

LET'S LEARN ABOUT

# Butterflies



A COMPLETE  
NONFICTION  
SCIENCE & ELA  
UNIT



# LET'S LEARN ABOUT: Butterflies

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## PACING GUIDE

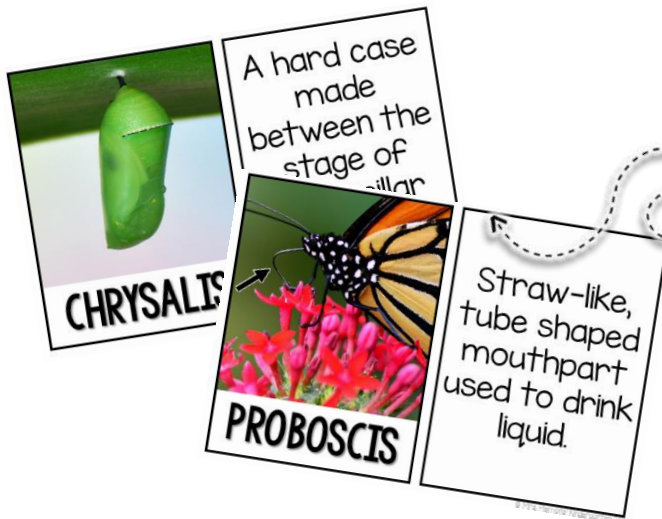
## PACING GUIDE

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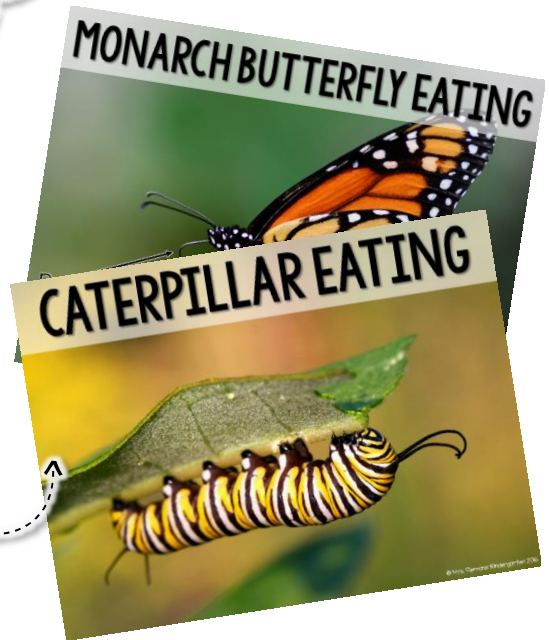
- Day 1: Activate Schema
  - Ask students what they think they know about butterflies.
  - Construct a schema chart on complete K portion of a KWL chart as a class.
  - Students can write their ideas with words and/or pictures at their level of ability on their own graphic organizer on post-its to put on the class chart.
- Day 2: Explore Antifacts
  - Allow students to explore related materials to develop questions (e.g. butterfly posters, butterfly books, shadow boxes with real preserved butterflies, magnifying glasses, toy butterfly models, etc.)
  - Construct a questions chart or complete W portion of a KWL chart as a class.
  - Students can write their questions with words and/or pictures at their level of ability on their own graphic organizer on post-its to put on the class chart.
- Day 3: Read Nonfiction book(s)
  - Choose a nonfiction book to share with the class (see book list for suggestions).
  - During read aloud, model questioning for students.
  - Students can write their questions with words and/or pictures at their level of ability on their own graphic organizer on post-its to put on the class chart.
- Day 4: Introduce New Vocabulary
  - Read another nonfiction book that has a majority of the new vocabulary you'd like to introduce.
  - As you encounter new words, introduce the vocabulary cards. Display on bulletin board or poster chart.
  - Students complete vocabulary pages for their own books.
- Day 5: Essential Questions/New Learning
  - Introduce and discuss the questions that will focus your learning.
  - Select book(s) to share with the class.
  - Students complete activities to show their learning.
  - Students can write their learning with words and/or pictures at their level of ability on their own graphic organizer on post-its to put on the class chart.

## SUGGESTED PACING GUIDE

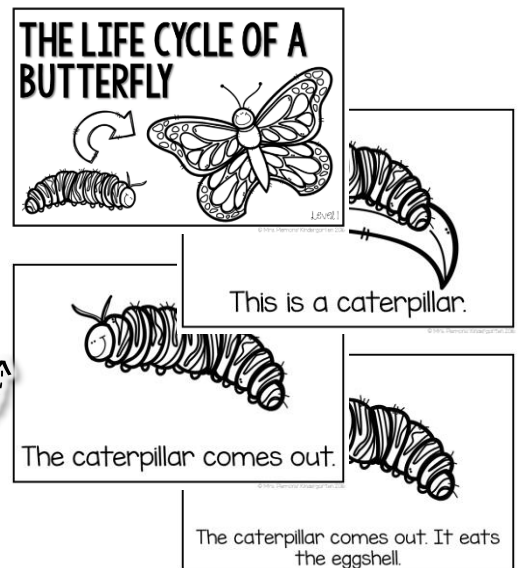
## 9 TEACHING POSTERS



## 3 LEVELED MINI READERS



## 6 VOCABULARY CARDS



# LET'S LEARN ABOUT: Butterflies

## ESSENTIAL QUESTIONS

## BUTTERFLIES: BOOK LIST

## TECH TIPS

- Conducting a Web Search**
  - Use <http://www.kiddle.co> to conduct safe web searches using the visual search engine.
  - If using Google, teach students to type in their question and then add their topic after anything they type in for better search results.
  - Both options will bring more relevant results and be less likely to lead them to inappropriate content.
- Image Search**
  - Students can learn a lot from pictures, so allow them to do an image search if it is appropriate for their question.
  - I recommend using Kiddle exclusively for these searches to avoid inappropriate results.
- Use the Pad Dictation Tool**
  - If you have iPads in your classroom, they will make searching the web much easier & faster for young students with limited spelling abilities. Students simply click the search bar, then tap the microphone button and ask their question. (eg How do caterpillars transform into a chrysalis?) Most results will be that of a chrysalis!
  - Use the iPad's Voice to Speech Option. Again if you have iPads in your classroom, turn on the text to speech option so that students can have well spoken and other text read to them.
  - Go to Settings > General > Accessibility > Speech Selection. After you slide on to Settings, General > Accessibility > Speech Selection. After you slide on, you can choose the speed as well as if you would like the words highlighted.
- Now highlight a word, sentence, paragraph or entire page of text. When you have the text highlighted you will now have a speech option that comes up with the other options such as copy and paste.
- The voice is robotic, but you no longer have to answer "What is the color of butterfly?"

## TECH TIPS

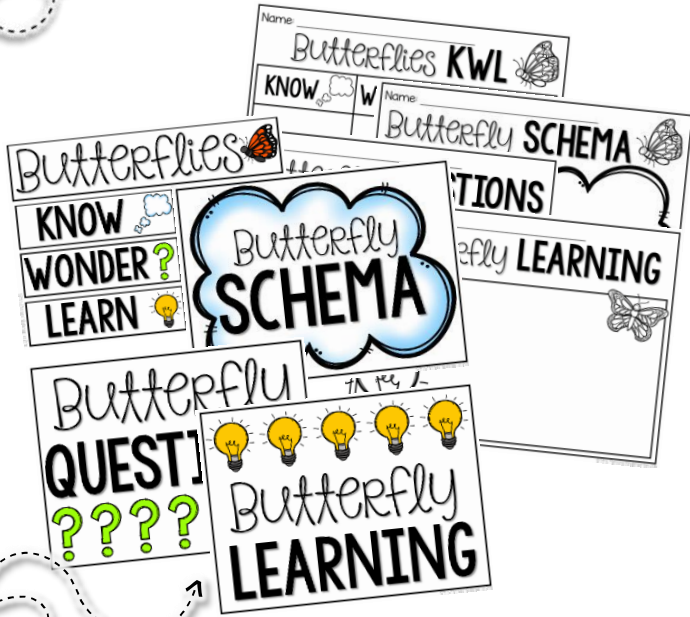
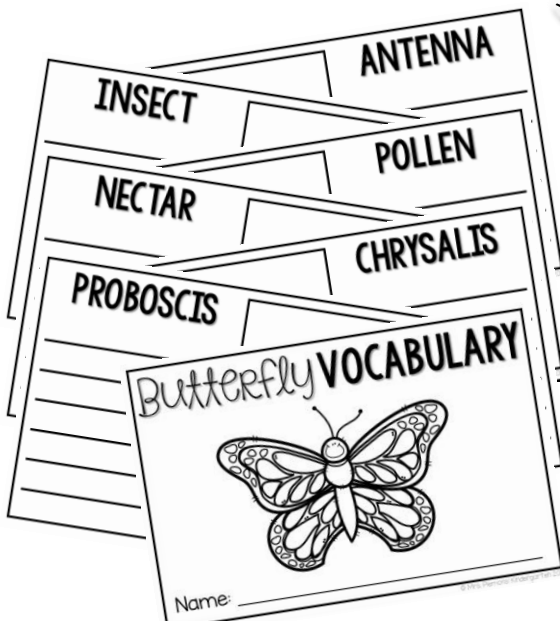
## QR CODE: VIDEOS

## QR CODE: WEBSITES



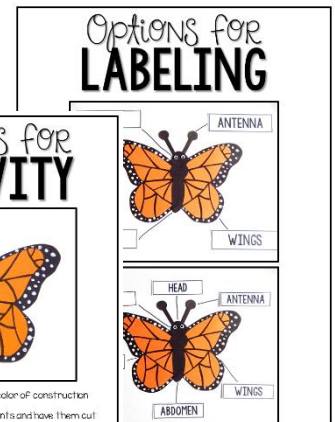
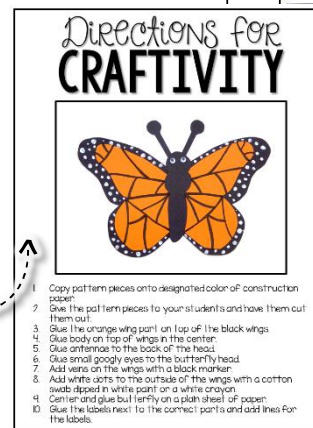
# BOOKS, TECH TIPS, AND MORE!

# ANCHOR CHARTS W/STUDENT PAGES




# STUDENT VOCAB. BOOKS

# LABELING CRAFTIVITY






# LET'S LEARN ABOUT: Butterflies

Name: \_\_\_\_\_ 

Book: \_\_\_\_\_

MAIN IDEA: Name: \_\_\_\_\_ *Let's Compare*

SUPPORTING DETAILS: BUTTERFLY  MOTH 

Name: \_\_\_\_\_ *Butterflies* 

CAN	HAVE	ARE

## GRAPHIC ORGANIZERS

## NONFICTION WRITING

NECTAR: \_\_\_\_\_

POLLEN: \_\_\_\_\_

ANTENNA: \_\_\_\_\_

BUTTERFLY FACTS

BUTTERFLY LIFE CYCLE

PARTS OF A BUTTERFLY

TABLE OF CONTENTS

Page(s): \_\_\_\_\_

Topic: \_\_\_\_\_

All About BUTTERFLIES

Name: \_\_\_\_\_

## HANDS ON ACTIVITIES

**HANDS ON: CATERPILLAR GROWTH**

Question: How much do the caterpillars grow? Do they grow at the same rate?

**HANDS ON: BUTTERFLY CAMOUFLAGE**

Question: How do butterflies use camouflage?

**Procedures:**

- Show butterfly camouflage images to students.
- Discuss how animals defend themselves (through camouflage, e.g. they cannot be eaten if they cannot be seen).
- Copy and cut out butterfly outlines from white cardstock.
- Look for patterns, colors, shapes, and shadows in your classroom that the butterflies can use to help them hide.
- Use crayons, markers, paint, fabric or anything else to create butterflies that will match the surroundings.
- Try to make each one different.
- Hide the butterflies in the room.
- Have another class enter the room.
- Have a predator and see how long it takes to find them.

**Experiment: TRACKING THE LIFE CYCLE**


How do caterpillars change and grow?

Life cycle kit such as the one from \_\_\_\_\_

Observations each day. (Use the daily page so there are enough to write over about 3-4 weeks.)

stage: \_\_\_\_\_


Write captions for each stage of the life cycle. Include the length of the stage.



## GROUP RESEARCH PROJECT

### Butterfly Group PROJECT RUBRIC

Name: \_\_\_\_\_



Group REFLECTION 

Things that we learned well in my group: \_\_\_\_\_

Name: \_\_\_\_\_

Butterfly PROJECT NOTES

Names: \_\_\_\_\_

Group PLANNING  EARNED 

WE WILL PRESENT: \_\_\_\_\_

MATERIALS: \_\_\_\_\_


Name: \_\_\_\_\_

Butterfly RESEARCH

Source: \_\_\_\_\_

GUIDING QUESTION: \_\_\_\_\_

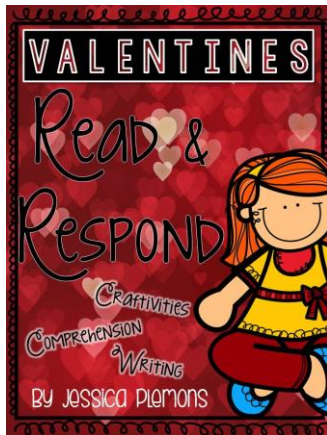
MY THINKING: \_\_\_\_\_



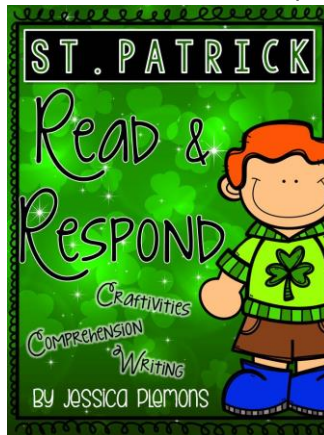


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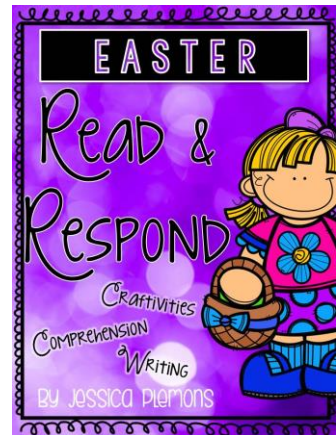
## Read & Respond



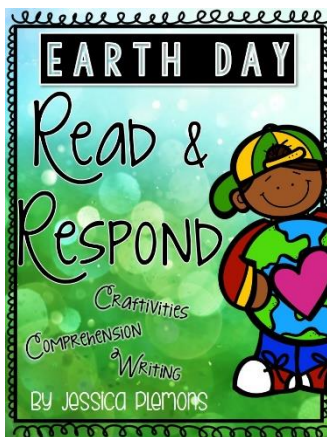
Valentine's



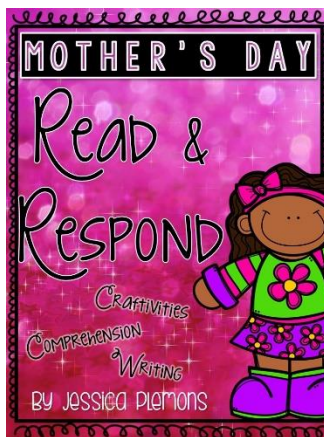
St. Patrick's



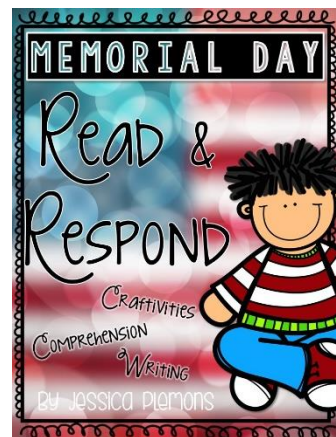
Easter



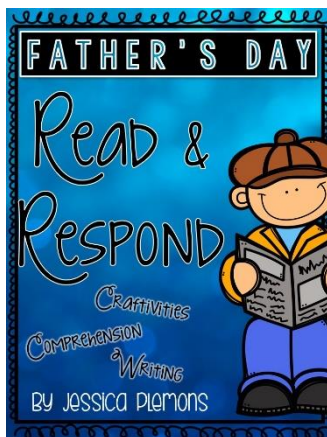
Earth Day



Mother's Day



Memorial Day



Father's Day

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