

Butterfly Thematic Unit

SPED 552

Summer 2010

Classroom Description:

This unit is designed for a first grade ESL classroom. The classroom currently consists of sixteen students. There are seven boys and nine girls. The WIDA levels of the students range from level 2 beginning to level 4 expanding. There are also three native speakers in the classroom. There are a small group of 5th grade students that visit the room at scheduled times throughout the unit to act as buddies to the first grade students. These 5th grade buddies are students from an inclusion classroom who at times visit the classroom with the teacher assistant from their room.

#	WIDA level	Disability	Home Language	DRA Level
1	2	no	Spanish	1
2	4	no	Spanish	2
3	4	no	Spanish	2
4	3	no	Creole	2
5	Native	no	Span./Eng.	4
6	2	referred	Creole	1
7	2	no	Spanish	1
8	3	no	Spanish	4
9	Native	no	Span./Eng.	4
10	4	no	Spanish	3
11	4	no	Spanish	3
12	4	no	Spanish	3
13	4	no	Spanish	3
14	2	no	Creole	2
15	2	no	Spanish	2

Theme: Butterflies

Lesson Topic: Butterfly Life Cycle

Content Standards:

English/Language Arts:

OC-1-1.2 In oral communication, students demonstrate interactive listening by responding to or reacting to stories, songs, or poems by using simple words, phrases, and sentences.

OC-1-2.1 In oral communication, students make oral presentations by orally ordering ideas in a sequence or telling a familiar story.

R-1-4.2b Demonstrate initial understanding of elements of literary texts (including text read aloud, reading independently, or in a guided reading manner) by retelling the beginning, middle, and end of a story.

W-1-2.1 In response to literary or informational text, students show understanding of plot/ideas/concepts by representing understanding of text through pictures, words, sentences, or some combination.

Science:

LS1(K-2)-3b Students demonstrate an understanding of reproduction by sequencing the life cycle of a plant or animal when given a set of pictures.

WIDA Standards:

Standard 1-Social and Instructional Language- L,S,R,W

Standard 2-Language Arts- L,S,R,W

Standard 4-Science- L,S,R,W

Content Objectives:

Students will sequence the life cycle of a butterfly.

Students will work cooperatively to create models that represent each stage of the life cycle of a butterfly.

Students will write a description to demonstrate an understanding of the life cycle of a butterfly.

Students will demonstrate an understanding of the beginning, middle, and end of a story.

Linguistic Objective:

Students will be able to identify and use adjectives both orally and in writing.

Communicative Objective:

Students will use key vocabulary appropriately when describing the life cycle of a butterfly.

Cross Cultural Objective:

Students will express how their culture makes them special and unique. (see homework for further explanation)

Learning Strategy: Cooperation

Materials:

- Concept map
- butterfly bean bag
- chart paper
- books containing butterfly pictures
- photographs of butterflies
- 1 copy of the book Where Butterflies Grow by Joanne Ryder
- visuals
- live caterpillars
- 1qt plastic containers w/lids
- leaves
- sticks
- steps to making a butterfly home directions
- various art supplies
- worksheets
- graphic organizers

Comment [LF1]: Nice variety of materials!

- leveled copies of The Hungry Caterpillar
- butterfly templates

Key Vocabulary:

caterpillar, butterfly, egg, chrysalis

Motivation/Anticipatory Set:

The objectives for the lessons will be clearly posted in kid-friendly terms throughout the unit.

Students will be called to the rug where the teacher will have a concept map (previously taught skill) posted on the easel. The students will see that the word *butterfly* is written inside the circle. The teacher discusses with the students that they will begin a fabulous unit on butterflies. She will ask for volunteers to tell her one word that relates to or describes butterflies. The teacher will toss a butterfly bean bag to elicit one word answers to the question. All words will be written on the concept map as the students respond. If children seem to be having difficulty coming up with words that relate to butterflies the teacher will show pictures of butterflies to the students. Once satisfied with the responses the teacher explains that she'd like everyone to turn and talk with a partner to use one word from the concept map in a sentence. The teacher will model a think aloud of how she chooses a word and the type of sentence that she is looking for. As the students are sharing with their partner the teacher will be listening to see if the students seem to understand the words that are being used. The teacher will gather all students back to share. The teacher will begin by calling on the native speakers to model a complete sentence. She will then call on other students to share. Level 4's should answer with short sentences. Level 2's may answer in short phrases but the teacher will confirm their response by modeling their thoughts in a complete sentence. At this point the teacher will have a good idea as to how much information the students already know about butterflies.

Comment [LF2]: Nice leveling for WIDA.

While the students are still seated on the rug the teacher will bring out many personal photographs, visuals, and books that show different kinds of butterflies for the children to examine. The teacher will prompt the students to share some characteristics of butterflies that they notice with the children seated near them. The teacher will discuss with the students what they noticed while looking at the pictures and the materials will be collected. The photos and other visuals will remain out throughout the unit in the science center. The students will be allowed to view them when appropriate.

Next, the teacher will share the front cover of the book Where Butterflies Grow by Joanne Ryder with the students. The class will do a brief picture walk through the story. While discussing each page with the students the teacher will make sure she incorporates the key vocabulary words that the students should be listening for while hearing the read aloud. Just before the teacher starts reading she will review and post the key vocabulary words that will later be matched to a corresponding picture at the conclusion of the story. She will explain that the book teaches them how a caterpillar turns into a butterfly. To create further excitement, the teacher will surprise the students with the caterpillars that they will watch transform into beautiful butterflies. Knowing that this will energize the students, they will be given a few minutes to observe the caterpillars before they are placed in the science center.

Methods and Procedures:

The teacher begins to read the story. The students are to listen attentively and be ready to answer questions related to the story. The teacher will stop at predetermined points in the story to ask questions that promote higher level thinking skills based on the WIDA levels of the students in the room. Although it will not be stated the teacher will expect and possibly prompt the native speakers to answer in complete sentences that restate the question. Level 4's should use a complete sentence and Level 2's should respond in short phrases or simple sentences.

When the story is finished the teacher will review the list of vocabulary words that are posted. The students will be asked to assist the teacher in placing the vocabulary words in the correct order to show the stages of the life cycle based on what they have just heard in the story. The students will help the teacher to check that the order is correct by matching color copies of the same realistic photos that were present in the book with each word. This will also serve as a visual that will be posted throughout the unit.

Learning Strategy – Mini-lesson (Cooperation)

While seated at their desks, students will be asked to direct their attention to the teacher as she explains to them that she will be working with “Mrs. G” to complete a very important task. She will discuss the importance of each caterpillar having a home so the class can view them move through the life cycle. She will ask them to pay close attention to how her and Mrs. G work together to complete the task. Both teachers will model aloud what they are doing step by step. They will be sure to also model taking turns and politeness as they work together to create a home for the caterpillar. At the conclusion of the demonstration the students will be

allowed to view the caterpillar home up close. The teachers will then have a discussion with the students about what they saw in regard to how well the teachers worked together. They will be told that this is called cooperation and will be asked why they think it's important to cooperate with the people you work with. The students will be asked if they are up for the challenge of trying to cooperate as well as her and Mrs. G did. Of course they will say yes.

Comment [LF3]: Good – you followed the CALLA procedure.

The students will then be partnered heterogeneously to create a home for the caterpillar. The same steps that the teacher and Mrs. G went through will be written out in kid friendly steps with visuals for the students to follow. The materials will be handed out and while the students are working the two teachers and the fifth grade buddies will be walking around to offer praise and encouragement. They will have butterfly stickers to hand out as rewards for good cooperation. When the students have finished, a brief wrap up discussion will allow the students to self evaluate their performance and talk about how well they cooperated with each other.

Content and Learning Strategy Activity (Life Cycle and Cooperation)

After a brief review of the vocabulary and the life cycle of a butterfly students will be assigned into heterogeneous cooperative groups of four to work on creating the life cycle of a butterfly using various art materials. The students will have to work together to assign one part of the life cycle for each student to create. The students will work together to make sure that everyone understands the life cycle, assist each other to remain on task, and encourage each other to accurately complete the model. The students will be given plenty of time to work together and create the complete life cycle. For those students who need to see a visual the posters and pictures will be displayed in the classroom and students will be encouraged to reference them as needed. Finished models of the life cycle created by previous students will also be available for viewing if needed.

Since cooperative learning groups are a new strategy for the students there will be a 5th grade buddy assigned to each group of four students to help monitor the students and make sure they are working cooperatively. They will also be there to assist if needed.

The teacher will call all students back to their seats to get feedback on their progress creating the life cycle and how well the groups cooperated with each other. The teacher will explain to students that the next step is to independently write a description of the part of the cycle they have chosen. Native speakers will be given an index card and must write 3-4 sentences. Level 4 students will be given an index card to write 1-2

sentences about their stage. Level 2 students will write the name of their stage on their index card and a short phrase that describes the cycle.
*students will be encouraged to use word wall if needed

When finished the heterogeneous cooperative group of four students will practice then present their life cycle to the class. Each student must explain the part that they made and read their description to the class.

Linguistic Mini-lesson (Adjectives)

While on the rug the teacher will ask a student to blindly choose an object from a basket. The teacher will then ask the class what it is. The students will correctly answer because the objects in the basket will only be those that they are familiar with. The students will be reminded about their study of nouns and how all of the objects in the basket are nouns. She will go on to say that every noun can be described using an adjective which is a word that describes a noun. The students will practice using adjectives to describe the objects in the basket through multiple class volunteers. The teacher will begin making a list of adjectives that the students come up with. The teacher will then pass out various visuals used in previous butterfly lessons and ask students to talk with each other using adjectives to describe the butterfly in the picture. More adjectives will then be added to the list.

Linguistic Activity (Adjectives)

As a class they will read the poem Butterfly, Butterfly by Jan Warren. The poem will be displayed on large chart paper. Students will listen to the poem as the teacher reads it aloud. The poem will then be re-read by the teacher while the students echo line by line. As a class they will discuss the adjectives in the poem and the teacher will highlight them. Next, students will be assigned to work with a partner to read a copy of the poem to each other then highlight the adjectives just like what was done on the chart paper. An effort will be made to pair up native speakers or Level 4's with Level 2's.

Activity (Learning Stations)

The teacher will set up stations to be used throughout the week. The students are quite familiar with how to transition between stations. The students will be grouped homogeneously for the learning stations because the activities will be leveled.

The stations are as follows:

Station 1 – Guided reading with the teacher – The teacher will read different leveled copies of The Hungry Caterpillar by Eric Carle with all groups. They will review the vocabulary and life cycle of the butterfly while in groups. They will also complete a graphic organizer showing their understanding of beginning, middle, and end. Level 2's will complete the organizer with pictures while level 4's and native speakers will use pictures and words.

Station 2 – Science Center – The science center will have various activities that will allow continued practice with the stages of the butterflies' life cycle which will be leveled. Level 2's will sequence pictures containing the correct vocabulary matched to the stages of the life cycle. They will then take turns explaining the life cycle in their own words. Level 4's will follow the same process as the Level 2's but they will also be asked to complete a cycle organizer using the correct terms to label the stages. Native speakers will have a science vocabulary reader The Butterfly Life Cycle which they will read together then complete an organizer that asks them to draw a picture of each stage of the life cycle and label each stage using the correct term.

Station 3 – Creative Writing Center – This center will provide students with a word bank of adjectives and verbs (both previously taught) that will help them create a short story about a butterfly or caterpillar. The native speakers will write this on a lined butterfly template with no additional support. The level 4's will have a template that begins with a sentence starter. The level 2's will have a template that is a cloze activity where students will fill in the blanks using a work bank.

Station 4 – Listening Center – The listening center will have leveled fiction and nonfiction books about caterpillars and butterflies for students to listen to, follow along, and enjoy.

Comment [LF4]: Great station activities!
Leveling is super!

Summary/Review:

The class will review the vocabulary and life cycle of a butterfly by singing the song Butterfly Cycle to the tune of "Row, Row, Row Your Boat". This adorable song incorporates all of the key vocabulary of the stages of the butterfly life cycle.

A short culminating activity will also follow each center time and mini-lesson/activity so that students can share and review what was learned.

Homework:

Students will speak with a family member to talk about how their culture makes them special and unique. They will record their answers on a

provided worksheet. The worksheets will be leveled according to the WIDA levels of the students. All of the worksheets will be translated as needed and will begin with a letter to the parents explaining that the class is studying butterflies and how they are a species that are both diverse and beautiful. The letter will go on to say that each child is also special and unique. It will ask for parents support in talking to their child and helping them to write down what is special and unique about themselves as it relates to their culture. The directions will also ask the students to circle any adjectives they used to describe themselves. The worksheet of the native speakers will require a response of 3-4 sentences. The level 4's will be asked to write 2-3 sentences and the level 2's will be asked to write one complete sentence.

Assessments:

Learning strategy objective assessments

Students will be informally assessed on working cooperatively with partners and groups of four while participating in activities throughout the week.

The buddy from each group of four students will also be asked to complete a checklist about the group's cooperation during the activity.

Science content objective assessments

Students will be informally assessed through observation of activities and review of work asking the students to sequence the life cycle and create models that represent the stages of the life cycle of butterflies.

The students will also take a quiz that shows out of order pictures, single words, or descriptions of the butterflies life cycle depending on the intended level. Level 2's will only need to cut out the pictures and the name of the stage and glue them in order. Level 4's and native speakers will have to cut out pictures and descriptions of the ordered stages. Both the pictures and descriptions will need to be sorted and glued in the correct order.

English/language arts content objective assessment

Students will be informally assessed through observation of reading and writing activities and collection of work samples.

Linguistic objective assessment

Students will be informally assessed throughout the whole group adjective activity and partner work with the poem containing adjectives.

The homework will also be reviewed.

Communicative objective assessment

Students will be informally assessed through observation and collection of work samples. The teacher will be looking for how well the student used appropriate vocabulary when describing the steps in a butterfly's life cycle both written and orally.

Cross cultural objective assessment

The homework will be analyzed and used to drive future instruction.

Extension: The students will go on a field trip to The Butterfly Place in Westford, MA. There they will view the butterfly at each stage of the life cycle. They will also watch a short video on the life cycle and take part in a tour of the butterfly gardens where they can witness many species of butterflies.

Theme: Butterflies

Lesson Topic: Parts of a butterfly

Content Standards:

English/Language Arts:

R-1-7.2 Demonstrate initial understanding of informational texts by using explicitly stated information to answer questions.

OC-1-1.1 In oral communication, students demonstrate interactive listening by following simple verbal instructions and directions.

W-1-2.1 In response to literary or informational text, students show understanding of plot/ideas/concepts by representing understanding of text through pictures, words, sentences, or some combination.

Science:

LS1(K-2)-4a Students demonstrate understanding of structure and function-survival requirements by identifying the specific functions of the physical structure of a plant or an animal.

Math:

M(G&M)-1-4 Demonstrates conceptual understanding of congruency by making mirror images and creating shapes that have line symmetry.

WIDA Standards:

Standard 1-Social and Instructional Language-L,S,R,W

Standard 2-Language Arts-L,S,R,W

Standard 3-Math-L,S,R,W

Standard 4-Science- L,S,R,W

Content Objectives:

Students will identify the parts of a butterfly.

Students will work cooperatively to label the parts of a butterfly.

Students will differentiate between objects that are symmetrical and those that are not.

Students will listen to informational texts and answer questions orally.

Students will write answers to questions using evidence from the text.

Linguistic Objective:

Students will use adjectives both orally and in writing.

Communicative Objective:

Students will name and explain the purpose of the parts of a butterfly both orally and in writing.

Cross Cultural Objective:

Students will gather and share information about one or more insects common to their native country. (see homework for further explanation)

Learning Strategy: Cooperation

Materials:

- books
- pictures/visuals
- sentence strips/pocket chart
- live caterpillars
- worksheets
- life like plastic models
- video streaming clip
- food, juice, and butterfly straws
- deck of butterfly cards
- posters/words on Velcro strips
- overhead projector
- half butterfly patterns
- butterfly stickers

- various objects for testing symmetry
- leveled nonfiction passages
- matching game

Key Vocabulary:

antennae, proboscis, wings, abdomen, thorax, head, scales, symmetry, eyes, legs

Motivation/Anticipation:

The objectives for the lessons will be clearly posted in kid friendly terms throughout the unit.

Students will be called to the rug for a quick review of the life cycle of a butterfly from previous lessons. The teacher will then bring out a large poster of a butterfly with spaces for the body parts to be labeled. The teacher will go over the different parts with the students which will be the vocabulary focus over the next few lessons. As the teacher reviews each vocabulary word/part of the butterfly she will affix the word in the appropriate spot on the diagram. The teacher will stress the importance of knowing that there are 3 main body parts (head, thorax, and abdomen). They will be clearly pointed out on the diagram and reviewed often to ensure understanding. Students will be asked to turn and talk about what they notice about the body parts. They will be encouraged and praised for using adjectives to describe what the parts look like. Once the students have been given a few minutes to talk they will be asked to bring their attention back to the teacher. She will use the butterfly bean bag to ask for predictions about what purpose each body part serves for the butterfly. There are no incorrect answers and this is just a time for students to share their thoughts about the function of each body part. (At this point in the school year children are very familiar with making predictions.) The students will be asked to listen for confirmations of their predictions as the teacher reads a story aloud.

Methods and Procedures:

The teacher will share the cover of the book "Butterfly – External Parts" by the Maitri Learning Company. In this book, full color photos create a visual dictionary of the key external anatomy of a butterfly including its head, proboscis, antennae, eyes, legs, thorax, abdomen, and wings. The left page of each 2-page spread has a photo showing the anatomical part (in full color while the rest of the butterfly is shown in muted shades of gray) The right page presents a clear definition of that part with the defined term printed in red. The students will listen to the definition of the part and will be shown the picture. They will then

turn and talk about what they just learned about that part. Sentence starters will be available to help them communicate and retell what they have heard. This book is an excellent resource but could get redundant if read all at once. The book will be read throughout the week. Colored photos from the book with the part shaded will be hung up as they are presented to the students.

Linguistic Activity (Adjectives)

The teacher will briefly review adjectives by using a deck of various butterfly cards. The children will volunteer adjectives to help describe the butterfly on the card. More than one answer will be taken for each card. The teacher will encourage the use of various types of adjectives to describe the butterflies including size, shape, color, quantity, etc. This warm-up will prepare them for the activity that follows. Students will be directed to a large pocket chart containing sentence strips with missing words. These spaces will need to be filled with adjectives. All of the sentences are about the body parts of a butterfly to help students with their science content while allowing them to practice the linguistic skill. The teacher will model a think aloud to show how she comes up with an adjective to complete the first sentence. For the next sentence the teacher will read it and the students will be asked turn and talk about what adjective they would use to complete the sentence. It is important that the teacher call on multiple volunteers to show that there are many different adjectives that can be used to complete the sentences. This activity will be completed whole group with students discussing with each other then sharing back with the teacher. This activity will become a center so it is necessary for the children to hear ideas from their peers and see the modeling from the teacher. The activities in the center will be leveled appropriately.

Comment [LF5]: Yes, it is important to include all types of adjectives.

Comment [LF6]: Great practice activity!

Math Content Mini-lesson (Symmetry)

This lesson will gather students interest immediately when they see half of a large butterfly projected on the board. The teacher will explain to the children that she needs their help to finish the design so the butterfly looks exactly the same on both sides. The butterfly pattern will be simple because this is the students first exposure to symmetry. The students will guide the teacher to complete the pattern so that it creates a symmetrical butterfly. The teacher will then explain the definition of symmetry and help them to become familiar with the new math word. As a quick check to see if students show an initial understanding the teacher will show a few objects and have students give a thumbs up or thumbs down if the objects are symmetrical. When the teacher confirms whether it is symmetrical or not she will be sure to explain the reasoning. Next, each student will be given half of a butterfly pattern face down. Each pattern

will be different and have only one perfect match. The activity requires the students to be walking around the room to find their perfect match. The teacher will first model how to walk appropriately to find a match. When the students find their match they will be encouraged to talk about their pattern to their partner. When handing out the patterns the teacher will purposely give out matching patterns to students of different proficiency levels so the more advanced students can help their partner to discuss the attributes of the pattern and how it is symmetrical. The teacher will circulate to offer support and encouragement to the students. Butterfly stickers will be given out for various reasons including use of complete sentences, discussing their pattern using adjectives, using the correct vocabulary to describe the body parts, etc.

Math content and Learning strategy activity (Symmetry and Cooperation)

Symmetry and cooperation will be the underlying focus of the lesson but to the students this will just be a whole lot of fun. Students will work together in homogeneous pairs to design a symmetrical butterfly using food. The teacher will review the concept of symmetry and how to work cooperatively. In order to make sure that both students have an equal role the teacher will assign decorator 1 and decorator 2. The students will be directed to decide together what materials to use then decorator 1 will create half the pattern. Students will need to cooperate with each other to make sure they agree on what food to use and that decorator 2 follows the same pattern as decorator 1. Samples will be available for students to see. Once a symmetrical pattern has been achieved the students will return to their seats and the fifth grade buddies will be helping to pass out healthy treats and "nectar" juice. Teacher made flower straws will help students to sip up their nectar. When all students are having a snack and drinking their juice the teacher will debrief about what made the patterns symmetrical and give the students an opportunity to share what kinds of things they did to cooperate well with their partner.

Activity (Learning Stations)

The teacher will set up stations to be used throughout the week. The students are quite familiar with how to transition between stations. The students will be grouped homogeneously for the learning stations because the activities will be leveled.

The stations are as follows:

Station 1 – Guided reading with the teacher – The teacher will work with leveled groups on various short passages that emphasis the parts of a

butterfly. Each nonfiction passage will be appropriately leveled but will include the necessary science content vocabulary. The students will read and discuss the passages with group members under the guidance of the teacher. The teacher will ask questions that require oral responses and some questions will be answered in writing. The teacher will model and teach the students how to go back into the passage to find evidence. The level 2 worksheet will have the students tracing each part of the butterfly and answering questions with one word answers that are in a word bank. The level four sheets will require the students to write in the part rather than tracing it but the names of the parts are provided. The answers to their questions will not be in a word bank but they are given the first letter for each answer. Native speakers will label the parts without the words and will not be given the first letter of the answers to the questions. However, all of the answers can be found by looking back in their nonfiction passage. Going back for evidence is a new skill for all groups but the teacher will be supporting them throughout this guided reading lesson.

Comment [LF7]: Nice leveling!

Station 2 – Science Center – The science center will have a large poster that has blank spaces for the students to label the parts of the butterfly. The names of the parts will be on Velcro strips to be put directly on the poster. The first part of this center will be the same for all groups. Each group will work together to label the parts correctly. Level 2's will then play a matching game that has a picture of a butterfly part and the vocabulary word that matches. Level 4's will take turns reading clues to each other about a specific butterfly part then ask "What am I?" The wording will be familiar text because the clues will come right from the nonfiction piece that they read previously with the teacher. The native speakers activity will be the same as level 4's but the wording of their clues will be slightly more difficult and will also come from the nonfiction piece they previously read with the teacher.

Station 3 – Writing Center – This center will provide students with an opportunity to practice their use of and understanding of adjectives and the parts of a butterfly. It will be similar to the whole group adjective lesson that the students were previously taught but it will be leveled. Level 2's will use the pocket chart and fill in the missing words using a variety of adjective word cards created by the teacher. They will then fill in a template that has the same sentences as the pocket chart. Level 4's will create their own adjectives using blank word cards to complete the sentences. They will also fill in the template. In addition to that, the bottom of their sheet will be a sentence starter that begins "I learned that... " Students will need to finish the sentence with something they've learned about a part of the butterfly. Native speakers will create their own

adjectives using blank word cards to complete the sentences. They too will complete the template. In addition they will be asked to write 3-4 sentences describing what they have learned about the parts of a butterfly.

Station 4 – Listening Center – The listening center will have leveled fiction and nonfiction books about butterflies for students to listen to, follow along, and enjoy.

Summary/Review:

Students will be called back to the rug to review the body parts of a butterfly. The teacher will show an unlabeled large poster of a butterfly. She will call out a body part and ask for volunteers to come up and point out the part on the poster and share what they know about that part. All students will be encouraged to say what they know in a sentence. Next, they will sing the song “The Life of a Butterfly” to the tune of “Skip to My Lou”. The song lyrics will be posted and students will get a copy. The song reviews the parts of a butterfly and also uses many adjectives to describe butterflies. After enjoying the song the students will be given a highlighter and challenged to find as many adjectives as they can in one minute. The teacher will review this on the large posted copy after one minute and the students can highlight the adjectives they did not find in that time frame.

Symmetry will be reviewed with the students as the teacher passes out and explains the math homework to the students.

A short culminating activity will also follow each center time and mini-lesson/activity so that students can share and review what was learned.

Assessments:

Learning strategy objective assessment

The teacher will read a half sheet of statements to the students that will allow them to self assess themselves about their progress with cooperative learning. Each statement will be followed by a happy or sad face that the student can fill in after hearing the statement. The children have self assessed themselves in this manner before so it will be a good way to see how the students are progressing and can help the teacher plan future lessons and possibly help determine grouping.

Science content objective assessments

With only 16 students it is possible to call the students up one at a time to label the parts of a butterfly using the Velcro pieces. This will also give the teacher an opportunity to ask students what they know and ask specific questions to gather information. The teacher will fill out a sheet indicating what parts were labeled correctly and it will have room for her to include anecdotal notes. The students will be given something that they can work on independently so the teacher can take the time to assess all students one on one.

English/language arts content objective assessment

Center work and the worksheets from the guided reading lesson will be collected and analyzed to check progress and inform further instruction.

Students will also be given a leveled paragraph with one question that requires them to go back and underline where they found the answer in the text.

Math content objective assessment

The students will be assessed informally by review of classwork and through the collection and review of homework. A formal symmetry assessment will be given in the next lesson.

Linguistic objective assessment

The worksheets from the writing center will be collected and reviewed.

Communicative objective assessment

Center work will be collected. Also, the science content assessment will help the teacher assess the communicative objective for this lesson.

Cross cultural objective assessment

The students will be informally assessed when the teacher listens to the students share about the parent interview. This is also a great opportunity for the teacher to make some notes about the students oral language. The homework will also be collected and reviewed.

Homework:

1. The students will take home a simple interview form to complete with a parent. It will be translated as needed and will ask parents to name one

or more insects that are common to their native country. As indicated on the form the students will ask for facts about the insect. The form will also include a box where an optional sketch can be drawn by the parent. The directions will ask for the students and parents to work together and responses can be written in the native language. The level 2 interview form will ask for one fact and an optional sketch. The level 4 form will ask for two facts and an optional sketch. The form for the native speakers will ask for 3 or more facts and an optional sketch. The teacher will set aside time for students to share the results of their interview the day after the homework is assigned.

2. The students will be given a worksheet that has half a butterfly pattern with room on the left side for the students to finish the butterfly in order to make it symmetrical. Along the bottom of the sheet will also be a few objects with one line drawn down the middle of the object. Some objects are symmetrical on both sides and some are not. The directions will simply ask the students to circle the objects that are symmetrical on both sides.

Extension:

The Science center and live caterpillars provide an excellent opportunity for extension activities. A teacher created observation book would allow students to observe and record the changes as the life cycle takes place. Students could discuss, draw, and write about their observations as directed by the teacher.

Theme: Butterflies

Lesson Topic: Butterfly Survival

Content Standards:

English/Language Arts:

R-1-8.1 Analyze and interpret informational text read aloud or independently citing evidence as appropriate by telling what was learned.

OC-1-1.4 In oral communication, students demonstrate interactive listening by participating in large group discussions to show understanding.

W-1-5.5 Students demonstrate use of narrative strategies by writing about observations and experiences.

Science:

LS1(K-2)-2a Students demonstrate understanding of structure and function-survival requirements by observing that animals need water, air, food, and shelter to grow.

Math:

M(G&M)-1-4 Demonstrates conceptual understanding of congruency by making mirror images and creating shapes that have line symmetry.

WIDA Standards:

Standard 1-Social and Instructional Language- L,S,R,W

Standard 2-Language Arts- L,S,R,W

Standard 3-Math- L,S,R,W

Standard 4-Science- L,S,R,W

Content Objectives:

Students will express and demonstrate an understanding of butterfly survival techniques both orally and in writing.

Students will act out a survival technique of a butterfly.

Students will identify items that are symmetrical and create symmetrical designs.

Students will answer questions related to butterfly survival and migration after listening to a read aloud.

Students will write creatively about what it would be like to be a butterfly.

Linguistic Objective:

Students will be able to generate an adjective to describe various things and to complete a sentence.

Communicative Objective:

Students will be able to explain a variety of ways that a butterfly uses survival techniques to stay safe.

Cross Cultural Objective:

Students will complete a brief survey with family members about the country their parents or grandparents migrated from. (see homework for further explanation)

Materials:

- 1 copy of Monarch Butterfly by Gail Gibbons
- books
- pictures/visuals
- chart paper/T-chart
- live butterflies
- video streaming clip - Magic School Bus
- art materials

- worksheets
- color by number butterfly patterns
- graphic organizers
- 8 fake 3D butterflies
- 8 small poster boards
- survival techniques checklist
- white lined paper
- various objects for testing symmetry/string

Key Vocabulary:

survival, predator, camouflage, mimicry, distraction, flight, migration, defense

Motivation/Anticipation:

All objectives will be clearly posted in kid friendly terms throughout the unit.

The teacher will begin by briefly reviewing the life cycle of a butterfly and the body parts of a butterfly. This should spark their interest and help them feel successful about what they have learned. This is especially important because butterfly survival and techniques will probably be the most difficult topic for the students.

The teacher will start a discussion with the children about survival and what that means. The teacher will then ask the question: What are some of the things in your life that you need to survive? Students will be given a short time to brainstorm what they need to survive on a daily basis. The responses should come to the students rather quickly since they were taught a unit on basic needs in health class. The teacher will elicit responses from the students and record them on a T-chart. One side will be labeled human survival and the other side butterfly survival. The students should at a minimum come up with food, water, and shelter. If they do not, the teacher should prompt them to do so. The teacher will explain that butterflies also need some of the things that humans do and will add that butterflies are born with survival techniques that help them when a predator is around. A brief discussion will take place to ensure that the students understand what a predator is before moving on. Next, the vocabulary words that explain a few of the common survival techniques for butterflies will be discussed and posted with an accompanying picture

to help with understanding. This is just an introduction and it is not an expectation that the students will fully understand all of the vocabulary at this point in the lesson.

Next, the teacher will tell the students that they will be watching a quick Magic School Bus video clip that clearly shows some ways a butterfly escapes danger. The students will be challenged to find ways that are shown in the video. The students will have a picture checklist that shows the picture of the survival technique with the word written under it. A box will be next to the picture so that students can check off the box as they notice the survival technique/defense mechanism shown in the video.

Comment [LF9]: Great active viewing activity!

When the video is finished the students will be assisted to form two lines facing each other. The students facing each other will talk about what they noticed in the video. The teacher will say switch and each child will share with their new partner. This process continues for a few minutes. At the conclusion of this short activity the students will have listened to and spoken about a variety of things they noticed from the video. The teacher will then do a quick survey to see if the children witnessed all of the survival techniques in the video. They will look at their individual checklist and she will ask them to raise their hands if they saw 4 techniques, 3 etc.

They will refer back to the T-chart and add additional information that was learned from the video.

The teacher will show the students the cover of the book Monarch Butterfly by Gail Gibbons. The teacher will start with a brief picture walk with the students. The teacher will make sure to point to and discuss the pictures that clearly show any of the survival techniques/vocabulary words.

The teacher will let the students know that shortly they will be releasing their butterflies into the world and will be able to witness a survival technique for themselves. (migration/flight)

Method and Procedures:

The teacher begins to read the story. The students are to listen attentively and be ready to answer questions related to the story. The teacher will stop at predetermined points in the story to ask questions that promote higher level thinking skills based on the WIDA levels of the students in the room. Although it will not be stated the teacher will expect and possibly prompt the native speakers to answer in complete sentences that restate the question. Level 4's should use a complete sentence and Level 2's should respond in short phrases or simple sentences.

The teacher will then review the vocabulary words with the class. The students will give any further information on the words that they learned from listening to the story. The words with accompanying pictures should remain posted to help with future lessons.

Science Activity (Survival Techniques)

While on the rug the teacher will prompt students to think about movements they could do with their bodies to show different ways that butterflies defend themselves. The survival techniques will be written on chart paper and the students ideas for movement will be written next to the technique. As a class they will choose flight from the list. The students will put on their "wings" and migrate to different points in the room. When finished students will be placed into heterogeneous groups of four so they can begin to act out one of the remaining survival techniques that have been discussed. The groups will choose a technique randomly from a hat. Each student in the group must be part of the demonstration and there should be no speaking in their presentation. A fifth grade buddy will be at each group to offer assistance. They can also help students create simple props if needed by using items in the room, construction paper, etc. The students will practice then present. The audience must pay close attention to each skit because they will be responsible for figuring out which defense the group is acting out. (Depending on how the students are coming along with the activity, the teacher may choose to complete this over two days.) The presentations will be videotaped for the students and possible parents to see at a later date.

Linguistic Activity (Adjectives)

The students have worked on adjectives over the last few weeks and are pretty familiar with locating adjectives and using them in simple sentences. In this lesson they will now look at eight fake 3D butterflies of various textures, sizes, shapes, colors, patterns etc. that are located around the room. A small poster board and marker will be next to each butterfly. The students will be heterogeneously grouped into pairs. Each pair will need to rotate around the classroom as directed by the teacher to write 1 adjective that describes the butterfly in front of them. They will have 1-2 minutes to look at the butterfly and decide on an adjective and write it on the poster board. The partners will continue rotating and adding adjectives until the teacher has found that each group had an opportunity to write an adjective at each station. It will get increasingly difficult as the list of adjectives continues but it will be a great challenge for the students. The teacher will be circulating to assist pairs that may need some prompting questions to help them think of an adjective. When all groups have completed the activity they will come together on the

rug. The teacher will review what was written on the poster board for each butterfly and will prompt children to help her add to the list if necessary. The poster boards will be added to and used in the writing center.

Math Activity (Symmetry)

The teacher will review symmetry with the students by going over the symmetry homework from the last lesson. In addition to the paper and pencil task, the teacher had asked the students to bring in an item from home which they thought was symmetrical. The teacher will have them put the object on their desk and will have objects available for students who may not have brought one in.

The students have seen 2D objects with a line drawn down the middle to check for symmetry. In this lesson the teacher will model how to use a string to check if an object is symmetrical. At this point the focus is only one line of symmetry so the string will be held vertically through the middle of the object. The teacher will continue to model how to find a line of symmetry on various objects until the class seems as though they have a good handle on it.

The class will be split into two equal groups to complete different activities then the groups will switch. One activity is rather simple and the other is new to the students and is more difficult. Separating the groups into two will allow the teacher to give much more individual attention during the more difficult task. Both tasks will be fully explained before the students get into groups so the students can begin working immediately.

In the first task students will be partnered homogeneously. The students will work with their partner to test for similarity. There will be some familiar objects brought in by the teacher and the students will also use the objects that they brought from home. Together they will complete a graphic organizer which splits the paper into two boxes with different headings. One heading says Symmetrical the other says Not Symmetrical. There will be an example of each printed under the heading on the graphic organizer. Level 4's and native speakers will write the name of the object under the appropriate heading. Level 2's will have the option of drawing a picture or writing the name of the object under the appropriate heading. The teacher will be monitoring this activity to make sure that the students fully understand how to use the string and the graphic organizer to identify and record if the objects are symmetrical or not.

The second task is for the children to complete a color by number butterfly that has a symmetrical pattern. The butterfly for the level 2 students will be completely numbered and the actual color will be drawn next to the word for their reference. Level 4 students will have the same butterfly sheet but will not have the color drawn next to the word. The native speakers will have a butterfly pattern where only half of the butterfly is numbered. They must follow the pattern to number and color the butterfly so that it is symmetrical.

Activity (Learning Stations)

The teacher will set up stations to be used throughout the week. The students are quite familiar with how to transition between stations. The students will be grouped homogeneously for the learning stations because the activities will be leveled. The teacher will not take guided reading groups this week so that she can focus on working with the students at the science center.

The stations are as follows:

Station 1 – Science Center – The science center will have a leveled activity that will allow continued practice with the ways butterflies are able to survive in nature. There will be pictures of different butterflies clearly using one of the survival techniques. The students need to sort the pictures and place them under the correct survival technique that is shown in the picture. Large headings will be printed for the students so they can organize the headings and the pictures out on the rug. Level 2's will sort the pictures under the survival technique that they believe is being shown. They will need to talk about why they are placing it there and should come to an agreement. Level 2's will have a photocopy of one the pictures with the name of each survival technique underneath the picture. They will need to circle the survival technique that they feel is being shown. Level 4's will follow the same process but after circling the survival technique they will write 1-2 sentences that describe the picture. The native speakers will also follow the same process but after circling the survival technique they will write 3-4 sentences that describe the picture.

Station 2 – Creative Writing Center – All vocabulary words that have been taught throughout the unit will be available for reference at this center. The poster boards from the adjectives lesson and other reference tools will also be available. The students are writing creatively using the sentence starter "If I were a butterfly I would..." The native speakers will copy the sentence starter onto lined paper and continue to write with no additional support. The sentence starter will be written on the top of the page for Level 4's and 2's. A sentence requirement will not be given because the

teacher will collect this as a writing sample to see what each individual student is capable of doing. Once they have finished the writing portion all students must illustrate a picture to go along with their writing. After every student has completed and turned in their work the teacher will plan conferences with the students during writing class. The students will eventually complete a final copy and the pages will be bound together to make a class book.

Station 3 – Listening Center – The listening center will have leveled fiction and nonfiction books about migration and butterflies for students to listen to, follow along, and enjoy.

Summary/Review:

A short culminating activity will follow each center time and mini-lesson/activity so that students can share and review what was learned.

The students will observe the release of the butterflies into nature. The teacher will have a discussion and model ways to observe before they release the butterflies. The students will be reminded that they want to look for some of the things they have been learning about. While outside, the students can observe the butterflies' activity choices once they are released. They will use a provided checklist to record what they see and will have room to write down any observations if they choose to. A whole group discussion will take place when the class comes back inside.

After the discussion the teacher can review topics with the students by allowing them to sing their favorite butterfly songs that were used throughout the unit.

Assessments:

Math Content Objective Assessment

Students will be informally assessed through observation of activities and will be given a symmetry activity that will be collected for a grade based on a rubric. The students will need to design a butterfly that is symmetrical. They will be given all art materials that they need to make a 2D symmetrical butterfly. The actual outline of the butterfly will be given to them blank with one line down the middle to indicate the line of symmetry.

Science Content Objective Assessment

Students will be informally assessed throughout the lesson as they work on activities that help them understand the important safety techniques that butterflies use in order to be safe.

The students will also be given an activity that will be collected as a grade using a criterion based checklist. The activity will show pictures, single words, or descriptions of the butterflies' survival techniques depending on the intended level. Level 2's will only need to cut out the pictures and the survival technique, match them, and glue them in order. Level 4's and native speakers will follow the same process but will also need to write a description underneath. The level 4's will need to write at least one sentence. The native speakers will need to write at least two sentences.

English Language Arts Content objective assessment

Students will be informally assessed through observation of reading and writing activities and collection of work samples.

Communicative objective assessment

Students will be informally assessed while working on various activities. The teacher will also be listening for how the students respond during whole group lessons about the different survival techniques.

Linguistic objective assessment

The students will be given a ten sentence quiz. Each sentence will have a blank with two word choices. Native speakers and Level 4's must write an adjective that best completes the sentence. Level 2's will be given two word choices and have to circle the best choice. The level 2's may also need to have the quiz read to them.

Cross cultural objective assessment

The homework will be reviewed by the teacher and used to plan future lessons.

Homework:

Students will be asked to talk with their parents about the butterfly unit and give them the invitation to the unit celebration. They will also write a brief response explaining what they liked about the unit. Level 2 students should have 1-2 sentences. Level 4 students should have 2-4 sentences. Native speakers should have more than 3-5 sentences.

Extension:

The teacher will plan a math activity where the students graph the migration information that they gathered from the parent survey that they took home for homework.

A celebration will be organized so the parents can see all of the work that the students have been doing throughout the unit. During the celebration the teacher could show a short clip from the "Discover Channel series "Life". The clip shows amazing HD footage of Monarch butterflies migrating to Mexico. The recording of the students acting out the survival techniques and pictures that were taken throughout the unit could be playing on a loop in the hallway for people to view as they arrive.

Comment [LF10]: [REDACTED]
You did a super job with this unit! Your students will love doing all of the activities and they will learn a lot. The hands-on activities and leveling of the stations were great. You incorporated LSRW, linguistic skills, and a learning strategy into every lesson. You also added many techniques that you learned in class into your unit.
Awesome job! 45+ / 45

SPED 553 Rubric for the Unit Plan

	Approaches Standard	Meets Standard	Exceeds Standard
<p>Specification of the ELLs with exceptional needs for Whom The Unit is Designed</p> <p>CEC 2</p> <p>ICC2K1, ICC2K2, ICC2K3</p> <p>5points</p>	<p>Candidate demonstrates some understanding of and response to important ELL learner characteristics.</p> <p>Points Awarded:</p>	<p>Candidate demonstrates satisfactory understanding of and response to the most important developmental, linguistic, and cultural characteristics of ELL learners.</p> <p>Points Awarded:</p>	<p>Candidate demonstrates a superior understanding of and response to a wide range of important ELL learner characteristics</p> <p>Points Awarded: 5</p>
<p>Theme, Disciplines and Standards</p> <p>CEC 7</p> <p>ICC7K2, ICC7K3, ICC7S1,</p> <p>5points</p>	<p>• Candidate demonstrates some ability to plan standards-based lessons and to organize instruction around a theme, incorporating at least two disciplines and referencing some relevant standards of those disciplines.</p> <p>(Including the WIDA ESL Standards; NECAP GLEs)</p> <p>Points Awarded:</p>	<p>• Candidate demonstrates satisfactory ability to plan standards-based lessons and to organize instruction around a theme, incorporating at least three disciplines and referencing relevant standards of those disciplines. (Including the WIDA ESL Standards; NECAP GLEs).</p> <p>Points Awarded:</p>	<p>• Candidate demonstrates superior ability to plan standards-based lessons and to organize instruction around a theme, incorporating three or more disciplines and referencing a wide range of relevant standards of those disciplines. (Including the WIDA ESL Standards; NECAP GLEs).</p> <p>Points Awarded: 5</p>

<p>Unit Goals and Objectives</p> <p>CEC 7 ICC7S6, ICC7S8 10 points</p>	<ul style="list-style-type: none"> • Candidate demonstrates some ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lessons/unit, however the objectives are lacking in some way or another. <p>Points Awarded:</p>	<ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lesson/unit. <p>Points Awarded:</p>	<ul style="list-style-type: none"> • Candidate demonstrates superior ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lesson/unit. <p>Points Awarded: 10</p>
<p>Planning of Lesson/Unit Learning Activities (including extension activities to the home and community)</p> <p>CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1 ICC7S3 10points</p>	<ul style="list-style-type: none"> • Candidate demonstrates some ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate does not select or design activities that meet all of the criteria established. • Candidate does not or minimally incorporates activities that extend learning to the family and community. <p>Points Awarded:</p>	<ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate selects and designs activities that meet all of the criteria established. • Candidate incorporates activities that extend learning to the family and community. <p>Points Awarded:</p>	<ul style="list-style-type: none"> • Candidate demonstrates superior ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate selects and designs activities that meet all of the criteria established and does so in an exemplary way. • Candidate consistently incorporates activities extends learning to the family and community. <p>Points Awarded: 10</p>

<p>Classroom Materials And Resources Used in the Unit</p> <p>CEC 7: ICC7S11</p> <p>GC7S4</p> <p>5 points</p>	<p>Candidate demonstrates some ability to select appropriate materials for ELL learners and the goal of the unit. However, the materials lack variety and/or the materials are limited in some other way.</p> <p>Points Awarded:</p>	<p>Candidate demonstrates satisfactory ability to select appropriate materials for ELL learners and the goals of the unit. The candidate provides print and non-print materials that promote the goals of the unit.</p> <p>Points Awarded:</p>	<p>Candidate demonstrates a superior ability to select appropriate materials for ELL learners and the goals of the unit. The candidate provides a rich variety of materials to promote language and conceptual development.</p> <p>Points Awarded: 5</p>
<p>Evaluation Activities are Well-Designed/ Planned</p> <p>CEC 7</p> <p>ICC7S13</p> <p>ICC7S15</p> <p>10 points</p>	<p>• Candidate demonstrates some ability to assess the learners' attainment of the unit objectives. Performance indicators are complete or are not well written.</p> <p>Points Awarded:</p>	<p>• Candidate demonstrates satisfactory ability to assess the learners' attainment of the unit objectives. Performance indicators are satisfactorily constructed.</p> <p>Points Awarded:</p>	<p>• Candidate demonstrates a superior ability to use performance assessment to assess the learners' attainment of the unit objectives. Performance indicators are extremely well designed.</p> <p>Points Awarded: 10</p>

Name _____

Score 1 45

Date 7.1.2010

Score 2 _____

Date _____