

Research of Local Butterflies

by Michelle Willi

Standards

- IL.1.B.1a > Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
- IL.1.C STANDARD: Comprehend a broad range of reading materials.
- IL.1.C.1c > Make comparisons across reading selections.
- IL.1.C.1d > Summarize content of reading material using text organization (e.g., story, sequence).
- IL.3.B.1a > Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).
- IL.3.C STANDARD: Communicate ideas in writing to accomplish a variety of purposes.
- IRA.1.1 ...demonstrate recognition that reading should be taught as a process
- IRA.1.5 ...demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation
- IRA.12.2 ...adapt instruction to meet the needs of different learners to accomplish different purposes
- IRA.2.5 ...demonstrate an understanding of the interrelation of reading and writing, and listening and speaking
- IRA.2.6 ...show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually
- NCTE.3.1.2 ...demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
- NCTE.3.2.4 ...use writing, visual images, and speaking for a variety of purposes and audiences;

NCTE.4.11 ...provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts;

Resources

Library of Congress

website for Library of Congress

Encyclopedia on-line

Website for an encyclopedia

Butterfly website

Website on butterflies

Enchanted Learning

Web site with several links to butterfly sites

Lesson Plan

Overview and Rationale

The students will learn to identify important information from a variety of web sites. They will also build vocabulary, explore main ideas, supporting details and learn to summarize information.

This lesson asks students to research butterflies found in our local area by exploring three internet sites, and then choose one butterfly found in the area and create a poster identifying 3 items in each of the following categories; characteristics, life cycle, ecology, and conservation.

This lesson is important because it teaches analyze, select, connect, discriminate and connect information from several sources.

Objectives

The student will:

- Identify, collect and summarize pertinent information
- Classify and organize information to fit format
- Compare and discriminate between several ideas

- Create visual representation of findings (poster containing 12 items, 3 from each of the 4 categories)

Materials

6—Computers with internet access

Poster boards (one per group)

Crayons/markers/colored pencils

Pencils

Paper

Resources:

Bjerklie, D. (2006). *Butterflies*. New York: HarperCollins Children's Books.

Butterfly Gardens is a wonderful web site for children

(<http://www.thebutterflysite.com/gardening.shtml>)

Carle, E. (1986). *The very hungry caterpillar*. New York: Penguin Young Readers Group.

Caduto, M. J. & Bruchac, J. (1991). *How butterflies came to be*. New York: Fulcrum.

Enchanted Learning is a wonderful web site for children (<http://enchantedlearning.com>).

Getzoff, M. (1999). *Butterfly magic*. New York: Scholastic, Inc.

Heiligman, D. (1996). *From caterpillar to butterfly*. New York: HarperCollins Publisher, Inc.

Hershkowitz, D. *Butterfly Garden*. FL: Harcourt, Inc.

Hirschmann, K. (2005). *Butterflies and moths*. New York: Scholastic, Inc.

Jones, R. M., McLeod, J. C., Krockover, G. H., Frank, M. S., Lang, M. P., Valenta, C. J., & Van Deman, B. A. (2002). *Plants and animals interact*. In Harcourt School Publisher (Eds.), Harcourt Science (B2-B71). FL: Harcourt, Inc.

MacLeod, J. (1996). *The life story of the butterfly*. London: Hazar Publishing Limited.

Markman, L. (2006, April). Butterflies and moths. *Kids Discover*. 16 (12), 1-19.

WebQuest is a wonderful web site for teachers (<http://webquest.sdsu.edu>)

Wikipedia is a wonderful web site for students (<http://wikipedia.org>)

Procedure

1. List the different kinds of butterflies they have seen in their neighborhoods
2. Define the 4 categories for internet search (characteristics, life cycle, ecology, and conservation)
3. Add these words to the word wall
4. Review rules for using the internet
5. Divide students into groups of three's
6. Direct students to do an internet search using www.loc.gov, thebutterflysite.com, and enchantedlearning.com to collect information on butterflies found in the Peoria area.
7. Have students analyze, separate, and record their information, on paper according to each of the 4 categories (characteristics, life cycle, ecology, and conservation)
8. Create a creative poster including 12 items, three in each of the four categories.

Adaptations for Special Needs:

Students who have Individual Educational Programs (IEP), will be allowed additional time to complete assignments and assessments. Printed materials for grade- level reading appropriateness will be included. For the students who finished, they either continue on their butterfly stories or add any new words to the classroom butterfly dictionary.

Assessment

Evaluation

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Drawing and labeling of the four stages of	Knowledge and ability to share information relating to the four stages is minimal.	Knowledge and ability to share information relating to the four stages is developing.	Knowledge and ability to share information relating to the four stages shows minimal mistakes and is accomplished.	Knowledge and ability to share information relating to the four stages is outstanding.	

a butterfly					
Drawing and labeling of anatomy of a butterfly	Knowledge, identification, and sharing information relating to the major/important body parts is minimal.	Knowledge, identification, and sharing information of the major/important body parts is developing	Knowledge, identification, and sharing information of the major/important body parts is accomplished	Knowledge, identification, and sharing information of the major/important body parts is outstanding	
Describe the differences between a butterfly and a moth	Reflects minimal understanding of the differences between a butterfly and a moth.	Reflects developing understanding of the differences between a butterfly and a moth.	Reflects accomplished understanding of the differences between a butterfly and a moth with minimal mistakes.	Reflects complete understanding of the differences between a butterfly and a moth.	
Butterfly poster with facts	Reflects minimal understanding of the butterflies in his/her area. Included 5 or fewer items from the listed categories.	Reflects developing understanding of the butterflies in his/her area. Included 6-8 items from the listed categories	Reflects accomplished and clear understanding of the butterflies in his/her area. Included 9-10 items from the listed categories	Reflects complete and clear understanding of the butterflies in his/her area. Included 11-12 items from the listed categories	

Assessment:

Throughout this unit on butterflies, there will be several opportunities for both informal and formal assessment. The informal assessment that will be used would be in the form of annotated notes made during individual and group activities. Additionally, the formal assessments will take the forms of a rubric for the Internet gathering of information and the students' presentation of that information to the rest of the class. As intimated earlier, this unit will include a written exam. The rubric will look at completeness of information as well as the students' abilities to articulate that information to their classmates. The formal written exam will involve short answers, labeling, fill in blank spaces, multiple choice, true/false and listing items.

Reflection

Evaluation of this lesson is difficult because the lesson has not been taught. However, one thing I would like to include as part of this unit is a PowerPoint presentation. Including a PowerPoint presentation would be an additional way to involve parents because I would ask parents to volunteer in the classroom working with each dyad of students in creating their presentation.

Once the presentations were complete they could be burned on to a CD. This would allow families to view their child's work at anytime.