Topic:	Grade Level:
Butterfly Life Cycle	First Grade

Standards:

1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

1.LS.2 Develop a model mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Explore how those external parts could solve a human problem.

Objective(s):	Assessment Strategies:
The students will be able to identify and describe the life cycles of a butterfly as well as recognize the common life cycle of all organisms.	The children will create a poster with diagrams explaining the life cycles of the butterfly and labeling the external parts and how they benefit the butterfly.

Resources and Materials:

The interactive video from wgbh.org https://lsintspl3.wgbh.org/en-us/lesson/Nat36-Butterfly/11 , poster paper, construction paper, scissors, glue, tape, markers, crayons and pencils.

Key Vocabulary:	Anticipating Challenges/Proactive Measures:
Proboscis- body part of a butterfly used to drink Transformation-dramatic change in form or appearance Life Cycle- the series of changes in the life of an organism	The children may have trouble correctly spelling the parts of the butterfly and the life cycle stages. I will provide them with a list of the words to cut out and label on their diagram or write out on their own. I will also provide them with a picture of a butterfly, the egg, the larva and the pupa for them to cut out and arrange in the diagram.

Procedure: (include transitions)

First, we will begin with watching the interactive video by https://lsintspl3.wgbh.org/en-us/lesson/Nat36-Butterfly/11 . I will ask questions after each video to make sure the students are engaged and following along. After we have discussed the life cycle and the parts of the butterfly we will break off into groups. 3-4 students per group. The students are to work together in creating the poster. They will be given all the materials listed above. They will be given the option to use the cut-out parts of the diagram/butterfly OR they can draw and color their own pictures.

On one side of the poster they will create a diagram of the life cycle. This will include the egg, larva, pupa and butterfly. They will need to draw numbers or arrows showing the order of the life cycle. They will need to label each step using the print out of words or handwriting the stages directly onto the poster, using the handout as a reference for spelling.

Next, they will draw or use the butterfly (larger picture provided) printout and label the parts of the butterfly. They will also need to identify what each of these parts do. For Example, the eyes see, the wings fly and hear, the antenna is used to smell etc.

Accommodations/Modifications for Exceptional Needs:

Academic Accommodations: In addition to the hand out of words to label the parts of the butterfly and life cycle, Cole will be given a list that he can access on his tablet. When he accesses this list on the tablet it will read the words out loud to him. His peers will assist him in placing the correct labels in the correct locations on the poster board. Cole will also have access to the interactive videos on his tablet so that he can go back and watch them as needed.

Social/Emotional Accommodations: Cole will be in a group with only two other students. These students will be allowed to work in the hallway right outside the classroom, with an aide present, or in the sensory area. Large groups and loud noises are a trigger to Cole's ASD. Allowing Cole to work with only two other students will allow him to focus on the assignment and alleviate the anxiety that comes along with large group work. The two students will be selected based upon their positive interactions with Cole in the classroom and their understanding of this strengths and weaknesses.

Extension Ideas:

To increase or continue this lesson, we could learn about the life cycle of another organism, such as the life cycle of frogs. We could compare and contrast the two life cycles.

Additionally, I would find some books to read regarding butterflies and life cycles.