

PROJECT CALENDAR

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Project: “Find Me a Home”			Time Frame: 3-6 weeks	
DAY ONE	DAY 2	DAY 3	DAY 4	DAY 5
PROJECT PLAN				
Notes: Plan will not necessarily be taught each day, may be split up as needed.				
Entry Event: Field trip to the Detroit zoo butterfly habitat or Brenda’s Butterfly habitat in Garden City.	Group discussion about the butterfly habitat. Discuss the types of living things and environments we saw. (SL.1.1) (S.IP.01.11-13) Students will write/draw in their science journals the living things they noticed in the habitat. (W.1.2)	Group discussion about the needs of living things and how living things get the things they need in order to survive. (S.IA.01.12) (S.IA.01.14) Students will brainstorm how they think the living things in the habitat got their basic needs met.	Group discussion about the types of butterflies and living things we see around our school. Students will take an observation walk around the school looking for living things. Students will write/draw in their science notebooks the living things they saw or did not see on their observation walk. (W.1.2)	Students will revisit science notebooks and discuss which living things we saw most of, and which we saw least of. Begin discussion about attracting more butterflies to our school grounds. Students will make connections between the types of environments we observed on our walk, and at the butterfly habitat.
PROJECT PLAN				
Notes				

Group discussion about their notebook observations and their comparisons. (SL.1.1) <u>*Reading Informational:</u> (RI.1.10) Begin (as a group) to research types of plants that attract native Michigan butterflies. Review pictures from field trip to butterfly habitat to help refresh memories and make decisions about plants needed for butterfly habitat.	Students travel outdoors once again and search for areas that might be appropriate for a butterfly habitat outside our school. <u>*Writing:</u> Students will draw/write about the place they believe would be the best to create our butterfly habitat. (W.1.8) Students will share with group their ideas.	Invite butterfly expert to give expertise about needs of butterflies, types of plants that attract them, and best type of location for habitat. (SL.1.3) (S.IA.01.14) Students will present their best ideas for habitat placement and plant choice to expert. (SL.1.1) Expert will give feedback. Begin to discuss layout/size and care of habitat.	Students will use the information given by butterfly expert to begin create a final plan for the habitat. This will include plant choice, layout and location. <u>MATH:</u> We will begin to select a location, and measure out the area that we have chosen. (Discuss non-standard measurement/standard measurement) (1.MD.A.2) (1.G.A.3)	At this point, we can plan how to purchase our plants and materials. <u>*Social Studies Connection:</u> (EI.0.1-6) Teacher may choose to include students in the purchasing of plants. Possible field trip to garden center. (Goods/services, producers/consumers, economics)
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK THREE				
Notes				

This part of the project we begin to “break ground” we are ready to begin to plant our plants. You should use parent volunteers, older students, and community volunteers to help with the construction of the habitat.	Planting/constructing **This part of the project will vary in length of time.	Students will work in groups to create a presentation of what we included in our habitat and why. Students should create a step by step reflection of what we did to create the habitat. (W.1.7) **Could take several days	Practice a Q and A session in order to get ready for the presentation of the final habitat.	When the construction of the habitat is finished, invite the butterfly habitat experts, community members, and school members to view the habitat.
PROJECT WEEK FOUR				
Notes				