Butterflies Unit

Theme:

The theme of this unit is Butterflies. I choose this theme because it could be a lot of fun, and it can be very hands on. Kids like bugs, insects, and animals. They can actually watch the process of a butterfly by getting a caterpillar and keeping it in the room. I want the 5th graders to study this theme because it is something that they all should know. They studied it in first grade, but now they can study it more in depth.

Books:

McClung, Robert M. *Moths and Butterflies and How They Live.*
Ayars, James S. *Butteflies, Skippers, and Moths.*
Simon, Seymour. *Pets in a Jar: Collecting and Caring for Small Wild Animals.*

Other Resources:

- http://www.npwrc.usgs.gov/resource/distr/lepid/bflyusa/bflyusa.htm
- http://www.enchantedlearning.com/subjects/butterfly/
- http://butterflywebsite.com/gallery/index.cfm
- http://www.centralamerica.com/cr/butterfly/
- http://www.billybear4kids.com/butterfly/flutter-fun.html
- http://projects.edtech.sandi.net/brooklyn/butterflies/
- Carle, Eric. *The Very Hungry Caterpillar*.

Academic Standards:

5.2.4 Keep a notebook to record observations and be able to distinguish inferences from actual observations.

5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.

5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

5.4.7 Explain that living things such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.

5.5.4 Compare shapes in terms of concepts, such as parallel, perpendicular, congruence, and symmetry.

Objectives:

- I want the students to learn more about butterflies, the different kinds, and where they come from.
- I want them to have fun.
- I want the students to learn about butterflies in different ways such as through math, science, geography, language arts, music, and art.
- During group activities, I want the students to be able to work together without arguing, and learn how to compromise with each other.

Activities:

- During a math lesson the students can use butterflies to identify lines of symmetry. They can even create their own butterfly and make it symmetrical. (Gardner's logical/mathematical)
- The students can collect different kinds of butterflies and moths and display them. They will have them labeled, and tell where they can be found. They will be set up so everybody can look at them. (Gardner's naturalist)
- The students will be broken up into groups of 2 or 3, and they will make a role play/skit (Gardner's Bodily/Kinesthetic) of the different stages a caterpillar goes through to become a butterfly. They will perform them for the class. The class can try and guess which stage it is.
- The students will get in pairs and make up a rap or a song about butterflies. They can use a song like Row Your Boat, Twinkle Twinkle Little Star, Mary Had a Little Lamb, or make up one of their own. (Gardner's Musical)
- Each student will create their own butterfly that will be displayed on a bulletin board (Gardner's Visual/Spatial). They need to make it symmetrical, and very colorful using paint, markers, crayons, colored pencils, paper mache.
- Each student will create a poem about butterflies (Gardner's Verbal/Linguistic). They can do a Haiku if they want to.
- The whole class can take a field trip to a zoo that has a butterfly exhibit. After the field trip, each student will write a journal entry (Gardner's Intrapersonal) about the field trip, what they saw, did they like it, etc.
- As a whole class they will create a huge butterfly that will fill up half of a wall. They will all take part in this activity (Gardner's Interpersonal). They will need to make sure that it is symmetrical, size and color. They will all need to think about it before hand and discuss what colors they want to use, and what shape they want it to be.

Time Schedule:

Days of the week	Week 1	Week 2
Monday	Read books about butterflies to the class to introduce the unit.	Students get in groups of 2 or 3 and make a role play/skit about caterpillars becoming butterflies. Perform to the class.
Tuesday	During math use butterfly pictures to work with symmetry.	Students show their butterfly/moth displays to the class.
Wednesday	Students get in pairs and make up a rap/song about butterflies. They will perform them for the class. Students will start collecting butterflies/moths for their display.	As a class the students will discuss what they want their giant butterfly to look like. They will start making their giant butterfly.
Thursday	Students will create their own personal butterfly.	The students will finish their giant butterfly and display it in the room.
Friday	Students will create a poem about butterflies.	Take a field trip to a zoo with a butterfly exhibit, and write a journal entry.

Grouping:

To group the students and mix things up a bit, when they are going to work in pairs, I will have each students name in a hat and I will go around the room and the students will draw a name out of the hat and that will be their partner. For groups of three or more, I could give the class list of names to another teacher and have him/her put them into groups for me. They won't know the students so they can't group them with their friends or pick favorites.

Checklist:

	Student Checklist	Teacher Checklist
Math worksheet dealing with lines of symmetry.		
Butterfly and Moth display		
Role play/skit about the different stages: caterpillar to butterfly		
Make up a rap or song about butterflies		
Get artsy and color a butterfly		
Create a butterfly poem or Haiku		
Giant butterfly		
Field trip to the zoo, journal entry about the butterfly exhibit		

Bloom's Taxonomy:

Level 1- Knowledge

- How would you describe a caterpillar?
- How would you describe a butterfly?
- Can you list the different stages a caterpillar goes through?

Level 2- Comprehension

- How would you compare a butterfly to a moth?
- How would you contrast a butterfly to a moth?
- How would you classify butterflies/moths?
- Can you explain what is happening when a caterpillar is in its cocoon?

Level 3- Application

- Can you identify some objects around the room that are symmetrical?
- What approach would you use to create a butterfly of your own?
- Can you identify which one is a butterfly or a moth?

Level 4- Analysis

- What are the parts or features of a butterfly?
- Why do you think some butterflies are colored the way they are?
- Can you identify the different parts of a caterpillar? Butterfly?

Level 5- Synthesis

- What would happen if a caterpillar didn't change into a butterfly?
- What way would you design your butterfly?
- What could be combined to make your butterfly more interesting?

Level 6- Evaluation

- Can you determine the importance of butterflies?
- Would it be better if caterpillars didn't change into butterflies?
- How would you rate the butterfly exhibit at the zoo?