

## Butterfly Life Cycle Lesson Plan

**Lesson Segment Focus** Butterfly Life Cycle **Lesson 4 of 8**

**Course & topic addressed** Science: Different Life Cycles **Date** 12/2/2019 **Grade** Third

### Student Outcomes

Specific learning objectives for this lesson.	How exactly the butterfly's life cycle goes.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have learned about what a life cycle is and how all living things have one.
Knowledge of students background (personal, cultural, or community assets)	

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Provide an extra vocabulary list up front so everyone can review the vocab as needed without being pointed out.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Life Cycle, Stages, Chrysalis, Pupa, Cocoon</b>
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**Materials**

Materials needed by teacher for <b>this lesson.</b>	Overhead projector with the link ready to show them how to get there so they could watch at home if they wanted to. Worksheets to color.
Materials needed by students for <b>this lesson.</b>	Crayons or colored pencils.

**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b> All students to the carpet to review.	I would begin the lesson by getting them all to the carpet up front to watch my movie.
	<b><u>Instruction:</u></b>  I would begin my reviewing what we know about life cycles and how they think a butterfly might cycle.	I would be up at the front in my chair having a group discussion with them about butterflies and life cycles. After reviewing, we would all watch my movie together. I would show them where on my website to go so they could watch at home or show their family if they wanted to.
	<b><u>Closure:</u></b> We would review what we learned and do a couple of fun coloring worksheets.	I would review with them once they got back to their desks and got their colors out. I would be at my desk while they worked independently.

**Accommodations/Modifications**

How might I modify instruction for:	I would show the movie a few times if I needed to.
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Remediation? Intervention? IEP/504? LEP/ESL?	I would have the students that struggles the most come back to my group table if they wanted some extra help. I would have the main vocabulary words in Spanish (or whichever language) on the board so they can refer back.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I would have a book about the life cycle that I could read to them also, and then let them look at the book. Some students learn by being able to look at pictures and touch things.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>