**Butterfly, Fly Away**

*A Second Grade Thematic Unit*

Kimberly Fanelli

Armstrong Atlantic State University

ECMT 6030

July 19th, 2009

**Unit Title:** Butterfly, Fly Away

**Content Area:** Science and Social Studies

**Targeted Grade Level:** Second Grade

**Unit Length:** One week instructional unit with 6 lessons, with activity to last more than two weeks. Pre-Assessment and Post Assessment included.

*Butterfly, Fly Away*, A Second Grade Thematic Unit, students will be provided with an understanding of the Life Cycle of Butterflies. Students will be able to identify all stages of life for a Monarch. Students will be able to apply this concept to all types of animals when completed. They will also be able to identify where in Georgia Butterflies live and what they like to consume. In *Butterfly, Fly Away*: A Second Grade Thematic Unit students will be able to help raise their own butterflies in the classroom. This project will be ongoing throughout two to three weeks. Students will each receive a butterfly and they will watch it grow daily. Students will be required to keep a running journal of their monarch throughout all stages of its life, up to when the butterfly is released.

**Georgia Performance Standards Addressed:**

**S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.**

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

**S2CS5. Students will communicate scientific ideas and activities clearly.**

b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

**S2L1. Students will investigate the life cycles of different living organisms.** a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

**NSS-G.K-12.6 The Uses of Geography**

As a result of activities in grades K-12, all students should

a. Understand how to apply geography to interpret the present and plan for the future.

**Unit Goals:**

The Student should:

1. Know what a Monarch Butterfly looks like
2. Understand the sequence of the Monarch Butterfly life cycle
3. Understand the seasonal changes that cause the butterflies to migrate
4. Understand the changes over time (caterpillar->chrysalis->butterfly)
5. Recognize a Monarch Butterfly

**Unit Objectives:**

The students will:

1. Explain the life cycle of a Monarch Butterfly
2. Create many projects within each lesson
3. Name the stages of the life cylce
4. Analyze the life of a Monarch Butterfly
5. Name the food that caterpillars consume

**Enduring Understandings:**

* Small eggs, laid by the female butterfly, hatch into a caterpillar
* Caterpillars change by wrapping themselves in a chrysalis
* Change can be fast or occur over a period of time
* Out of the chrysalis a Monarch Butterfly comes to life
* Butterflies eat certain types of food that are liquid like
* Monarch butterflies have 4 generations
* The 4th generation migrates south for the winter to hibernate
* In the spring the 4th generation awakes and flies north to lay eggs
* Monarch Butterflies are in Savannah, Georgia

**Essential Question:**

* How do Monarch Butterflies survive the winter?
* How long is a butterfly’s life?
* How do caterpillars change into butterflies?
* How can you tell a Monarch from other butterflies?

NOT E TO TEACHER: IF STUDENTS ARE IN NEED OF EXTRA HELP THERE ARE BOOKS AND ACTIVITIES LISTED IN THE RESOURCE PAGE TO HELP THEM SUCCEED.

**Essential Vocabulary:**

Abdomen: the stomach

Antennae- this is a sensitive feeler that the butterfly has

Caterpillar- the larva of a butterfly

Chrysalis- this is a hard shell. Inside of the chrysalis is the butterfly

Host plants- the plants the eggs are laid on are called this

Insects- the body is divided into three sections: the head, thorax and abdomen. Most have wings.

Larva- a small insect hatches from an egg is called the larva. The larva of a butterfly is called a caterpillar

Metamorphosis- a change of form

Migrate- to change your habitat

Nectar- a sweet substance secreted by plants

Pupa- inside the chrysalis the body of the butterfly is formed. This stage is called the pupa stage

Lepidopterists- people who study butterflies

Stein, S. (2006). Retrieved July 14, 2009, from Tooter 4 Kids: http://www.tooter4kids.com/LifeCycle/vocabulary.htm

**Schematic Map**

**Unit Title: Butterfly Fly Away**

Second grade Science and Social Studies

Author: Kimberly Fanelli

Sequence of Life Cycle

*Caterpillar*

3-4 inches

Fruits

Nectar

Liquid

Black, Orange, White

Caterpillars all generations

**Size**

**Food**

**Color**

*Pupa/Chrysalis*

**Size**

**Food**

**Color**

Milkweed Leaves

Monarch Butterflies

Seasonal Changes

**Life Cycle**

*Migration*

*Pupa/Chrysalis*

*Monarch Butterfly*

4th Generation

*Caterpillar*

*Larva*

*Monarch Butterfly*

*Pupa/Chrysalis*

3rd Generation

*Caterpillar*

*Larva*

*Monarch Butterfly*

*Caterpillar*

2nd Generation

*Larva*

*Pupa/Chrysalis*

*Monarch Butterfly*

1st Generation

*Larva*

Changes over a period of time

**Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructional Day** | **Date** | **Instructional Topic** | **Instructional Time** |
| 1 | April 3, 2010 | Pre-Assessment | 30 Minutes |
| 2 | April 4th, 2010 | Larva to Caterpillar | 45 Minutes |
| 2 | April 4th, 2010 | Cumulative Activity Introduced | 30 Minutes to IntroduceWeeks to complete |
| 3 | April 5th, 2010 | Caterpillar to Pupa Stage | 45 minutes |
| 3 | April 5th, 2010 | Chrysalis to Butterfly | 45 Minutes |
| 4 | April 6th, 2010 | Butterfly Generations | 35 minutes |
| 5 | April 6th, 2010 | Monarch Butterfly (size, color, diet) | 45minutes (with party at end of day) |
| 7 | April 30th | Post-Assessment | 1 hour 40 minutes |

**Unit Pre-Assessment**

**Time Frame:** 30 Minutes

**Purpose:** To pre-assess student knowledge in the area of Monarch butterflies prior to the beginning of the unit.

**Assessment Objectives:**  Students will read the short story at the top of the page and then fill in the questions asked.

**Materials:**

* Pen
* Worksheet (attatched)

*****Hi! My name is Monica the Monarch. I am a Monarch Butterfly and I’m coming to visit your classroom. Have you ever heard of me? Most humans think I am the most BEAUTIFUL butterfly around. Probably because of my wonderful wings, they are Orange, Black and White. For the next few days I will be in your classroom helping you learn all about me! But first I want to know what you know about me…*

Pre-Assessment

What colors am I? \_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are my favorite things to eat? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You know I wasn’t always a beautiful butterfly, do you know what I was before? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where do you think I live? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You’re smart! I bet you know more, why don’t you tell me what you know:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** The beginning of a life cycle!

**Lesson Timeframe:** 45 minutes

**Number of Students:** 20

**Number of Students with Special Needs:** 1

**Area of Special Need:** ADD

**Georgia Performance Standards:**

**S2CS5. Students will communicate scientific ideas and activities clearly.**

b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

**S2L1. Students will investigate the life cycles of different living organisms.** a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

**Goals:**

Students should:

* Understand that a butterfly lays an egg
* Know that a caterpillar changes
* Understand what a caterpillar feeds on

**Performance Objectives:**

Students will:

* Identify a larva
* Name the food a caterpillar eats
* Explain how long it takes for larva to hatch

**Evaluation:**

**Formative:** Students will be required to work on their own projects but will be able to consult with other students. The project the student is completing should be fun and not held to restraints of not talking. Talking about the topic is encouraged. The teacher will rotate the room looking at students work, looking for understanding of the required project.

**Summative:** At the end of the lesson period, extra time may be given to those in need of extra time; the teacher will collect journals and check for understanding. For students that did not show understanding they may watch the video shown in class again at some point during the next day.

**Essential Vocabulary:**

Abdomen: the stomach

Caterpillar- the larva of a butterfly

Larva- a small insect hatches from an egg is called the larva. The larva of a butterfly is called a caterpillar

Insects- the body is divided into three sections: the head, thorax and abdomen. Most have wings.

Host plants- the plants the eggs are laid on are called this

**Materials and Equipment:**

* Paper
* Pens/pencils
* Twigs
* Fuzz balls
* Glue
* Markers
* Feathers
* Journals
* Book teacher will read to class
* Monica the Monarch hand puppet
* Activity sheet to complete

**Procedures:**

**Introductory Activities: 10 Minutes**

1. **Anticipatory Set/Hook:** Since the children will receive a pre-assessment the day before I expect students to be interested in finding out what they will be doing today. Since the students received a letter from Monica the Monarch, she will be making her debut appearance today to read the children a book.
2. **Objective and Purpose:**  The teacher will inform students that they are going to meet Monica the Monarch for the first time. The students will be asked to gather on the carpet before she makes her appearance. The teacher will let the students know that they will begin to start learning about the life cycle of the butterfly.

**Developmental Activities: 25 Minutes**

1. **Input:**
	* Monica the Monarch will introduce herself
	* Life cycle of Butterfly will begin
	* Children will be taught about Larva
	* Children will be taught about Caterpillars
	* Students will learn about the diet of caterpillars
2. **Modeling:**
	* The teacher will gather the class “Class please come and sit around the carpet, we have a special visitor today! It is my great honor to introduce Monica the Monarch!”
	* Monica the Monarch will be a hand puppet the teacher will use. “Hi class my name is Monica the Monarch! I read all of your papers yesterday that you filled out and I am so excited at how much you knew, but today we are going to start learning the first part of the life cycle of the Monarch Butterfly! Isn’t that so exciting?
	* But first we are going to read a book about butterflies
	* Monica the Monarch will read My Oh My All About Butterflies, by Rabe, Tish
	* The teacher will then show the models of both the larva and the caterpillar
	* She will explain the different parts and explain the food that the caterpillar eats
	* Next a video from YouTube will be presented called Monarch Butterfly Egg Hatching Time Laps
		1. The teacher may ask questions at this time
	* After the video the teacher will explain that each student will receive their own twig
	* The children will then return to their seats and create their own Caterpillar out of the twig.
	* Once the students are finished they will be required to write about what they learned in their writing journals.
		1. They can draw pictures
		2. Label pictures
		3. And write a few sentences
		4. Do not worry about spelling
3. **Check for Understanding:** As the students are writing in their journals the teacher will walk around the classroom checking for understanding. The teacher will ask students questions about their caterpillars. Also the teacher will ask what they are writing in their journals. The teacher may check work at this time to help save time. Students are required to stay seated.
4. **Guided Practice:** The teacher will make sure the students understand what they saw in the video through asking questions about the video. A discussion after the video is also encouraged.
5. **Independent Practice:** Student will create their own caterpillars and write in their journals about what the learned. The teacher will later grade the journals and check for understanding. The caterpillars will be placed on the bulletin board at the end of the day for the students to see the next day.

**Closing Activities: 10 Minutes**

1. **Closing (Review):**  At the end of the lesson the teacher will ask for volunteers to present their caterpillars to the class. They may also present their written work, or just explain to students what they wrote.

**Accommodation for Mainstreamed Student:**

Use preferential seating away from distractions

Provide clear directions and cues, repeating instructions

Make eye contact with the students before calling on him or her or when giving directions

**Enrichment:** Extra activities for students will be folder games. Students can go choose folder games that are Monarch butterfly specific. It is a matching game.

**Follow Up:** For students that do not show understanding the teacher will have the video set up for them to watch again. Also students may have the opportunity to look at the book that was read in class again.

**Appendices:**

Teachers Notes

Rubric

1. **Resources:**
	1. **Monarch Butterfly Egg Hatching Time Laps**

Mikenzak (2006, October 14). Monarch butterfly egg hatching time laps. Message posted to http://www.youtube.com/watch?v=1Vw4-FnAtgw&feature=related

* 1. **My, Oh My—A Butterfly!: All About Butterflies**

Rabe, Tish (2007). My, oh my- - a butterfly! All about butterflies. Random House Children’s Books.

* The butterfly starts out as a small egg, which is laid by a female butterfly on a leaf
* This egg or *larva* will stay on this leaf, if untouched, for five whole days, when eventually a small wormlike living creature will hatch
* This creature is called a caterpillar, and is the second step in the life cycle of a butterfly’s growth
* Caterpillars, whose adult form is a Monarch Butterfly, feed only on milkweed leaves
* These leaves contain a certain nutrient and vitamin that is needed for the caterpillar to transform into a butterfly
* The word caterpillar really means “hairy cat.”
* The caterpillar’s first meal is its own egg!
* Caterpillars sometimes resemble bird droppings camouflaging them from other animals
* Some caterpillars stay in the pupa stage for the duration of the winter!
* Milkweed plants, where caterpillars live, are being cut down and because of this the monarch population is decreasing

|  |  |
| --- | --- |
|

|  |
| --- |
| **Letter-Writing : The Beginning**Teacher Name: **Ms. Fanelli** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Grammar & spelling (conventions)**  | Writer makes no errors in grammar or spelling.  | Writer makes 1-2 errors in grammar and/or spelling.  | Writer makes 3-4 errors in grammar and/or spelling  | Writer makes more than 4 errors in grammar and/or spelling.  |
| **Ideas**  | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.  | Ideas were expressed in a pretty clear manner, but the organization could have been better.  | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.  | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.  |
| **Sentences & Paragraphs**  | Sentences and paragraphs are complete, well-constructed and of varied structure.  | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.  | Most sentences are complete and well-constructed. Paragraphing needs some work.  | Many sentence fragments or run-on sentences OR paragraphing needs lots of work.  |
| **Content Accuracy**  | The letter contains at least 5 accurate facts about the topic.  | The letter contains 3-4 accurate facts about the topic.  | The letter contains 1-2 accurate facts about the topic.  | The letter contains no accurate facts about the topic.  |

http://rubistar.4teachers.org

**Title:** My Own Butterfly! (Cumulative activity)

**Lesson Timeframe:** 30 minutes

**Number of Students:** 20

**Number of Students with Special Needs:** 1

**Area of Special Need:** ADD

**Georgia Performance Standards:**

**S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.**

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

**S2L1. Students will investigate the life cycles of different living organisms.** a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

**Goals:**

Students should;

* Understand that a Monarch has a life cycle
* Understand the Monarchs life cycle
* Know that Monarchs change

**Performance Objectives:**

Students will:

* Identify the different stages of the Monarch life cycle
* Explain each stage as it is happening
* Explain each stage with the correct scientific names

**Evaluation:**

**Formative:** Students notebooks will be checked throughout the process of the life cycle of their butterfly. It must be remembered that each butterfly can be at a different point during its growth. Discussions led by students will also be a daily check to make sure students have an understanding.

**Summative:** Once a student’s Monarch reaches adulthood they will be required to write a page about the cycle they just witnessed. Students may look at their notes to help them.

**Materials and Equipment:**

* Paper
* Pens/pencils
* Journals
* Butterfly kit for each student
* Magnified glass
* Digital camera

**Procedures:**

**Introductory Activities:10 minutes**

1. **Anticipatory Set/Hook:** Monica the Monarch will be helping the teacher introduce the activity. She will have the students sit around the carpet and tell them they will all be getting their own Monarch to watch grow over the next few weeks. This can take anywhere from 2-4 weeks.
2. **Objective and Purpose:** Children will be learning the life cycle of the butterfly first hand! They will get to watch their own Monarch go through a life cycle. They will document each day what their butterfly looks like. Students will learn and explain the change of the Monarch.

**Developmental Activities: 20 minutes**

1. **Input:**
	* Monica the Monarch will come to class
	* Students will each receive their own Monarch
	* Students will name their Monarch
	* Students will leave their Monarch wherever they would like
	* The Monarchs will be labeled
	* Students will then view the change over the next few weeks
2. **Modeling:**
	* The teacher will introduce Monica the Monarch
	* Monica the Monarch will give each student their own Monarch
	* Each student will name and mark their Monarch
	* Monica the Monarch will explain the process of the activity
		1. Each student will begin a journal of their Monarch
		2. The students may draw pictures and label or write sentences, or both
		3. Throughout the next few weeks students will need to watch their Monarch closely every day
		4. They may use a magnified glass to help them see more closely
* They will be required to write in their journals everyday (at different times, the teacher will assign a time each day, it can be a different time each day)
* Discussions will include talking about their own butterfly
* The discussions will be held at the end of the day
* The teacher may ask questions such as
	+ Tomorrow when you arrive what do you think you Monarch will look like? (students may have different answers depending on what stage their Monarch is in)
	+ How long do you think until you Monarch is full grown to a butterfly?
	+ Do you think it’s taking a long time?
	+ Do you think your butterfly will be male or female?
1. **Check for Understanding:** Discussions held by teacher will help check for understanding. A teacher can ask a specific question to a certain student specific to their Monarch. The teacher will also check journal entries periodically to make sure labeling is correct.
2. **Guided Practice:** Students can take time to look at other students butterflies and if allowed by the student they may look in each other’s journals. The teacher will check for understanding through discussion held at the end of the day.
3. **Independent Practice:** Throughout the activity students will be required to keep a journal of their own Monarch. Checks will be administered to make sure they are doing this. Also the teacher should also make sure students are labeling the stages correctly.

**Closing Activities**

1. **Closing (Review):**  The teacher will lead a discussion at the end of each day, after everyone has had a chance to write in their journals about their Monarch. Questions will be asked by the teacher:
	* What stage is your Monarch in?
	* Do you think it will be a male or female? Why do you think that?
	* What do you think your butterfly will look like tomorrow?
2. **Homework:** No homework, other than thinking will be administered.

**Accommodation for Mainstreamed Student:**

Provide clear directions and cues, repeating instructions

Make eye contact with the students before calling on him or her or when giving directions

Have the student keep his/her Monarch by the teacher’s desk, so that he/she feels they have to stay on task

**Enrichment:** Students may look through books on the library cart. All the books are butterfly related.

**Follow Up:** If students show signs of struggle throughout the lesson. The teacher may assign a student that is doing very well to go help him/her. Students are encouraged to help each other.

**Appendices:** NONE

**Resources:**

Butterfly and Nature Gift Store

*Live Butterfly Kit Section*. (n.d.). Retrieved July 14, 2009, from Butterfly and Nature Gift Store: http://www.butterfly-gifts.com/live-butterfly-kits.html

**Title:** Caterpillar, Caterpillar look how you grow!

**Lesson Timeframe:** 45 minutes

**Number of Students:** 20

**Number of Students with Special Needs:** 1

**Area of Special Need:** ADD

**Georgia Performance Standards:**

**S2CS5. Students will communicate scientific ideas and activities clearly.**

b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

**S2L1. Students will investigate the life cycles of different living organisms.** a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

**NSS-G.K-12.6 The Uses of Geography**

As a result of activities in grades K-12, all students should

a. Understand how to apply geography to interpret the present and plan for the future.

**Prerequisites:** Student should have already learned the way a Monarch changes from Larva to Caterpillar. They should know the process and how long it takes.

**Goals:**

Students should:

* Understand the food that a caterpillar consumes
* Understand the reasons why bigger animals don’t eat caterpillars
* Recognize the change the caterpillar will soon go through
* Know that a caterpillar changes into a butterfly through a process called metamorphosis

**Performance Objectives:**

Students will:

* Identify the animal that is being talked about
* Identify the food the caterpillar eats
* Explain the change that the Monarch goes through
* Name the scientific name metamorphosis
* Explain what metamorphosis is

**Evaluation:**

**Formative:** The teacher will grade upon each groups work on project assigned. The teacher will also walk around the room as work is being done to make sure students have an understanding of the process.

**Summative:** At the end of the lesson time students will be required to present their poster boards to class. Each group will have about 5 minutes to present their work.

**Essential Vocabulary:**

Antennae- this is a sensitive feeler that the butterfly has

Insects- the body is divided into three sections: the head, thorax and abdomen. Most have wings.

Metamorphosis- a change of form

Pupa- inside the chrysalis the body of the butterfly is formed. This stage is called the pupa stage

Lepidopterists- people who study butterflies

Abdomen: the stomach

**Materials and Equipment:**

* Paper
* Pens/pencils
* Markers
* Glue
* Fuzz balls
* Poster
* Crayons
* Tissue Paper
* Construction paper
* Book

**Procedures:**

**Introductory Activities:12 minutes**

1. **Anticipatory Set/Hook:** Once again Monica the Monarch is making her appearance! The students will gather on the carpet and the teacher will read a section of the book called Monarch Butterfly.
2. **Objective and Purpose:** “Class today we will be learning about the caterpillar and how the butterfly will come to be!” Should we get started?

**Developmental Activities: 23 minutes**

1. **Input:**
* Monica the Monarch comes to class
* The teacher and Monica will tell the students what they will be learning today
* The teacher will read a section of the book to the students
* The class will then view a video in high speed of what happens to the Monarch
* The class will work in groups to write down and draw what they just saw
1. **Modeling:**
* The teacher will gather the students on the rug
* Monica the Monarch will introduce today’s lesson
	+ Today students we are going to learn how the caterpillar becomes a butterfly
	+ This will mean we are going to learn about metamorphism
* The teacher will then read a portion of the book Monarch Butterfly, or the teacher may read the whole book
* After the book the teacher will ask the students a few question
	+ What did we just learn about the Monarch?
	+ How long does it take for the caterpillar to turn into a butterfly?
	+ Anything else?
* After a small group discussion the teacher will show the children a speeded video of the actual process
	+ Video is from YouTube
	+ Monarch Butterfly Pupation
* After students watch this video the teacher will allow for student questions
* The teacher will then explain the activity
	+ Students will be appointed into 5 groups of 4
	+ The will make a poster of what they just learned
	+ This poster can be anything
	+ The children are to use their imaginations to create this project
	+ They will also be required to write three to four sentences on this poster about their picture they have created
* Once all of the groups are finished they will present. Each group will have no longer than 5 minutes to present. All students must help present.
1. **Check for Understanding:** The teacher will ask questions after the book she reads to check for understanding. Also after the short YouTube video is shown student will have a chance to ask questions. The teacher will also circulate the room and check for students understanding while working in groups.
2. **Guided Practice:** The teacher will ask the students questions that will get them thinking about the life cycle of the Monarch. The students will begin to understand the change the butterfly goes through.
3. **Independent Practice:** The students will be required to each lend a hand in helping his/her group. Each group will be evaluated by their group presentations. Every student is required to help present the in class project they have helped create.

**Closing Activities 10 minutes**

1. **Closing (Review):** After each group presents their projects the teacher and students will all facilitate a discussion. Questions will be asked and students will gain a true understanding of the process.
2. **Homework:** Students will color and label the worksheet attached after lesson.

**Accommodation for Mainstreamed Student:**

Group student with specific students

Provide clear directions and cues, repeating instructions

Make eye contact with the students before calling on him or her or when giving directions

Use proximity control

**Enrichment:** Students may choose a book off the book cart from the library to read. Students may also use the computer to check out websites.

**Follow Up:** For students that did not show a full understanding of the lesson the teacher will allow them to view the video again tomorrow. The student will also be able to re-read the book during reading time.

**Appendices:**

Rubric

Worksheet

Teachers Notes

**Resources:**

 *Monarch Butterfly - book*

Eckart, Edana (2005). Monarch butterfly. Scholastic Library Publishing.

*Monarch Butterfly Pupation*

N8n2010 (2006, September 21). Monarch butterfly pupation. Message posted to <http://www.youtube.com/watch?v=nR-3y0zcu6o&feature=related>

|  |  |
| --- | --- |
|

|  |
| --- |
| **Oral Presentation Rubric: Caterpillar, Caterpillar look how you grow!**Teacher Name: **Ms. Fanelli** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Comprehension**  | Student is able to accurately answer almost all questions posed by classmates about the topic.  | Student is able to accurately answer most questions posed by classmates about the topic.  | Student is able to accurately answer a few questions posed by classmates about the topic.  | Student is unable to accurately answer questions posed by classmates about the topic.  |
| **Enthusiasm**  | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.  | Very little use of facial expressions or body language. Did not generate much interest in topic being presented.  |
| **Preparedness**  | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.  | Student does not seem at all prepared to present.  |
| **Vocabulary**  | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.  | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.  | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.  | Uses several (5 or more) words or phrases that are not understood by the audience.  |
| **Listens to Other Presentations**  | Listens intently. Does not make distracting noises or movements.  | Listens intently but has one distracting noise or movement.  | Sometimes does not appear to be listening but is not distracting.  | Sometimes does not appear to be listening and has distracting noises or movements.  |

http://rubistar.4teachers.org

Homework



* Once caterpillar reaches full growth it will form a *pupa* or *chrysalis*
	+ this is the third stage of the butterfly’s life and it is called *metamorphosis*
* Throughout this stage the caterpillar’s organs and old body parts go through a transformation that turns the caterpillar into an adult butterfly.
* about ten days to complete
* Soon the butterfly will emerge from the chrysalis
* When the new butterfly emerges from the chrysalis it will have wings
	+ These wings need to be unfolded from the butterfly’s body
	+ Once the butterfly rests and unfolds his wings it will pump blood into them
	+ In three or four hours the butterfly will master the art of flying
* A butterfly is only .0095 to .026 ounces
* Has a wingspan size of 3.7 to 4.1 inches
* A butterfly it only feeds on liquid sources
* Due to its unique straw like mouth called the *proboscis*
* Food:
	+ water, *nectar*, and some watery fruits we eat, such as mushy bananas, watermelon and oranges
* Butterflies eat with their proboscis, the straw like mouth, but taste things with their feet!
* Males have a black spot on each of its rear wing over a vein
* Butterflies see in colors red, green, and yellow.
* They can’t fly if their temp. is less than 86 degrees.

**Title:** Oh! Butterfly tell me how you survive!

**Lesson Timeframe:** 35 minutes

**Number of Students:** 20

**Number of Students with Special Needs:** 1

**Area of Special Need:** ADD

**Relevance:** Students will need to understand butterfly generations in order to understand how butterflies survive cold weather.

**Georgia Performance Standards:**

**NSS-G.K-12.6 the Uses of Geography**

As a result of activities in grades K-12, all students should

a. Understand how to apply geography to interpret the present and plan for the future.

**Prerequisites:** Student should already understand the life cycle of just one generation of the Monarch butterfly.

**Goals:**

Student should:

* Understand how butterflies change to survive winter
* Recognize that butterflies migrate
* Recognize that butterflies have 4 generations

**Performance Objectives:**

Students will:

* Draw the life cycle of the Monarch with 4 generations
* Analyze the 4 generations of butterflies
* Explain the way butterflies survive the cold weather

**Evaluation:**

**Formative:** The teacher will gain an idea of which children understand the material through questioning the students throughout the lesson. Questions will trigger the children’s thought process and help them put together the information they have learned together in their minds.

**Summative:** At the end of the lesson the students and teacher will have a class discussion about the taught material. The students will then be required to return to their seats and write a paragraph or more about what they have learned.

**Materials and Equipment:**

* Paper
* Pens/pencils
* Worksheet
* Enthusiasm!

**Procedures:**

**Introductory Activities:**

1. **Anticipatory Set/Hook:** The teacher will gather the student on the carpet and Monica the Monarch will introduce the lesson. Monica the Monarch will begin by telling the students that today they will pretend to be butterflies.
2. **Objective and Purpose:** The students will learn about the butterfly generations because they need to know how butterflies are always around in the summer and survive the winter. “Class today we will be learning about the butterfly generations because we need to be able to understand how these wonderful creatures are always around in the summer months and also survive the winter months.”
3. **Input:**
* Students will learn about migration
* Students will learn about hibernation
* Students will learn about generations
1. **Modeling:**
* After the teacher gathers the class the teacher will talk about what they will be learning
* The teacher will start by writing out the graph that is on the attached page onto the whiteboard (Smartboard if available)
	+ Generation 1
	+ Generation 2
	+ Generation 3
	+ Generation 4
	+ Migration
* The teacher will then have the students gather into groups of four
* Each student will roll play a generation
	+ Generation 1 will fly around then tag generation 2
	+ Generation 1 sits down
	+ Generation 2 will fly around then tag generation 3
	+ Generation 2 sits down
	+ Generation 3 will fly around then tag generation 4
	+ Generation 3 sits down
	+ Generation 4 will fly around then pretend to fall asleep
	+ Once the teacher instructs the student will get up and tag generation 1
	+ The cycle will begin again
* Once the students have completed this activity the teacher may allow for discussion
* The teacher will then tell the children that they will return to their seats to write a paragraph about what they have learned
1. **Check for Understanding:** The teacher will walk around the classroom to check for understanding. The teacher will pose questions to students that are not showing appropriate comprehension of material.
2. **Guided Practice:** The teacher will make sure that students understand the activity that is being done in class. The teacher will walk around the classroom as students perform the activity. A discussion after the activity will further help students.
3. **Independent Practice:** At the end of the activity the students will go back to their seats to write about what they have learned in the activity for this lesson. Students will also be given a sheet that is a copy of the work the teacher has written on the board. This can later be used as a reference to help the student remember.

**Closing Activities**

1. **Closing (Review):** The students will be doing another lesson on this day and then celebrating butterflies by eating foods butterflies eat. Continue to next lesson.
2. **Homework:** Students will see if they can find any butterflies in their yards at home, if so share with the class the next day!

**Accommodation for Mainstreamed Student:**

Use preferential seating away from distractions

Provide clear directions and cues, repeating instructions

Make eye contact with the students before calling on him or her or when giving directions

**Enrichment:** Books should be made available to the student from the library, per request.

**Appendices:**

Reference sheet for teacher and students

Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
|

|  |
| --- |
| **Story Writing : What did I learn today?**Teacher Name: **Ms. Fanelli** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Neatness**  | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.  | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.  | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.  | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.  |
| **Focus on Assigned Topic**  | The entire story is related to the assigned topic and allows the reader to understand much more about the topic.  | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.  | Some of the story is related to the assigned topic, but a reader does not learn much about the topic.  | No attempt has been made to relate the story to the assigned topic.  |
| **Organization**  | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.  | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.  | The story is a little hard to follow. The transitions are sometimes not clear.  | Ideas and scenes seem to be randomly arranged.  |
| **Spelling and Punctuation**  | There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.  | There is one spelling or punctuation error in the final draft.  | There are 2-3 spelling and punctuation errors in the final draft.  | The final draft has more than 3 spelling and punctuation errors.  |
| **Accuracy of Facts**  | All facts presented in the story are accurate.  | Almost all facts presented in the story are accurate.  | Most facts presented in the story are accurate (at least 70%).  | There are several factual errors in the story.  |

**Title:** Butterflies EVERYWHERE!

**Lesson Timeframe:** 45 minutes (with party at end of day)

**Number of Students:** 20

**Number of Students with Special Needs:** 1

**Area of Special Need:** ADD

**Georgia Performance Standards:**

**S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.**

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

**S2CS5. Students will communicate scientific ideas and activities clearly.**

b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

**S2L1. Students will investigate the life cycles of different living organisms.** a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

**Prerequisites:** Student should have already learned about the life cycle of the butterfly. Students will need to use this knowledge to further their learning.

**Goals:**

Students should:

* Understand the foods that Monarchs eat
* Recognize the colors of the Monarchs
* Know where Butterflies live

**Performance Objectives:**

Students will:

* Identify the way a Monarch eats
* Name the foods a Monarch needs to eat
* Explain the colors of the Monarch and how to tell a male from female

**Evaluation:**

**Formative:** The teacher will walk around the classroom to check for understanding. The teacher may sit and question students as they are circulating the room. Children will be working in groups and questioning will occur after each group presents.

**Summative:** Students will be graded on their ability to fill out the worksheet provided. Students will need to complete this worksheet for a full grade. Students will also be graded on participation throughout various class discussions.

**Materials and Equipment:**

* Paper
* Pens/pencils
* Computer/internet
* Poster
* Markers
* Book
* Snacks provided by parents
* Parents to help

**Procedures:**

**Introductory Activities:**

1. **Anticipatory Set/Hook:** The teacher will explain that the students will be doing the teaching today. The teacher will inform the students that there are three things that need to be taught. These three topics are the diet of the monarch, the size of the monarch and the location of the monarch.
2. **Objective and Purpose:** The teacher will inform the students that they will be finishing up learning about Monarchs today and they will be required to work in a group. Each group will be assigned a different topic to research.
3. **Input:**
* Teacher will inform students that they will be teaching the class for the day
* The teacher will assign three groups
* These groups will research given topic
* Students may research on computer, internet, or books (provided by library)
* Each group will present to class
1. **Modeling:**
	* **“**Ok class today you are going to teach everyone”
	* Teacher will split students into three groups (food, migration, color)
	* Students will each be given a worksheet
	* Students will then have 30 minutes (maybe longer, if needed) to research topic
	* Students will then come up with a way to present this information to class (can be power point, poster, or skit)
	* After all groups are finished with creating their work they will have a chance to present
	* Time limits will not be given, as long as students are on topic
2. **Check for Understanding:** While the students are preparing these projects the teacher will walk around for understanding. Also when students are completed with these projects the teacher will need to listen closely to see that all students understand the material.
3. **Guided Practice:** Students will be working on their assigned topic. Students will be assigned groups, 3 in all. They will be required to research their topic and present what they learn to class. Students may present this material in any form they want.
4. **Independent Practice:** Student will show their knowledge when they present this material to the class. Students will be graded on their overall performance. (Rubric attached)

**Closing Activities**

1. **Closing (Review):** At the end of the day students will be enjoying a party eating like butterflies. All work will be presented around the classroom for parents to see when they come in. Also students and parents will be enjoying fruit outside (weather permitting, may be done inside).
2. **Homework:** Inform students that they should talk about their week with their parents!

**Accommodation for Mainstreamed Student:**

Use preferential seating away from distractions

Provide clear directions and cues, repeating instructions

Make eye contact with the students before calling on him or her or when giving directions

**Enrichment:** The enrichment for this lesson is enjoying fruit at the end of the day. Students may come dressed as butterflies for the day. At the end of the day students will be eating and enjoying nice fruit that butterflies enjoy.

**Follow Up:** For students that have not understood the topics being present. The teacher will allow them time to get on the internet and look at butterfly websites. Students will be required to just bullet what they learn.

**Appendices:**

Note to parents

Rubric for project

Teachers Notes

**Resources:**

Books provided by librarian upon request

Computers and websites (chosen by children)

Dear Parent or Guardian,

 As I am sure you have heard your child has been working on raising his/her own butterfly. The Monarch butterflies, which have taken over our classroom, still need to finish their growing cycle but we would like you to come celebrate with us. On April 6th we will be throwing a Butterfly Party. Our class was hoping you would join! We will be celebrating Monarch Butterflies at 2pm. If you can and would like to join the celebration please meet us outside by the trees. We will be celebrating by eating just like butterflies. We will be eating Watermelon, Bananas, Oranges and anything else fruity. Although we won’t be able to do it without your help! We were hoping you might able to send in some of these wonderful fruits. You may send these fruits in with your child or bring them when you come to the party!

Thank you so much,

Ms. Fanelli

\*Also students have been given permission to wear Monarch Butterfly colors, which are Black, Orange and White, on April 6th.

|  |  |
| --- | --- |
|

|  |
| --- |
| **Oral Presentation Rubric: Butterflies EVERYWHERE!**Teacher Name: **Ms. Fanelli** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Comprehension**  | Student is able to accurately answer almost all questions posed by classmates about the topic.  | Student is able to accurately answer most questions posed by classmates about the topic.  | Student is able to accurately answer a few questions posed by classmates about the topic.  | Student is unable to accurately answer questions posed by classmates about the topic.  |
| **Enthusiasm**  | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.  | Very little use of facial expressions or body language. Did not generate much interest in topic being presented.  |
| **Preparedness**  | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.  | Student does not seem at all prepared to present.  |
| **Vocabulary**  | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.  | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.  | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.  | Uses several (5 or more) words or phrases that are not understood by the audience.  |
| **Stays on Topic**  | Stays on topic all (100%) of the time.  | Stays on topic most (99-90%) of the time.  | Stays on topic some (89%-75%) of the time.  | It was hard to tell what the topic was.  |
| **Uses Complete Sentences**  | Always (99-100% of time) speaks in complete sentences.  | Mostly (80-98%) speaks in complete sentences.  | Sometimes (70-80%) speaks in complete sentences.  | Rarely speaks in complete sentences.  |
| **Content**  | Shows a full understanding of the topic.  | Shows a good understanding of the topic.  | Shows a good understanding of parts of the topic.  | Does not seem to understand the topic very well.  |
| **Listens to Other Presentations**  | Listens intently. Does not make distracting noises or movements.  | Listens intently but has one distracting noise or movement.  | Sometimes does not appear to be listening but is not distracting.  | Sometimes does not appear to be listening and has distracting noises or movements.  |

* *Migration:*
	+ *Monarchs migrate to the south for winter and north for summer*
	+ *Cold blooded species: need the warm weather to survive*
	+ *Their main food sources die*
	+ *Hibernates for six to eight months in Mexico and South America*
	+ *When they come back they are all over United States, including Georgia*
* *Color*
	+ *Black-orange-and-white*
	+ *.0095 to .026 ounces and a wingspan size of 3.7 to 4.1 inches*
	+ *Consume with their proboscis, the straw like mouth, but taste things with their feet*
	+ *Males have a black spot on each of its rear wing over a vein*
	+ *Can see red, green and yellow*
	+ *Butterflies body temp must be 86 degrees to fly*
* *Diet*
	+ *Consume with their proboscis, the straw like mouth, but taste things with their feet*
	+ *Water*
	+ *Nectar*
	+ *And some watery fruits, watermelon, bananas, oranges and anything else sugary*

Post Assessment

*Throughout the Unit children were working on their cumulative activity. This activity included raising their butterflies. Once student’s butterflies have all come to life they will begin working on their presentation to the class. This presentation will be done on Poster Board. Students may use the pictures that were taken with the digital camera, or they may draw pictures. They will then present their projects to the class one by one. The rubric follows this page and explains how they will be evaluated.*

**Lesson Timeframe:** 1 hour 40 minutes (longer time may be needed depending on individual presentations)

**Number of Students:** 20

**Prerequisites:** Student should have been keeping an ongoing record of the life cycle of their own butterfly. They should have a journal with pictures and writings to look back to.

**Goals:** Students will further their understanding in the life cycle of the Monarch Butterfly.

**Performance Objectives:** Students will create a mural, poster board, or power point, using their journals and digital pictures to present to the class.

**Evaluation:**

**Formative:** Teacher should have been checking throughout the weeks for understanding. Teacher should now make sure students understand what they are presenting.

**Summative:** The teacher will use the attached rubric to grade each student on their presentation.

|  |  |
| --- | --- |
|

|  |
| --- |
| **Oral Presentation Rubric : Post Assessment**Teacher Name: **Ms. Fanelli** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Comprehension**  | Student is able to accurately answer almost all questions posed by classmates about the topic.  | Student is able to accurately answer most questions posed by classmates about the topic.  | Student is able to accurately answer a few questions posed by classmates about the topic.  | Student is unable to accurately answer questions posed by classmates about the topic.  |
| **Enthusiasm**  | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.  | Very little use of facial expressions or body language. Did not generate much interest in topic being presented.  |
| **Preparedness**  | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.  | Student does not seem at all prepared to present.  |
| **Vocabulary**  | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.  | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.  | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.  | Uses several (5 or more) words or phrases that are not understood by the audience.  |
| **Uses Complete Sentences**  | Always (99-100% of time) speaks in complete sentences.  | Mostly (80-98%) speaks in complete sentences.  | Sometimes (70-80%) speaks in complete sentences.  | Rarely speaks in complete sentences.  |
| **Stays on Topic**  | Stays on topic all (100%) of the time.  | Stays on topic most (99-90%) of the time.  | Stays on topic some (89%-75%) of the time.  | It was hard to tell what the topic was.  |
| **Content**  | Shows a full understanding of the topic.  | Shows a good understanding of the topic.  | Shows a good understanding of parts of the topic.  | Does not seem to understand the topic very well.  |
| **Listens to Other Presentations**  | Listens intently. Does not make distracting noises or movements.  | Listens intently but has one distracting noise or movement.  | Sometimes does not appear to be listening but is not distracting.  | Sometimes does not appear to be listening and has distracting noises or movements.  |

Resources

1. ** Butterfly Vocabulary Site**

Stein, Susan (2006). Butterfly vocabulary. Tooter 4 Kids. Retrieved July 1, 2009 from http://www.tooter4kids.com/LifeCycle/vocabulary.htm

Target Audience: 7-13

Application: Tooter 4 Kids is an amazing site for teachers to find fun activities for their children. Mrs. Susan Stein has created and maintained this site herself. The site, once comfortable using, is simple to navigate through. This vocabulary page would be very help for the children that are visual learners. There are pictures that are associated with the definitions and the definitions are age appropriate for second graders. The page includes a arrow link that would bring the child to a page that has Butterfly poems which the children would love. This activity would be great for the Science aspect of a lesson, in that the children will be able to associate the terms with pictures.

1.  **Monarch Butterfly Book**

Gibbons, Gail (1991). Monarch buttefly. Holiday House, Inc.

Target Audience: 5-8

Application: This book is great. It includes each stage of the butterfly, the generation’s overview, a migration overview, the diet of butterflies, and characteristics of the Monarch. The book also includes at the end how to raise a butterfly in a jar! Also at the end of the book, my favorite part is the fun facts it gives about the butterflies. This book would be great to help further children’s learning in the classroom. It wouldn’t be the first read for me; I think I would use this as reinforcement for children that need a little more instruction. However, I would read it to the class as a whole.

1. ** Monarch Butterfly Egg Hatching Time Laps**

Mikenzak (2006, October 14). Monarch butterfly egg hatching time laps. Message posted to http://www.youtube.com/watch?v=1Vw4-FnAtgw&feature=related

Target Audience: Anyone learning about Butterflies; Age 5-99

Application: I decided that in my unit plan I really wanted to allow the kids to see firsthand how all the stages, of the butterfly, occur. When I went to youtube I was looking for almost anything that had butterflies and caterpillars, but didn’t realize how much is on this website! This video would be great to help show the children, with more than just still pictures, of how a caterpillar comes to be.

1. ** Monarch Butterfly Pupation**

N8n2010 (2006, September 21). Monarch butterfly pupation. Message posted to http://www.youtube.com/watch?v=nR-3y0zcu6o&feature=related

Target Audience: Anyone 5- 99

Application: This is the stage where the caterpillar encases itself in a cocoon to begin its transformation into a butterfly. This video is recorded and sped up to 10X so that you can view the entire process in just one minute. I think this video is a great learning tool, there’s not much to it, but it will give the kids a sense of actually being there. They can more fully understand the process to which the caterpillar goes through. This video can be used in a science lesson to enhance learning.

1. ** Monarch Butterfly Emerges**

Science1troy (2007, March 22). Monarch butterfly emerges. Message posted to http://www.youtube.com/watch?v=l67SLCOYoHA&feature=related

Target Audience: 5-99

Application: Once again another video from youtube. I really believe that youtube is a great source for teachers and should be utilized. I like this video because it shows a few still photos of the caterpillar. The teacher can show this video to the entire class and the students can discuss during the still photos. Then the part when the music begins starts and builds up to the butterfly emerging. I found the music to be quite funny, and I think it would be great for the kids, because they may laugh also. This brings fun to them with so little and so much learning. This video can be used in a science lesson to further the student’s knowledge, and give realistic visions.

1. ** My, Oh My—A Butterfly!: All About Butterflies**

Rabe, Tish (2007). My, oh my- - a butterfly!: All about butteflies. Random House Childrens Books.

Target Audience: 5-8

Application: This book is a book from the Cat in the Hat series. It follows the butterfly through all the stages of life in Sally and Dick’s backyard. This book is great for the children to learn and it applies to other children’s backyards, so it would be easy for students to relate this to their own lives. The book also helps students follow the migration of the butterflies and understand the needs of a butterfly. I think the children will love this book and be able to apply it to their own lives. This book can be applied to science and social studies lessons. It allows the children to have fun, while also learning. I think I might use this as an introduction book.

1.  **Monarch Butterfly**

Eckart, Edana (2005). Monarch butterfly. Scholastic Library Publishing.

Target Audience: 4 to 7

Application: This book has a lot to do with Monarch Butterflies. The book features many key informational things that learners of butteflies need to know. This book is a little younger than second grade reading level but has purpose in my unit plan. This book will provide the students that need a little extra information and materials to help them gain the understanding of the life cycle of the butterfly. This book should be in the classroom at all times for students that need a little bit more and can be incorporated with any lesson, social studies or science.

1. **Multimedia Gallery**

Multimedia Gallery (n.d.). Retrieved July 2, 2009, from Monarch Watch: http://monarchwatch.org/gallery/photo/ad1.htm

Target Audience: Anyone ages 5-99

Application: This website is filled with use full information about butterflies, for both the teacher and the student. The website has ideas for the teacher to be able to use in the classroom and also has this page that includes pictures of monarch butterflies in their natural habitat. I think that it is very important for children to view a monarch in its natural habitat to help them understand the miracle of this butterfly. They need to be able to view this so that they can clear their minds of any misconceptions they may have had. I think this is great to include in both science and social studies. This site uses pictures of butterflies in their natural habitat and can be used for both subjects.

1. **Fun Butterfly Crafts and Activities**

Fun Butterfly Crafts and Activities (2009). Retrieve July 2, 2009, from The Butterfly Site: http://www.thebutterflysite.com/activities.shtml

Target Audience: Age 5-99

Application: This site is great for the teacher. It has many activities for the children to do. It has coloring activities that would be great for the students to complete, along with a project. This page also includes a link to a website that sells butterfly kits. This kit can help teachers gather all the materials they need to have their class raise their own butterflies. This kit is great for a science lesson and a cumulative project. The children would be able to have their own butterflies in the classroom and watch them grow and go through the stages of life.

1. ** Monarch Magic!: Butterfly Activities and Nature Discoveries**

Rosenblatt, Lynn (1998). Monarch Magic!: Butterfly Activities and Nature Discoveries. Ideals Publication.

Target Audience: 6 -12

Application: This book is written to help preserve monarch butterflies. A school teacher named Lynn Rosenblatt wrote and photographed everything in this book. It includes everything butterfly; life cycle, food, colors, and butterfly gardening. It also includes fun activities for teacher to use in the classroom with children ages 6 to 12. This book also has a website that is absolutely magnificent. This book can be implemented in so many ways; I can use it for ideas and activities, and also can use it in the science and social studies subject areas. I plan on using this to show students photos and to enforce the learning they have already undergone.

# Works Cited

*Booklet and Slideshow for Kids*. (2009). Retrieved June 26, 2009, from Monarch Butterfly Journey North: http://www.learner.org/jnorth/tm/monarch/jr/BookletList.html

*Do Butterflies Migrate? Where Do They Go?* (2009). Retrieved June 26, 2009, from The Butterfly Site: http://www.thebutterflysite.com/butterfly-migration.shtml

Eckart, Edana (2005). Monarch butterfly. Scholastic Library Publishing.

Fun Butterfly Crafts and Activities (2009). Retrieve July 2, 2009, from The Butterfly Site: http://www.thebutterflysite.com/activities.shtml

*Fun Butterfly Facts*. (2009). Retrieved June 26, 2009, from The Butterfly Site: http://www.thebutterflysite.com/facts.shtml

Gibbons, Gail (1991). Monarch buttefly. Holiday House, Inc.

*In the Classroom*. (2009). Retrieved June 26, 2009, from Monarch Watch: http://www.monarchwatch.org/class/index.htm

Mikenzak (2006, October 14). Monarch butterfly egg hatching time laps. Message posted to http://www.youtube.com/watch?v=1Vw4-FnAtgw&feature=related

*Monarch Butterfly*. (2009). Retrieved June 26, 2009, from Kids Go Wild: Wildlife Conservation Society: http://www.kidsgowild.com/kidsgowild/animalfacts/88945/88959

*Monarch Butterfly*. (2009). Retrieved June 26, 2009, from National Geographic: http://animals.nationalgeographic.com/animals/bugs/monarch-butterfly.html

Multimedia Gallery (n.d.). Retrieved July 2, 2009, from Monarch Watch: http://monarchwatch.org/gallery/photo/ad1.htm

N8n2010 (2006, September 21). Monarch butterfly pupation. Message posted to http://www.youtube.com/watch?v=nR-3y0zcu6o&feature=related

Rabe, Tish (2007). My, oh my- - a butterfly!: All about butteflies. Random House Childrens Books.

Rosenblatt, L. (2007). *A Magical Metamorphosis*. Retrieved June 25, 2009, from Monarch Butterfly USA: http://www.monarchbutterflyusa.com

Rosenblatt, Lynn (1998). Monarch Magic!: Butterfly Activities and Nature Discoveries. Ideals Publication.

Science1troy (2007, March 22). Monarch butterfly emerges. Message posted to http://www.youtube.com/watch?v=l67SLCOYoHA&feature=related

Stein, Susan (2006). Butterfly vocabulary. Tooter 4 Kids. Retrieved July 1, 2009 from http://www.tooter4kids.com/LifeCycle/vocabulary.htm

*Stages of a Butterfly*. (2009). Retrieved June 25, 2009, from Tooter 4 Kids: http://www.tooter4kids.com/LifeCycle/Stages.htm

*The King of Butterflies - The Monarch Butterfly*. (n.d.). Retrieved June 25, 2009, from Monarch Butterfly Website: http://www.monarch-butterfly.com/

*What do Monarchs Eat?* (2009). Retrieved June 25, 2009, from Monarch Butterfly Website: http://www.monarch-butterfly.com/what-do-monarchs-eat.html