**Lesson** #2

**Created By:** Erin Bruder

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| **SUBJECT:** Life Sciences  **Lesson Topic:** What’s Unique about a Butterfly? | Grade Level: K/1  Length of lesson: |
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**Stage 1 – Link to Big Idea**

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| **Essential Question(s)** What is the lifecycle of a butterfly? What makes it unique?  **Gaining access to topic**: Butterflies are interesting creatures. They are very unique and children are fascinated by them. Learning about butterflies can be included across the curriculum. Seeing the different stages of a butterfly and finding out about all their interesting facts make them a good topic to focus on during the study of living things in a kindergarten or grade 1 class. | | |
| **Stage 2 – Desired Results** | | |
| **Prescribed Learning Outcomes (PLOs):** describe features of local plants and animals, create 2D and 3D images that represent ideas and concepts in response to experiences and to objects and other images | | |
| **Enduring Comprehension(s)** Students will learn how butterflies drink and feed, how they break out of a cocoon, and that their wings are symmetrical. |  | |
| **Student Objectives (Specific Outcomes):** Students will be able to see what it is like for a butterfly to drink nectar from a flower, to know what it is like for a caterpillar/butterfly breaking out of a cocoon, recognize the symmetry of a butterfly’s wings. | | |
| **Stage 3 – Assessment Evidence** | | |
| *How will I know the students have met the specific objectives?*   * **Formative - For/As Learning**:   + Observation as they participate in the activities * **Summative - Of Learning**:   + Participating in activities, matching butterfly wings, journal entry | |  | |

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| **Stage 4 – Learning Plan** | | |
| ***Preparation:*** | Have materials prepped and ready |  |
| ***Section*** | **Structure of Lesson** | **@ Time** |
| **I. HOOK**  *(to lesson topic)*  **II. MAIN**  **III. Closure**  *(to lesson topic)* | Review the lifecycle of a butterfly.  Play “pass the present”. Wrap a stuffed animal butterfly in toilet paper. Have the students sit in a circle. Pass the “present” around allowing each child to carefully tear off one square of toilet paper before passing the “present” to the next child. When all the toilet paper has been removed, the butterfly will be the surprise.  Activity 1   1. Explain to the students that the “pass the present” game was a little bit like a caterpillar breaking out of its cocoon. Show the students a video of a caterpillar breaking out of its cocoon. 2. Tell the students that they are going to have a turn to break out of a cocoon just like a caterpillar does. Ask them how they think they’ll be able to do that. 3. Wrap each child in toilet paper (like a mummy but only over their arms and torso). If you have parent volunteers, they would be a big help for this activity. If you have a buddy class, that would work best. 4. Let the students break out of their “cocoon”. 5. Discuss how it felt   Activity 2   1. Ask the students what they think a butterfly eats (nectar). Ask the students where nectar comes from (flowers). Ask the students how they think a butterfly eats (with a long, slender tube used to suck up nectar and other liquids). 2. Tell the students they will now have a chance to drink like a butterfly. 3. First have students return to their tables. There they will draw and cut out their own flower. You can provide stencils if you wish. 4. Punch a hole out of the centre of each flower and insert a drinking straw. Give each child a class with some red juice in it to represent the nectar. Place the flower on top of the glass (the flower should be big enough to cover the top of the glass). Allow the students to drink their “nectar”.   Activity 3   1. Show the students the photographs of butterflies again. Ask them if they notice anything about the butterfly’s wings (they both have the same pattern). Explain what word we use to describe that (symmetrical). 2. At their tables, hand out an outline of a butterfly to each child. Have the children fold the butterfly in half and cut around the one edge. When they open it up they should have two wings that are the same size. 3. Provide the students with paints and tell them they can decorate ONE side of the butterfly’s wings. When they are finished painting, they can fold the paper back in half so the paint spreads onto the other half of the paper. When they open it up, they should have a relatively symmetrical pattern. 4. While waiting for the paint to dry, give the students some green paint and a toilet paper tube to paint like a leaf. 5. When the butterfly is dry, students can then glue the butterfly onto a Popsicle stick. 6. Fold the butterfly’s wings slightly and place it into the toilet paper tube. The tube represents the chrysalis and the children can pull the butterfly in and out of the tube.   Activity 4   1. Have students write a journal (or draw pictures) describing the activities they took part in. How did it feel to break out of your chrysalis? How did it feel to drink like a butterfly? Etc.   Complete the “Learn” section of the Know, Wonder, Learn chart created at the beginning of the unit. Discuss the activities that took place during the unit. What did they like? What didn’t they like? | 10 mins  5 mins  3 mins  15 mins  3 mins  5 mins  10 mins  5 mins  5 mins  5 mins  10 mins  10 mins  5 mins  15 mins  15 mins |

**Considerations/Adaptations/Extensions:**

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| **Adaptations:** | **Extensions:** |
| Instead of having all children break out of cocoons, choose one student to model the idea | Research in more detail the ways butterflies drink  Watch a video of a butterfly drinking  Do more extensive activities on symmetry |

**Materials/Resources:**

*What materials and resources/resource people will I need to gather?*

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| **Materials:** | **Resource people:** | **Resources:** |
| Toilet paper  Stuffed animal butterfly  Coloured paper  Juice  Cups  Straws  Toilet paper rolls  Popsicle sticks  Paint  Glue  Photographs of butterflies | Parent volunteers  Buddy classes |  |

**Additional Notes:**

 

