Science Lesson Plan

Name: Morgan Schwarz

Date: March 17th, 2016

Time needed: 25 minutes

Subject: Science (Life Science)

Grade: 1st grade

Topic: Life Cycle of a Butterfly

Approved by Cooperating Teacher _____

Science Standards (MN) that this lesson will address:

- 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)

A. Objectives / Learner Outcomes (knowledge, attitudes, skills) “At the completion of this lesson, learners will ...” (Remember to use observable /measurable terms + strong verbs.) Label as COGNITIVE, AFFECTIVE or PSYCHO-MOTOR.

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.

B. Assessment Plan: (How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.)

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

C. Multiple Intelligences: Select one primary(p), one secondary(s), and (x) for others

- s verbal linguistic musical/rhythmic x visual/spatial
 logical/mathematical interpersonal intrapersonal
 p bodily/kinesthetic naturalistic

D. Materials/Equipment needed:

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

E. Essential Vocabulary

- Egg
- Caterpillar
- Chrysalis
- Butterfly

F. Accommodations for Exceptional Learners (those who have difficulty, ELL/ESL/LEP, LD, gifted, etc.)

- ELL/ESL students and students with poor writing skills may draw pictures for the KWL chart participation.

G. Lesson Planning of Teaching/Learning Activities:

1. Anticipatory Set/Focusing Event/Introduction (How will you grab and focus students' attention in order to introduce the lesson?)

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.

2. Input: Outline of instruction steps/strategies/modeling (written like a recipe)

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!

3. Guided Practice Activity (How will the children practice as a class or small group under your watchful eye?)

- Smart Board demonstration
- Step-by-step procedure

4. Evidence of Learning: *How will you know when the learners have reached the objectives? What will a successful outcome look like? (Refer to your assessment plan)*

- Observation
- Discussion
- Participation
- Edible life cycle arrangement

5. Closure and Independent Practice for transfer/extension of learning (What will students do now that the lesson has been taught?)

- 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.

H. Evaluation/Reflection of Teaching/Learning: (By the student teacher —How did I teach? What did I learn about my teaching/students? What specifically do I need to work on for improvement? Etc.)

- I taught well as I kept the students engaged in the lesson as it was a repetitive lesson
- Repetition is important at such a young age
- Memorization and able to relate things to their everyday lives
- Keeping students focused can be difficult. Assigning the student with attention issues tasks such as handing out papers, etc. is important to keep them involved
- I need to work on thinking ahead
 - Having the food prepped in small baggies previously
 - Less time wasted
- Visual aids are important
 - MORE PICTURES THAN WORDS