



University of South Carolina Aiken
 471 University Parkway
 Aiken, South Carolina 29801
 803-641-3313
<http://rpsec.usca.edu/CE-MIST/>

Unit Plan Overview for Interdisciplinary Traveling Trunk

Title of Unit: Life Cycle with a Focus on Butterflies Grade Level: **Kindergarten** Duration: 7 Days
 Developed by: Malinda Brown and Emily Doyle

Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

Kindergarten

Science	Math	ELA	Social Studies
<p>Standard K-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation</p> <p>Standard K-2: The student will demonstrate an understanding of the characteristics of organisms. (Life Science)</p> <p><u>Indicators:</u> K-1.2 Use tools (including magnifiers & eyedroppers) safely, accurately & appropriately when gathering specific data.</p> <p>K-1.3 Predict & explain information or events based on observation on previous events.</p> <p>K-1.4 Compare objects by using nonstandard units of measurement</p> <p>K-2.5 Recognize that all organisms go through stages of growth & change called life cycles.</p>	<p>Standard K.CC: Count to tell the number of objects.</p> <p>Standard K.CC: Compare numbers.</p> <p>Standard K.MD: Describe and compare measureable attributes.</p> <p>Standard K.CC: Know number names & the count sequence.</p> <p><u>Indicators:</u> K.CC.A.1 Count to 100 by ones & by tens.</p> <p>K.CC.A.3 Write numbers 0 to 20. Represent a number of objects with a written numeral 0-20.</p> <p>K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.B.4b Understand that the last number said tells the number of objects counted.</p>	<p>Standard K. SL: Comprehension and Collaboration</p> <p>Standard K.RL: Range of Reading and Level of Text Complexity</p> <p>K-ELA-Literacy.W.2 Use a combination of drawing, dictating, & writing to compose informative/ explanatory texts in which they what they are writing about & supply some information about the topic.</p> <p><u>Indicators:</u> RL.K.1 Without prompting & support, ask & answer questions about key details on a text/</p> <p>RL.K.2 With prompting & support, retell familiar stories, including key details.</p> <p>FR.K.4 Read emergent-reader texts with purpose & understanding.</p> <p>W.K.2 Use a combination of drawing, dictating, & writing to compose informative/ explanatory texts in which</p>	<p><u>Indicator:</u></p> <p>K-5.4 Recognize natural features of the environment, including mountains & bodies of water through pictures, literature, & models.</p>

CE-MIST Unit Plan for Interdisciplinary Traveling Trunk, Page 2 of 6

<p>K4.3 Summarize ways that the seasons affect plants & animals.</p>	<p>The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>K.MD.A.1 Describe measureable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, & describe the difference.</p> <p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the</p>	<p>they name what they are writing about & supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, & writing to narrate a single event or several loosely linked events, tell about the events in the order in which they are occurred, & provide a reaction to what happened.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics & texts with peers & adults in small & larger groups.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions about key details & representing clarification if something is not understood.</p> <p>SL.K.3 Ask & answer questions in order to seek help, get information or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, & events &, with promoting & support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly & express thought, feelings, &</p>	
--	---	--	--

CE-MIST Unit Plan for Interdisciplinary Traveling Trunk, Page 3 of 6

	<p>categories by count.</p> <p>K.OA.A.1 Represent addition & subtraction with objects, fingers, mental images, drawing, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition & subtraction word problems, & add & subtract within 10, e.g., by using objects or drawing to represent the problem.</p> <p>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in pairs in more than one way, eg., by using objects or drawings, & record each decomposition by a drawing or equation.</p> <p>K-OA.A.5 Fluently add & subtract within 5.</p>	<p>ideas clearly.</p> <p>L.K.1d. Understand & use question words (interrogatives) (e.g., who, what, where, when, why, how)</p> <p>L.K.6 Use words & phrases acquires through conversations, reading & being read to, & responding to texts.</p> <p>Writing Standard K-1: Use a combination of drawing, dictating, & writing to compose opinion pieces in which they tell a reader of the topic or the name of the book they are writing about & state an opinion or preference about the topic or book.</p> <p>Standard K-2: Use a combination of drawing, dictating, & writing to compose informative/explanatory texts in which they name what they are writing about & supply some information about the topic.</p> <p>Standard K-3: Use a combination of drawing, dictating, & writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, & provide a reaction to what happened.</p>	
--	--	---	--

CE-MIST Unit Plan for Interdisciplinary Traveling Trunk, Page 4 of 6

Connections to Exploratories:

<p>Art Students will design a symmetric butterfly of their own using shapes and creativity.</p> <p>Students will put on a performing arts play for the second graders.</p>	<p>Music Students will sing along to a butterfly song to help them understand the stages of the life cycle.</p> <p>K.I.B Speak, chant, & sing using expressive voices, moving to demonstrate awareness of beat, tempo, dynamics, & melodic direction.</p> <p>K.I.C Sing from memory age-appropriate songs representing varied styles of music.</p>	<p>Technology Students will use Promethean Board to play games, draw, and write about butterflies.</p>	<p>PE Students will get the chance to go on a scavenger hunt to find camouflaged “caterpillars”.</p>
---	---	---	---

<p>Summary of activities showing connections between content areas</p>	<ul style="list-style-type: none"> - Science - <ul style="list-style-type: none"> • All activities below are focused on the main content area of science and the butterfly life cycle. Every activity in this lesson can be found with some type of connection to another content area. - English Language Arts – <ul style="list-style-type: none"> • Read Alouds and group readings (A summary of the numerous options of books can be found below in the text set selection and more on the budget sheet.) • Writing (Students will have numerous writing experiences including but not limited to: observation recordings, fictional text, non-fictional text, and using the writing process throughout the unit.) - Math - <ul style="list-style-type: none"> • Symmetry (Students will learn and experience what it means to be symmetrical. Butterflies have symmetrical wings.) • Simple Number Usage (Students will record in their journals the number each day standards for. Monday will be day 1; Tuesday will be day 2. Students should record the days and this will give them an opportunity to use math to figure out how long it takes a butterfly to change stages.) - Social Studies - <ul style="list-style-type: none"> • Migration Posters (Learning about migration will give students the chance to review the country they live in and how their ancestors arrived here.) - Arts (Art, Music, P.E.) - <ul style="list-style-type: none"> • Theatre Play (Kindergarten and second grade will each put on a play to show information they learned about the life cycle this year.) • Butterfly Songs (Songs will help students remember the phases of the butterfly life
---	--

CE-MIST Unit Plan for Interdisciplinary Traveling Trunk, Page 5 of 6

	<p>cycle.)</p> <ul style="list-style-type: none"> Scavenger Hunts (More than once throughout the unit students will be able to move around outside to hunt down characteristics of caterpillars and then butterflies.) Illustrations (Students will have the opportunity to illustrate the life cycle in more than one way.) <p>-Technology</p> <ul style="list-style-type: none"> Promethean Planet (Throughout the unit, students will have the opportunity to use the promethean board to experience different properties of the life cycle and butterflies and caterpillars.) 																								
<p>Text Set (This might include children's literature, magazines, films, maps, brochures, websites, and other resources)</p>	<p>Children's Literature:</p> <table border="0"> <tr> <td>The Very Hungry Caterpillar</td> <td>By: Eric Carle</td> </tr> <tr> <td>Butterfly House</td> <td>By: Eve Bunting</td> </tr> <tr> <td>Sunflower House</td> <td>By: Eve Bunting</td> </tr> <tr> <td>A Book of Colors Butterfly Butterfly</td> <td>By: Patr Hornacek</td> </tr> <tr> <td>From Caterpillar to Butterfly</td> <td>By: Gerald Legg</td> </tr> <tr> <td>Butterfly and Caterpillar</td> <td>By: Barrie Watt</td> </tr> <tr> <td>Ten Little Caterpillars</td> <td>By: Bill Martin, Jr.</td> </tr> <tr> <td>Jake and the Migration of the Butterfly</td> <td>By: Crystal Ball O'Conner</td> </tr> <tr> <td>Wait and See</td> <td>By: Elena Martin</td> </tr> <tr> <td>Looking at Insects</td> <td>By: David Glover</td> </tr> <tr> <td>Animal Life Cycles</td> <td>By: Susan DeStefano</td> </tr> <tr> <td>Caterpillars</td> <td>By: Robyn Green</td> </tr> </table> <p>Websites:</p> <p>www.Unitedstreaming.com</p> <p>http://boowakwala.uptoten.com/kids/boowakwala-adventures-butterfly-butterflycolor.html</p> <p>www.discoveryed.com</p> <p>www.teacherspayteachers.com</p>	The Very Hungry Caterpillar	By: Eric Carle	Butterfly House	By: Eve Bunting	Sunflower House	By: Eve Bunting	A Book of Colors Butterfly Butterfly	By: Patr Hornacek	From Caterpillar to Butterfly	By: Gerald Legg	Butterfly and Caterpillar	By: Barrie Watt	Ten Little Caterpillars	By: Bill Martin, Jr.	Jake and the Migration of the Butterfly	By: Crystal Ball O'Conner	Wait and See	By: Elena Martin	Looking at Insects	By: David Glover	Animal Life Cycles	By: Susan DeStefano	Caterpillars	By: Robyn Green
The Very Hungry Caterpillar	By: Eric Carle																								
Butterfly House	By: Eve Bunting																								
Sunflower House	By: Eve Bunting																								
A Book of Colors Butterfly Butterfly	By: Patr Hornacek																								
From Caterpillar to Butterfly	By: Gerald Legg																								
Butterfly and Caterpillar	By: Barrie Watt																								
Ten Little Caterpillars	By: Bill Martin, Jr.																								
Jake and the Migration of the Butterfly	By: Crystal Ball O'Conner																								
Wait and See	By: Elena Martin																								
Looking at Insects	By: David Glover																								
Animal Life Cycles	By: Susan DeStefano																								
Caterpillars	By: Robyn Green																								
<p>Essential Questions</p>	<ol style="list-style-type: none"> How can you describe the phases of the life cycle? How do caterpillars grow and change throughout their life cycle? How does the environment of an animal effect the animal? 																								

CE-MIST Unit Plan for Interdisciplinary Traveling Trunk, Page 6 of 6

Pre-Writing and Writing Activities	<p>Daily Observations of the changes of the life cycle of a butterfly. Children will draw pictures to represent each stage of the Life Cycle of the Butterfly. Some children will label the pictures with simple words. Some children may represent words with the beginning letter. Some children may write parts of what they hear. Some children may be able to write 3-4 sentences to tell a story with a beginning, middle and end.</p>		
Instructional Strategies	<ul style="list-style-type: none"> - Video learning to experience the butterfly life cycle in minutes - Demonstrate the stages of the life cycle - Hands – on activities to explore facts about butterflies - Acting out and performing the life cycle of a butterfly - Responding and reflecting to information learned about the life cycle and butterflies - Observing and recording the life cycle of a caterpillar into a butterfly over time - Read-alouds (fiction and nonfiction) - Questioning throughout the unit - Discussion throughout the unit 		
Accommodations, Modalities of Learning, Differentiating Instruction	<p>Leveled books Different representation strategies of the life cycle Matching groups up with a purpose</p> <p>Each lesson has specific adaptations to make it to reach both kindergarten and second grade. Lessons 2 and 7 are done completely different for each grade level to make sure complete differentiation and be used.</p>		
Vocabulary	<p>Life Cycle Developing Birth Reproduce Death Digest Egg</p>	<p>Compare Contrast Characteristics Adult Chrysalis Environment Metamorphosis</p>	<p>Insect Larva Pupa Change Habitat Observe</p>
Assessments	<p><i>Ticket out the door</i> <i>Butterfly Symmetry</i> Worksheet Writing Assignments Project Option (Found in Project Folder) (Personal evaluations during the evaluation activity; anecdotes)</p>		
Other Materials	<p>Use a microscope to analyze any part of the life cycle that didn't make it.</p>		

Attached: Daily Lesson Plans (in Learning Cycle, 5E, or 7E Procedures format)