

Living Things in a Butterfly Garden

In addition to students developing or demonstrating proficiency in project standards, students practiced being responsible and performed acts of kindness towards each other. As the students communicated verbally and in writing the life cycle process, they always made room for each other - no one was ever left out. The effectiveness and value of the project: priceless.

Curriculum/State Standard

The project is aligned with New York State Standards and Lockport City School District Core Curriculum guides. NYS Science Standard 4 - The Living Environment - Living things are both similar and different from non-living things; NYS ELA Standard 1- Students will read, write, listen, and speak for information and understanding; NYS ELA Standard 4 - Students will read, write, listen, and speak for social interaction; NYS Art Standard 1 - Creating, Performing, and Participating in the Arts; NYS Health, Physical Education, and Home Economics Standard 1 - Students will perform basic motor and manipulative skills; NYS Health, Physical Education, and Home Economics Standard 2 - Students will create and maintain a safe and healthy environment.

Overview

Kindergarten students will learn how to observe and communicate their observations verbally and in writing. The students chronicled the life cycle process of the painted lady butterfly.

Objectives

- The student will identify living and non-living things.
- The student will observe the butterfly garden daily to collect data, make predictions and share conclusions with another person.
- The student will identify the life cycle of a butterfly using any combination of: journaling; puppetry; role playing; teacher observation; verbalizing, drawing and/or writing; dramatic playing; building replicas; puzzle sequencing; audio/visual/video recording; identifying photos or creating an emergent reader.

Continued on the back...

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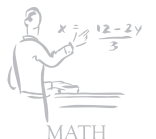
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

6

WEEKS

\$438

TOTAL BUDGET

“Living Things in a Butterfly Garden” project continued...

Materials

Butterfly counters; caterpillar number puzzle; alphabet butterfly puzzle; The Very Hungry Caterpillar book, puzzle, puppet; The Best Book of Bugs; butterfly garden, puppet, life cycle book about the butterfly; The Very Hungry Caterpillar board game; Life Cycle Emergent Reader Books; 2" & 3" magnifiers; playwings - butterfly; metamorphosis puppet; beads/strings and pattern cards; butterfly sequencing puzzle (self-correcting); science music CD collection; life cycle of the painted lady butterfly journal

Readiness Activity

Activated students prior knowledge with WKWL activity. Shared Writing experience, (WK) What I think I know portion of the chart.

Strategies/Activities

WKWL chart butterflies for a shared writing experience.

Write (W) a question of the day about caterpillars/butterflies and a math graphing activity.

Introduce concept and vocabulary of living and non-living.

Discuss, share, and display butterfly collection and text set for student browsing of species and habitat and questions of the day.

Describe needs of living things - draw a living thing and a need it has.

Read aloud - The Very Hungry Caterpillar -build caterpillars using beads (identify as living things).

Explore living things - display, dis-

cuss, set up butterfly garden, shared writing experience (draw or write).

Use number, color, shape logic and sequencing, to complete metamorphous puzzles; # and ABC puzzles.

Guided journal writing to collect data, make predictions and to communicate observations daily.

Centers: caterpillar and butterfly puppets; caterpillar or butterfly habitat and magnifier; role play costume; The Very Hungry Caterpillar book, cassette; text set; butterfly collection with magnifying glass; art center - clay/Playdoh; wooden beads; listening center - music CD collection; make an emergent reader; puzzles and journal writing.

Observe and communicate (verbally and in writing) difference between living and non-living things found in our environment.

Culminating Activity

At the onset, we revisited the WKWL chart. The students used manipulatives during center time to demonstrate learning (L). Center choice allowed students to demonstrate understanding of objectives through multiple means - visual, auditory, bodily kinesthetic or tactile.

Evaluation

Student may demonstrate by any combination of: individual student work, student journaling and teacher observation during center time.

1. Student and teacher designed rubric, criteria - developing or proficient
 - a. identified living and non-living things
 - b. collected data, made predictions and shared conclusions
 - c. retell life cycle sequence