

CAL SIOP Lesson Plan - Butterfly Life Cycle

Joyce Schuler and Heather Bechier, Sugarland Elementary School – Grade 2 Science
Loudoun County Public Schools¹

Topic: Butterfly Life Cycle

Length of Lesson: 50 Minutes

Content Objectives: Students will:

- identify and label the butterfly life cycle.

Language Objectives: Students will:

- write about the stages of the butterfly's life cycle.

Key Concepts and Vocabulary:

- **Nouns:** cycle, egg, larva, chrysalis/pupa
- **Verbs:** hatches, dries, hangs, forms

Supplementary Materials:

Construction paper cut in circles, tapioca balls, three types of pasta (farfalle, rotini, & medium shells), plastic leaves, glue/stapler, plastic sandwich bags.

Preparation:

- Develop and post the objectives.
- Determine and list necessary vocabulary
- Develop the activities; gather and organize the materials needed for the activity.
- Develop the writing rubric based on the writing functions and skills highlighted per student proficiency levels

Motivation:

- Review both content and language objectives through independent reading and choral reading.
- Check background knowledge and prior learning through a Turn and Tell activity,
 - “What does label mean?”
 - “What does it mean when you label something?”
 - “Who would like to share a synonym for the word label?”
 - “Can you give an example of a time we labeled something in class?”
- Check prior learning through a Turn and Tell activity,
 - “What do we know about cycles?”
 - “Turn to someone at your table and discuss what you know about the word cycles.”

¹ Lesson plan taken from video series:

Himmel, J. (2012). SIOP in action: Instructional videos featuring complete SIOP lesson at three grade levels – Instructional Guide. Center for Applied Linguistics.

CAL SIOP Lesson Plan - Butterfly Life Cycle

- Make connections to similar ideas (i.e., going around, circles, etc.). Make sure to reinforce the ‘beginning’ and ‘end’ elements to cycles.
- Present the topic of the butterfly life cycle as a song (use “Mary had a Little Lamb” melody).

Presentation:

- Have students review the words in the Butterfly Life Cycle song and ask them to share vocabulary words they think are important to understanding the butterfly life cycle.
- Students prepare to create their own butterfly life cycle.
- The teachers will model the activity, use of materials, and expectations. Teachers then explain and show the students
 - the materials needed for each stage of the life cycle
 - each life cycle stage and ask students to predict which materials will be used for each stage
- Teachers then explain and model for the students the writing assignment.
 - The teachers share two examples of writing; one is an example of "Exceeds" and one is an example of "Meets" according to the rubric.
 - They explain how to use the word bank and review the vocabulary in the word bank through choral reading.
 - The teachers explain their grammar expectations. For example, “Good sentences need...” (e.g. punctuation & capitalization)”

Practice & Application:

- Students create their butterfly life cycles using the provided materials.
- They then discuss the process with their tablemates throughout the activity.
- Students label each section of the cycle and write at least two sentences describing the entire process.

Review & Assessment:

- Spot-check student work during completion of the graphic organizer.
- Assess students’ presentations of their figures.
- Exit Tickets: Have students write one sentence to compare and contrast three-dimensional figures. Give them sentence frames to help with this task.
- Teachers ask the students to assess whether or not they met the content and language objectives that day.

Extension:

- Students will continue to observe the butterfly habitat in the classroom and watch as the life cycle of the butterfly develops.