

From Cute Caterpillars to Beautiful Butterflies

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1. Question & Research Task

What are the attributes of a butterfly?

- *Look at the picture on the right.*
- *Turn and talk to a neighbor, then share.*

Where do butterflies come from?

What is metamorphosis?



Click the picture on the left to watch a video about metamorphosis.



Images from [clipart.com](https://www.clipart.com) by subscription

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do living things change as they grow?

2. Information Sources

SLIDE NAVIGATION

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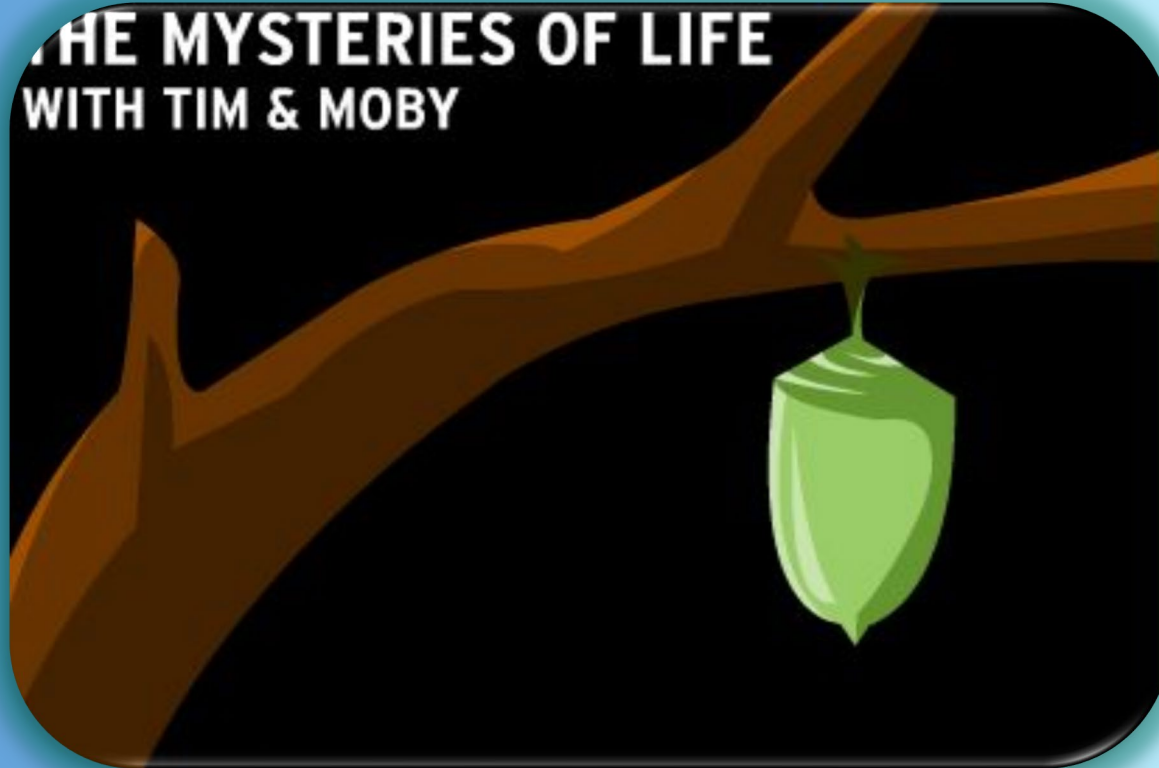
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Next

1. All about Butterflies



What is Metamorphosis?

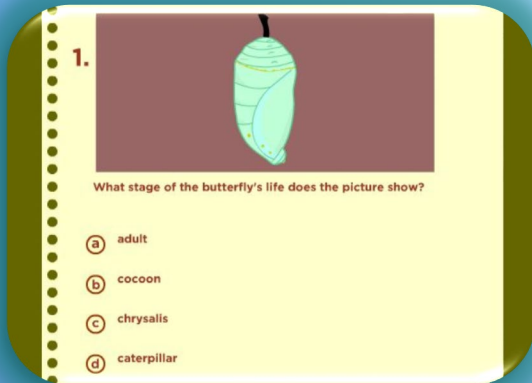
2. Review New Vocabulary



Video and images courtesy of [BrainPop](#) & [BrainPopJr](#) by subscription.

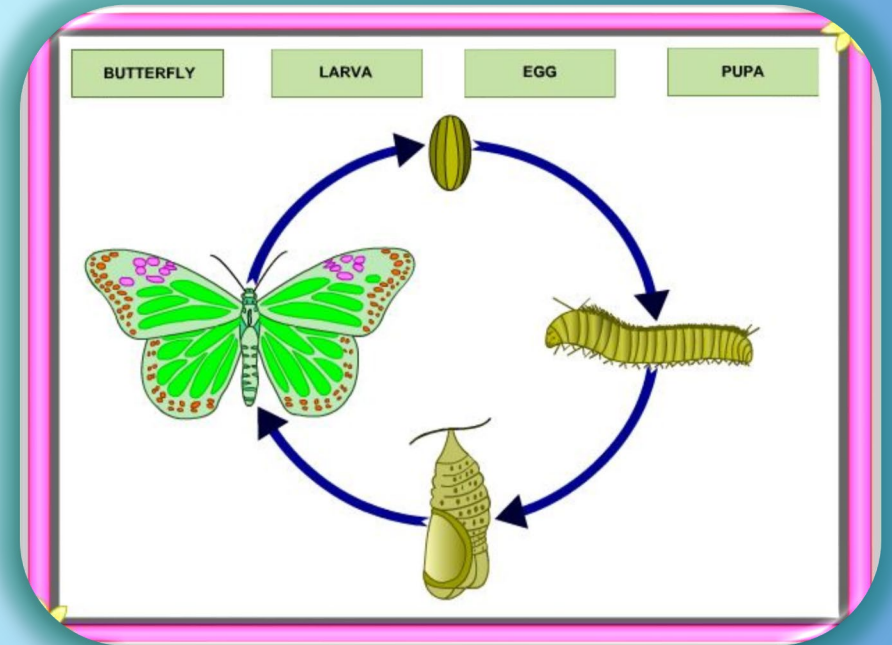
3. Student Activity

1. From Caterpillar to Butterfly



2. Quiz yourself on what you learned.

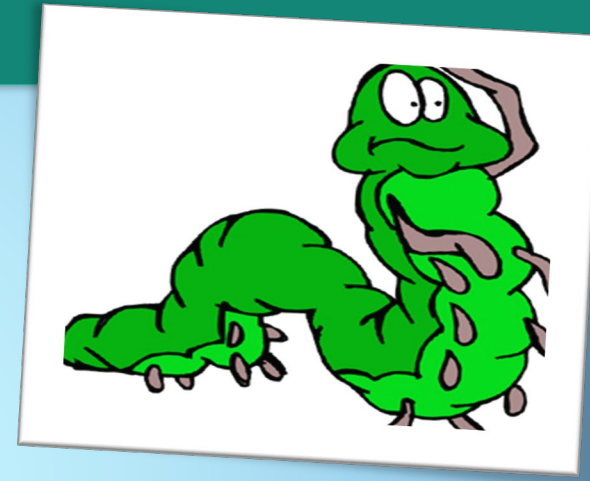
3. Review the stages of the Life Cycle



4. Assessment Activity

How do living things change as they grow?

Click on the caterpillar picture to complete the [matching activity](#).



In a group of three, act out the stages of the life cycle of the butterfly and record it with a video/flip camera.

1. One person will record, while the others perform. Rotate jobs until each has had a chance to perform and use the camera.
2. Make sure to look at the camera and speak loudly and clearly.
3. Share your video with friends to explain about the life cycle of the butterfly.

[Rubric](#) ↓

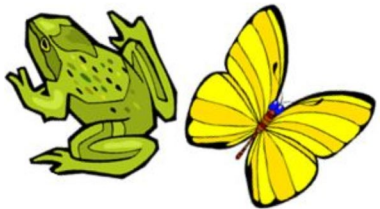


5. Enrichment Activities

1. Watch this BrainPop video about the life cycle of the frog.



2.



Use a Venn diagram to compare the life cycles of a butterfly and a frog.

3. Explore and learn more about Monarch butterflies.



6. Teacher Resources

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Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Kindergarten

Time Frame: 2-4 class periods will be required to complete this activity.

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- Student Activity #3 may require a brief reminder to students to avoid ads.
- Slide #5, Enrichment Activity #2, requires teacher guidance.