

Renaissance Teacher Work Sample Consortium

A Teacher Work Sample Exemplar

Submitted by: Idaho State University

Grade Level: 1st

Subject: Science

Topic: Butterflies

Idaho State University
College of Education

Teacher Work Sample Cover Sheet

Name: _____ Student Number: _____

Degree Program: Elementary _____ Secondary

Components: Social Science and Humanities _____

(Or) Teaching Major: _____ Teaching Minor: _____

Course: EDUC 309 EDUC 402 _____

Instructor: Dr. Newsome Date Submitted: April 30, 2009 _____

Field Placement (School and District): _____

TWS Grade Level(s): 1st Grade TWS Content Area(s): Science _____

I affirm and testify that all materials included in this teacher work sample were completed by me this current semester and are not identical to my own previous work.

I understand that submission of materials identical to those of another teacher education student will constitute academic dishonesty and that both of us may be dismissed from the teacher education program.

Signature: _____ Date: _____

As specified in the Assessment Consent section in your course syllabus, if your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised. Your signature below provides permission to disclose your identity in order to give you credit for your performance.

Signature: _____ Date: _____

Idaho State University
College of Education
Teacher Work Sample Rubric
Summary Sheet
 Academic Year 2008-2009

Candidate: _ ID Number :_ Section: _____
 Semester: Spring 2009 Instructor: Dr. Newsome 309 X 402 _____

TWS Targeted Standards		Score
1	The teacher uses information from the learning-teaching context and knowledge of human development and learning to plan instruction and assessment	/2
2	The teacher uses knowledge of subject matter to set important, challenging, varied, and meaningful achievement targets.	/2
3	The teacher uses formal and informal assessment methods and strategies aligned with achievement targets to evaluate and advance student performance and determine teaching effectiveness.	/2
4	The teacher plans and prepares instruction using a variety of instructional strategies to meet specific achievement targets, student characteristics and needs, and learning contexts.	/2
5	The teacher reflects, during instruction, on student learning progress and modifies instruction and assessment to meet students' diverse needs and experiences.	/2
6	The teacher profiles student performance and analyzes and interprets assessment data to determine student progress.	/2
7	The teacher reflects, after completion of the instructional sequence, on his or her instruction and on student learning and is continuously engaged in purposeful mastery of the art and science of teaching.	/2
8	The teacher uses effective written communication skills.	/2
Standards Total		/16

Holistic Category Scale

Beginning	Developing	Proficient	Exemplary
0-7	8-11	12-14	15-16

- EDUC 309 Teacher Candidates must earn a holistic score of "Developing" on their Teacher Work Sample to be recommended for a student teaching internship.
- Student Teachers must earn a holistic score of "Developing" on the Teacher Work Sample and a rating of at least "Acceptable" (1 or 2 points) on each standard to be recommended for certification.

Candidate: _____ ID Number : _____ Section: 03

Semester: Spring 2009 Instructor: Dr. Newsome **309** X **402**

Demographic Chart

<i>Total number of Students = 21</i>		
	Males	Females
<i>Total Number</i>	11	10
<i>With disabilities (IEPs)</i>	1	1
<i>English Language Learners (ELL)</i>	0	0
<i>Native American/ Alaska Native</i>	0	0
<i>Asian</i>	0	0
<i>Black or African American</i>	0	0
<i>Hispanic</i>	1	0
<i>Native Hawaiian/Pacific Islander</i>	0	0
<i>Caucasian</i>	10	9
<i>Other (Multi-racial/multi-ethnic)</i>	0	0
<i>Free or Reduced Lunch</i>	9	8

Impact on Student Learning

	Students Who Achieved the Target According to Stated Criteria		Students Who Showed Improvement from Pre-assessment to Post-assessment	
Achievement Target # 1	17/18	94%	18/18	100%
Achievement Target #4	18/18	100%	18/18	100%

TWS Content Science
TWS Grade Level 1st Grade

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A. Description and Analysis of the Learning-Teaching Context

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<i>Black or African American</i>	0	0
<i>Hispanic</i>	1	0
<i>Native Hawaiian/Pacific Islander</i>	0	0
<i>Caucasian</i>	10	9
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<i>Free or Reduced Lunch</i>	9	8

School Community Characteristics

??????????? Elementary is a Title 1 school located in a very low socio-economical community of ????????????. Being a title 1 school Lincoln is given government funds that can be used for; professional development, instructional materials, resources to support educational programs, and parental involvement promotion. To qualify as a Title 1 school, a school typically has around 40% or more of its students that come from families that qualify as low-income. Most of the students that attend this school do come from low income families. This will impact my teaching, because many of the supplies for the classroom may not be able to be afforded by the parents. It will be important to help the students be able to get supplies to help enhance their

learning. This school draws from several different entities from the community that contribute to the low-income status. Some of these facilities are; Valley House, homeless shelters, and weekly rated motels. This school is also located in the older district of town which also contributes to the low socio-economical characteristic of this school. Lincoln Elementary currently educates about 500 students from grades kindergarten through sixth grade. Due to the fact of unstable housing for some students, Lincoln is considered to be a high mobility school. Many students move in and out of the district throughout the year. This will impact my teaching and assessment, because there will be a possibility of having students come and go throughout the school year. I will need to plan to accommodate those students, whether coming or going, to allow the smoothest transition possible.

Classroom Characteristics

The classroom environment is very open in my first grade class. The desks are positioned in a double stacked “U” shape in front of the white board. However, due to the placement of the desks not all students are able to see the board when it is being written on by the teacher. This will impact my teaching and assessment because I will need to make sure all students are given ample time to see and understand the concepts being taught or written on the board. The students are seated at individual desks. These desks have hinged storage tops that allow the students to keep their materials in their desks. These desks are convenient for storage, but a very distracting element in the classroom. Students are constantly opening or rummaging through their desks during instruction. This will impact my teaching because there will need to be a very firm procedure developed to help manage the disruptions in the classroom. This procedure will be my management plan for the classroom. This classroom has very little technology available to the students. The only technological elements are two classroom computers that are shared amongst

the students. The school however, does have a multiple means of technology that can be requested or checked out for classroom use. Some of the materials that this includes are two carts of laptops with fourteen computers apiece. There is also a computer lab with 31 update computers all connected to the internet. This will impact my teaching because it will be important to plan far enough ahead to reserve the equipment for any technology lesson or usage to make sure all of the students are able to experience and learn from incorporating this element. To do this I would contact the librarian who has the means to loan or check-out most medial materials.

Student Characteristics

I am currently in a classroom of twenty-one first graders ranging from age six to seven. There are eleven boys and ten girls. Most of the students are considered to be Caucasian, there is one boy who is Hispanic. This will impact my teaching because it will still be important to teach the students about other cultures and how there are many different types of people in the world and we are all equal. There are three students that are on IEPs, students A, B and, C. Two of these students leave the classroom for several different subjects to receive more one on one help. These students will impact my teaching and assessment because it will be important to include them in the regular classroom as much as possible. This will require me to adjust my lesson plan to accommodate them, or have another activity that they can participate in while the other students continue their work. Along with the two students, students B, and C, who leave the classroom there is one student, student A, that in on a behavioral IEP. She/he has severe behavioral problem. Student A frequently disrupts the classroom with smart-aleck remarks and disrespectful conduct. The other students have become accustomed to his/her behavior, but the flow of the classroom is still disrupted with outbursts. My CT has done a commendable job at

teaching the other students not to react to his/her behavior and ignore him/her. This will impact my teaching greatly because I will need to develop a management system that will be consistent to help keep the classroom as productive as possible all the while teaching student A proper respect. Along with these students there are four students, student 1, 2, 3, 4, whom have been observed to have a below average reading ability as well as lower cognitive skills as a whole. This has been observed and recorded by my CT and well as myself. This will affect my teaching because it will be essential to help these students be successful and improve as much as possible to help them master the content at grade level and not fall behind.

B. Achievement Targets

Target #1: Students will know and learn the life cycle of a butterfly (K)

Students will be introduced to the different stages of life that a butterfly goes through. Students will have the opportunity to learn that not every animal stays the same its whole life. This target aligns with the Idaho state standard for Science in the 1st grade. Standard 3: Biology, Goal 3.1 Understand the Theory of Biological Evolution, Objective: 1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death). This standard also aligns with my CT's long-range instructional goals by developing critical thinking and familiarity with animals and their life cycles.

Target #2: Students will analyze and predict the changes of a caterpillar to a butterfly. (R)

For this unit we will have live caterpillars that the students will be able to watch grow and morph into butterflies. To help the students understand what is happening they will keep a journal of what they see taking place. Making observations coincidences with Standard 1 of the Idaho State Standards for 1st grade science; Nature of Science, Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills, Objective: 1.S.1.6.1 Make and record

observations. This target aligns with my CT's long-term instructional goals by helping each student be able to experience firsthand the changes a butterfly makes. With the low socio-economical status of the students they may not have many opportunities to get hands on experience with creatures in nature.

Target # 3: Students will construct their own butterfly with symmetry. (P)

Students will learn that butterflies have the exact same patterns on both sides of their bodies. This pattern is known as symmetry. Students will construct their own symmetric butterfly by following a set of directions. I will assess this by the students following the steps to construct this butterfly. This aligns with the Idaho State Standards for 1st grade science: Nature of Science, Goal 1.8 Understand Technical Communication, 1.S.1.8.1 Follow Multi-step instructions. My CT's long-range goals are to prepare the students to move to 2nd grade with proper skills to excel. By teaching them how to follow multi-step instructions they will be better equipped to follow more detailed instruction in every subject, giving them an advantage in multiple areas.

Target # 4: Students will learn and know what caterpillars and butterflies eat. (K)

Not all animals eat the same foods. Learning how to take care of animals by knowing what they eat and what environment they need to survive is a very important life skill. This target aligns with my CT long-term instructional goals to help the students know and understand the importance of taking care of themselves and their environment around them, especially the living creatures in the environment. This target also aligns with Standard 3 of the Idaho State Content Standards in Biology, Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems, Objective: 1.S.3.2.1 State that living things need food to survive.

Target #5: Students will know and learn the structure of butterflies through symmetry. (k)

The students will have the opportunity to learn how butterflies are symmetrical. This will allow them to learn the structure and properties of a butterfly. This target aligns with my CT's long-term goals through allowing the students to learn a concept that will be beneficial to them in the next years of their education and prepare them for success in the 2nd grade. This target aligns with Standard 2 of the Idaho State Content Standards for Physical Science, Goal 2.1:

Understand the Structure and Function of Matter and Molecules and Their Interactions 1.S.2.1.1

Describe properties of objects. (545.01.a)

C. Assessment Plan

Achievement Targets	Assessments	Rationale	Modifications/ Adaptations
<p><u>Achievement Target 1</u> Students will know and learn the life cycle of a butterfly (K)</p> <p>Criteria for target to be met is 75% Criteria was determined by CT.</p>	<p>Pre-Assessment: Students will be given a worksheet with four places representing the stages of life of the butterfly, they will be asked to place the number 1-4 in order they think the cycle should go. (Selected Response)</p> <p>Interim Assessment: Students will verbally have the opportunity to give the four basic steps of the life cycle of a butterfly. They will have the opportunity to be called on when asked a question and reviewing the stages of the life cycle. (Personal Communication)</p> <p>Post Assessment: Students will be given the same assessment as the pre-assessment. This will determine if they were able to learn and understand the lifecycle of a butterfly. (Selected Response)</p>	<p>Students may have a general idea of how a life cycle of an insect occurs, however using selected response as the assessment will help to start discussion about each particular stage in detail. This will allow the students to see right away all of the information they will be learning about first hand. “Students can know things but not understand them.” (Stiggins 100)</p> <p>Students will have an individual opportunity to show that they understand the basic step of the life cycle of a butterfly through personal communication. “Consider the possibility of engaging students in developing practice items reflecting the important knowledge and reasoning proficiencies... This can turn into sharply focused instruction in the form of guided practice.” (Stiggins 121)</p> <p>Students will complete the post assessment using selected response to show their knowledge gain. “The goal as teachers and assessors is to gather valid and reliable evidence of student mastery of our valued learning targets, and to use that evidence to maximize student achievement.” (Stiggins 75)</p>	<p>Students B and C, as well as students 1, 2, 3, and 4, as identified earlier, will have the test read to them. This will be accomplished by the help of an aid. Many of the words will be unfamiliar to their vocabulary.</p> <p>After careful consideration no modification was necessary for this assessment.</p> <p>Students B, C, 1,2,3, and 4 will be given more time if need to complete this assessment. They will also have the questions read to them individually by a classroom aid.</p>

<p><u>Achievement Target 2</u> Students will analyze and predict the changes of a caterpillar to a butterfly. (R)</p> <p>Criteria for target to be met is 75%. Criteria was determined by CT.</p>	<p>Pre-Assessment: Students will write on a small journal two or three sentences telling what they think the caterpillar is going to do to change into a butterfly. They will be as descriptive as possible. (Essay)</p> <p>Interim Assessment: Students will write in their pre-made journals about the changes they see taking place in the caterpillars. They will write another two or three sentences about the changes and the differences they see now that they know about the life cycle of a butterfly. (Essay)</p> <p>Post Assessment: Students will continue and complete writing in their journals describing the final changes that took place from the change from a caterpillar to a butterfly. Students will hand in their journals after they complete their last two or three sentences.(Essay)</p>	<p>The students will have the opportunity to predict what they think might happen in the metamorphosis of a caterpillar through essay assessment. This will allow the students to use reasoning skills to come up with an explanation. It will help the students to know that there is no right or wrong answer, they are just putting their thoughts and ideas down on paper. “A real strength of written responses resides in their ability to provide windows into student reasoning.” (Stiggins 138)</p> <p>Students will write about new changes they see. They will be able to correct or make new reasoning about what they already thought might happen. Through essay they will best be able to show and tell what they are reasoning “We can ask the students to analyze, compare, draw inferences, and think critically in virtually any subject matter area.” (Stiggins 138)</p> <p>Students will use the knowledge they have learned to create a final conclusion about the metamorphosis of a caterpillar. They will be able to use proper terminology and have more background knowledge to glean from. “We can pose problems that require integrating material from two or more subjects and or applying more than one pattern of reasoning. The key question to ask is; Do students know how and when to use the knowledge they have at their disposal to reason and solve problems.” (Stiggins 138)</p>	<p>The IEP students (B and C) and students 1, 2,3, and 4 will have an opportunity to verbally describe the changes they saw taking place in the caterpillar throughout all three aspects of this assessment. This will allow them to be more successful because they have lower reading and writing skills and many times might be frustrated with this assessment.</p> <p>As stated with the pre-assessment the identified students will verbally describe the changes that they see taking place in the caterpillars.</p>
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<p><u>Achievement Target 3</u> Students will construct a butterfly through use of symmetry. (P)</p> <p>Criteria for target to be met is 75%. Criteria was determined by CT.</p>	<p>Pre-Assessment: There was no pre-assessment given for this product target.</p> <p>Interim Assessment: Students will be asked where in their lives they see, or know of things that have symmetry or could have symmetry. I will give and show different example of materials that can be symmetric. (Personal Communication)</p> <p>Post Assessment: Students will construct/create their own butterfly using symmetry and a step by step process. The students will be asked to follow a set of directions that evaluates their understanding of following directions as well as their understanding on the concept of symmetry. (Product)</p>	<p>Students will have a hands-on experience with the new vocabulary word “symmetry.” “Performance assessments involve students in activities that require them actually to demonstrate performance of certain skills or to create products that meet certain standards of quality.” (Stiggins 155)</p> <p>Students will be able to bring in a SMALL item that they have or find that has symmetry. As a class we will be able to discuss it and if there is symmetry. “If we want to evaluate achievement in its truest form, we go to where it is being done live and we observe and judge the actual performance.” (Stiggins 156)</p> <p>The students will color and create their own butterfly by following steps. Using a product for an assessment is important because it takes the focus off of a right or wrong answer and helps to see if the students understand and can follow specific steps. “Use performance assessment when you need an active, hands-on way to engage your students in learning. This may be the most powerful application of this method.” (Stiggins 158)</p>	<p>After careful consideration no modification was necessary for this assessment.</p> <p>The students B, and C will have a worksheet that is already constructed and they only have to color the different areas using the same colors for each side. This will be prepared for the students so that they can better focus on the product of their work instead of meticulous detail.</p>
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<p><u>Achievement Target 4</u> Students will learn and know what caterpillars and butterflies eat. (K)</p> <p>Criteria for target to be met is 75%. Criteria was determined by CT</p>	<p>Pre-Assessment: Students will be asked to brainstorm things they think a butterfly or caterpillar might eat. These items will be recorded on the board. (Personal Communication) Students will also be given a sheet with 4 lines and a word bank of several items that could be eaten by animals. They will be asked to pick four things they think a caterpillar or butterfly might eat. (Selected Response).</p> <p>Interim Assessment: Students will listen to the book “The Very Hungry Caterpillar,” by Eric Carle and discuss what that caterpillar ate. (Personal Communication)</p> <p>Post Assessment: Students will be able to list at least 4 items that a caterpillar or butterfly might eat. As the same assessment is given as the pre-assessment. (Selected Response).</p>	<p>Students will take turns describing a logical food item they think a caterpillar would eat. This is a brainstorming period that is important in order to help activate and background or prior knowledge the student might have. There will be no right or wrong answers but the discussion would still maintain focused on the topic. “By asking questions and evaluating answers direct personal communication with the students is an option for assessing mastery of knowledge.” (Stiggins 82)</p> <p>We will discuss as a class what the caterpillar ate and the reason and validity behind it. Through personal communication the students will be able to tell me what they have learned and what they do not know yet. “Teachers gather a great deal of valuable information about student achievement by talking with them. Assessments must arise from and serve specific purposes, accurately reflect intended achievement targets, and produce consistent information about that achievement.” (Stiggins 195)</p> <p>“We can use selected response test items to assess student mastery of subject matter knowledge. Selected Response formats can help assess knowledge and understanding.” (Stiggins 100-101)</p>	<p>For the Pre and Post assessment students B, C, 1,2,3, and 4 will have a word bank containing only 6 words to choose from with a mixture of items that a caterpillar would eat and items that they would not eat. This will allow for less confusion and help them to be more successful with the information they are learning instead of distracted by incorrect answers.</p> <p>(See Above)</p>
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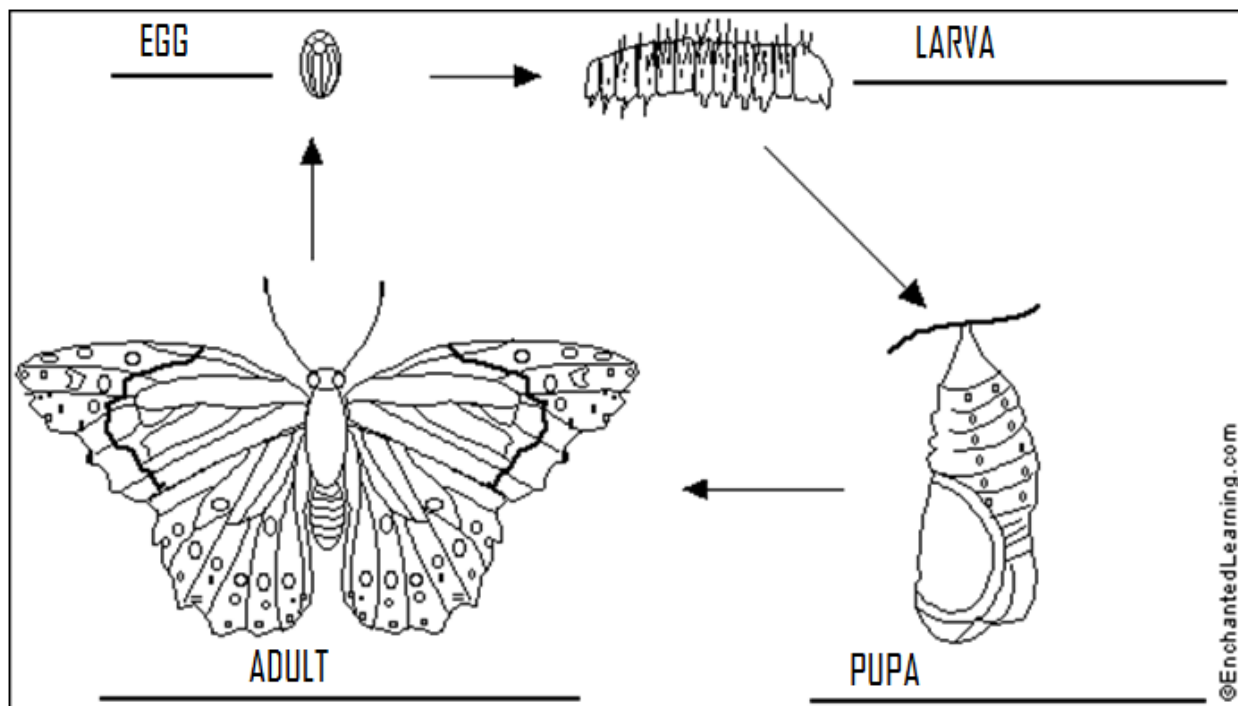
<p><u>Achievement Target #5:</u> Students will know and learn the structure of butterflies through symmetry. (K)</p> <p>Criteria for target to be met is 75%. Criteria was determined by CT</p>	<p>Pre-Assessment: Student will be given a sheet with multiple shapes on the page. Students will be asked to select the four shapes out of the page that are symmetrical. (Selected Response)</p> <p>Interim Assessment: Students will be asked where in their lives they see, or know of things that have symmetry or could have symmetry. I will give and show different example of materials that can be symmetric. (Personal Communication)</p> <p>Post Assessment: Students will complete the same assessment as the pre-assessment to assess their understanding of symmetrical shapes. (Selected Response).</p>	<p>Students will be introduced to shapes that are symmetrical. They will not have instruction as to what that words means, but instead asked to use their background knowledge to make an educated guess. “Selected Response permits us to sample widely and draw relatively confident generalizations from the content sampled.” (Stiggins 82)</p> <p>Students will have the opportunity to share with the class items that they have been able to notice, that are symmetrical, or have symmetry As a class we will discuss if there is symmetry.”Personal communication is a good match across all grade levels, especially with limited amounts of knowledge to be mastered.” (Stiggins 83).</p> <p>By assessing the students understand of symmetrical shapes, they will be able to begin to apply this concept to other areas of their lives where they will see symmetry. “Selected response formats fit nicely into the resource realities of most classrooms. (Stiggins 82).</p>	<p>After careful consideration no modification was necessary for this assessment.</p> <p>After careful consideration no modification was necessary for this assessment.</p>
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ASSESSMENTS

Pre-ASSESSMENTS

NAME _____

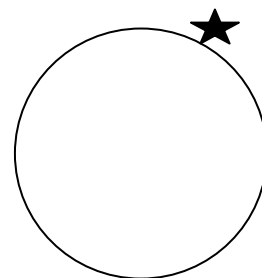
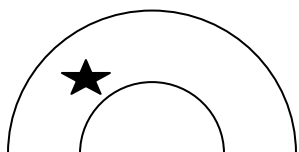
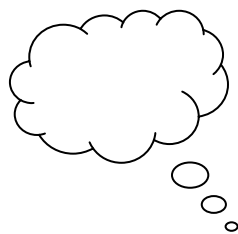
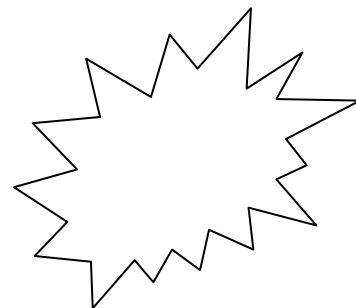
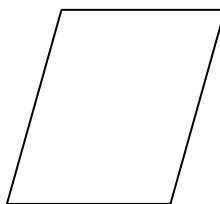
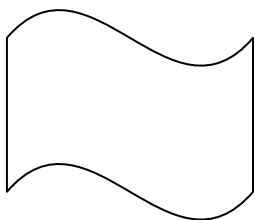
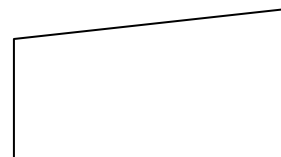
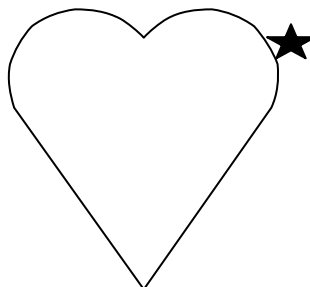
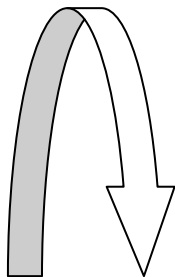
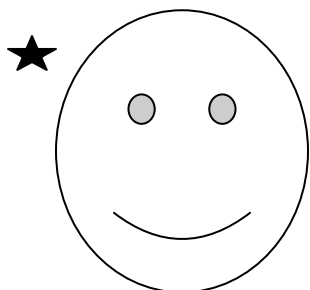
Direction: Write the name of the different stages of the life cycle of a butterfly on the line provided. Use the word bank to fill in the lines.



WORD BANK:

**CATERPILLAR, ROOT, LARVA, KID, SEED,
ADULT, PUPA, EGG, BUTTERFLY, KID**

Directions: Circle 4 Shapes or Pictures that are Symmetrical



Directions: Number the Life Cycle in the correct order. Using 1, 2, 3 or 4



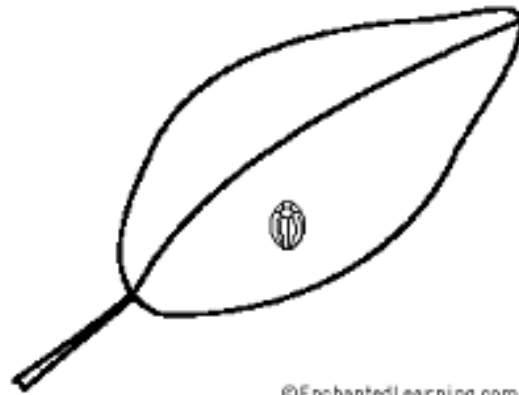
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#2



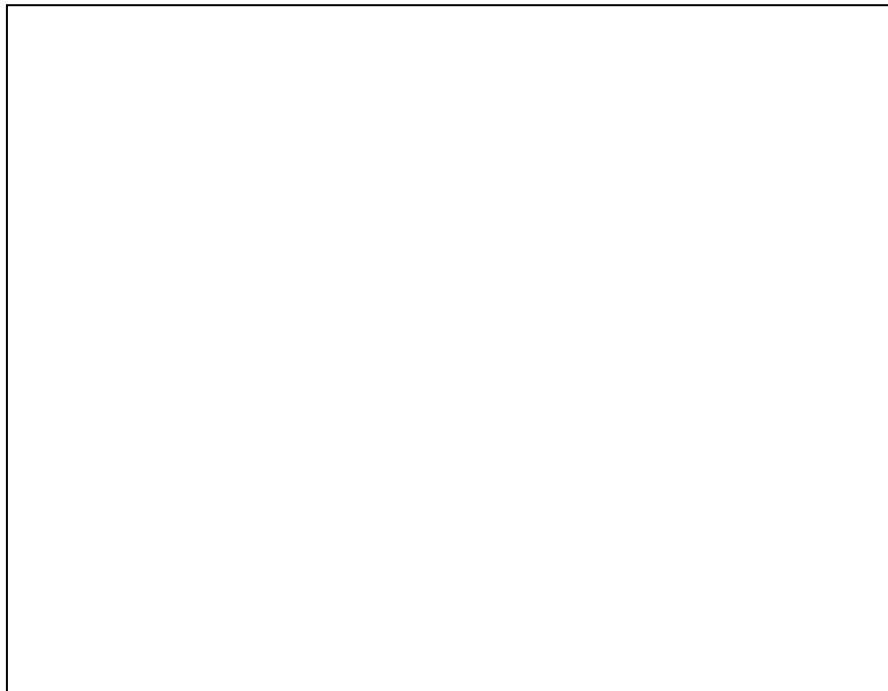
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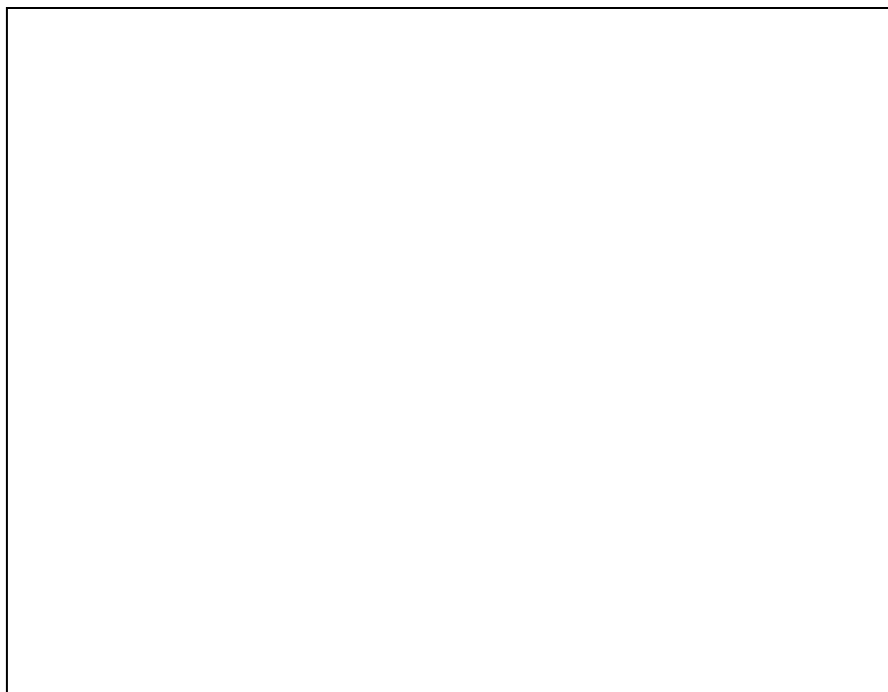
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#4

DIRECTIONS: DRAW WHAT YOU THINK A CATERPILLAR LOOKS LIKE.



DIRECTIONS: DRAW WHAT YOU THINK A CATERPILLAR WILL GROW UP TO LOOK LIKE





WHAT A CATERPILLAR or BUTTERFLY MIGHT

EAT:

List at least 4 things a Caterpillar or Butterfly might eat:

1. LEAVES
2. APHIDS
3. FRUIT NECTAR
4. GRASS

WORD BANK:

Leaves, paper, eggshells, milk, aphids, pizza, beans, grass, plants, fruit nectar, meat, roots, seeds



IEP FORMAT



WHAT A CATERPILLAR or BUTTERFLY MIGHT

EAT:

List at least 4 things a Caterpillar or Butterfly might eat:

1. _____

2. _____

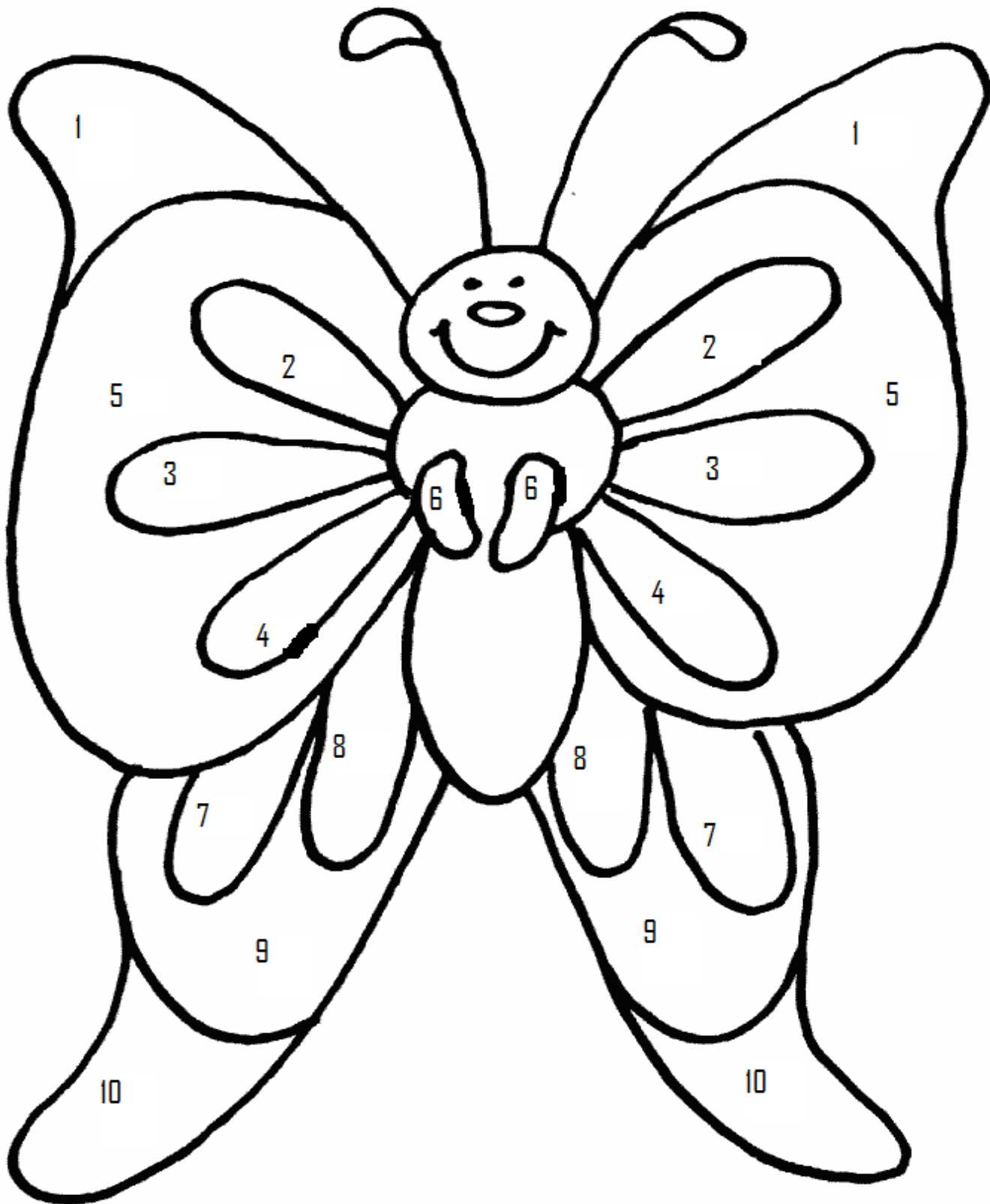
3. _____

4. _____

WORD BANK:

Leaves, milk, aphids, grass, fruit nectar, seeds

IEP B and C SYMMETRY ASSESSMENT



Target #2: Students will analyze and predict the changes of a caterpillar to a butterfly. (R)

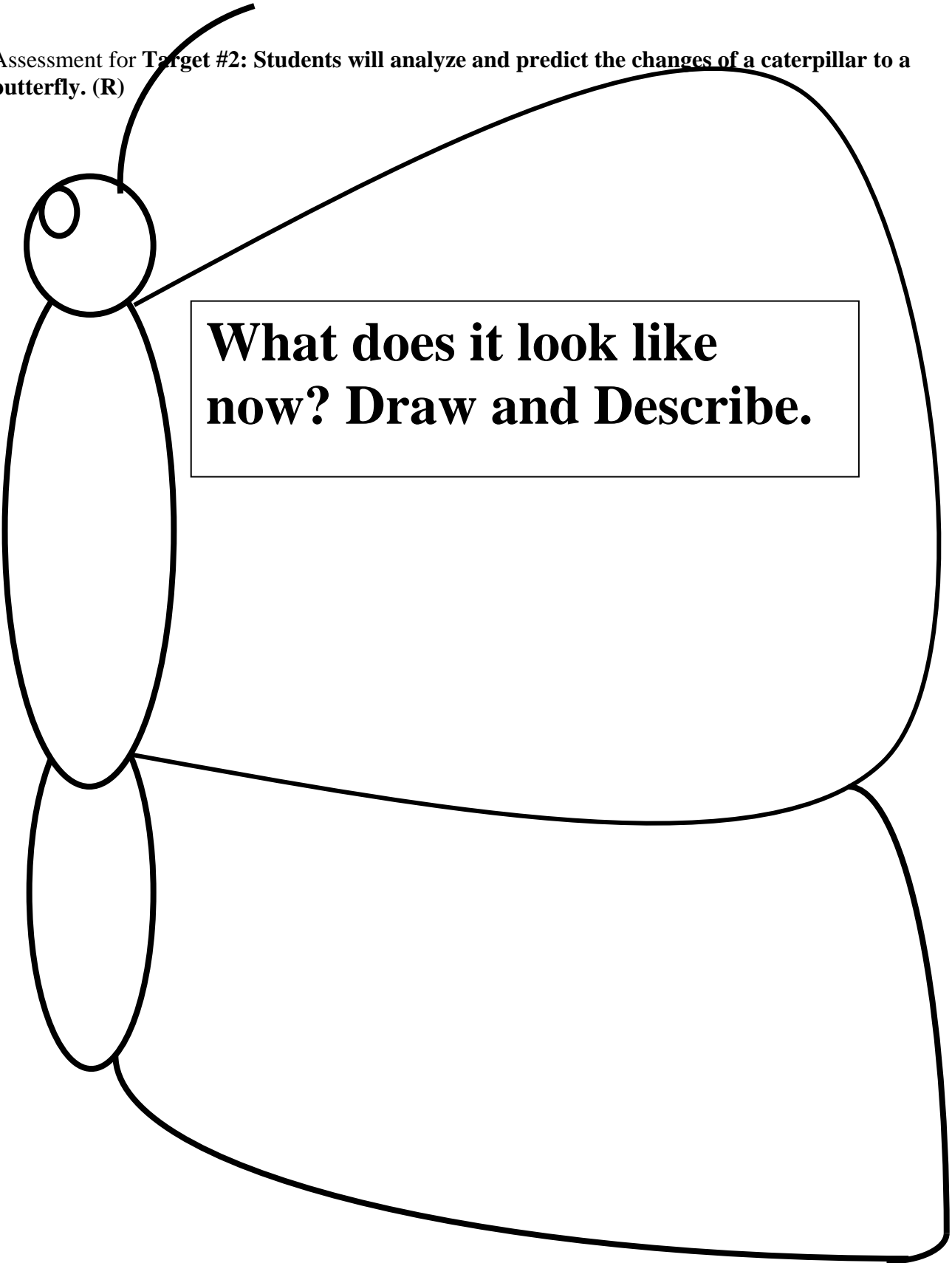
POST-ASSESSMENTS



**My Butterfly
Journal**

By _____

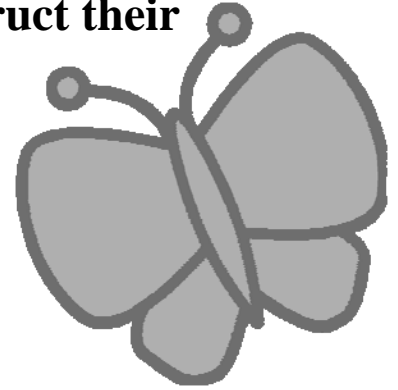
Assessment for Target #2: Students will analyze and predict the changes of a caterpillar to a butterfly. (R)



**What does it look like
now? Draw and Describe.**

Multiple Pages of the same format provided for Reason Target and Essay Assessment.

Assessment for : **Target # 3: Students will construct their own butterfly with symmetry. (P)**



Constructing your own Symmetrical butterfly:

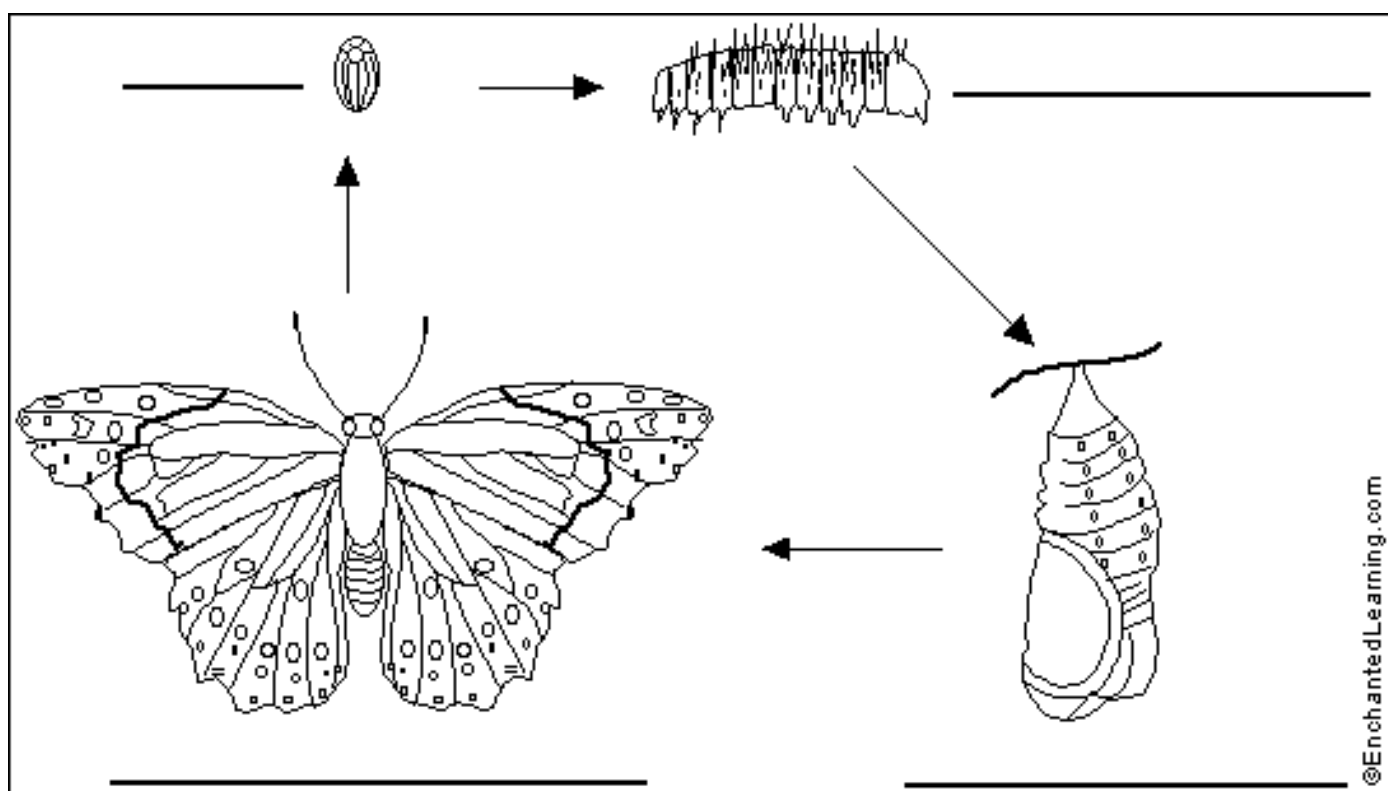
1. Fold the paper in half, hamburger style
2. Draw one set of butterfly wings starting at the folded crease. Like the Shape of the letter “B”
3. Cut out the shape that you drew. Unfold the paper and see your set of butterfly wings.
4. Color **identical**, the same, patterns on both sides of the wings.

NOTE: Use any colors you would like but make sure both sides are the **same**.

FINAL ASSESSMENT

NAME _____

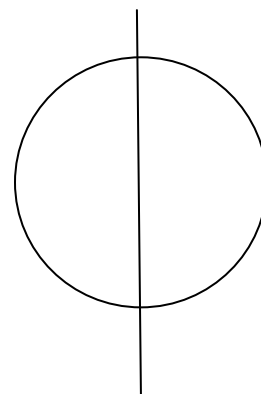
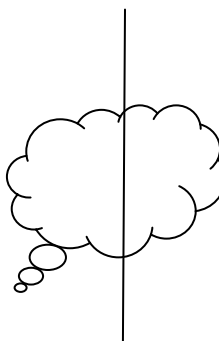
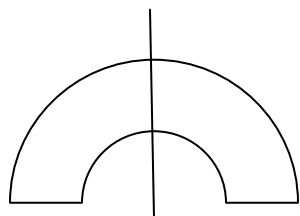
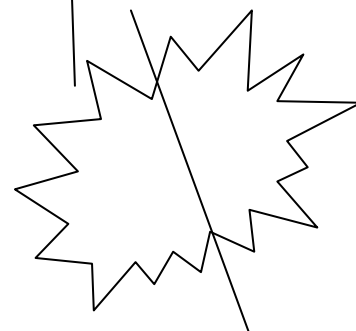
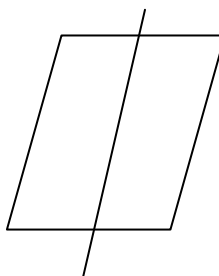
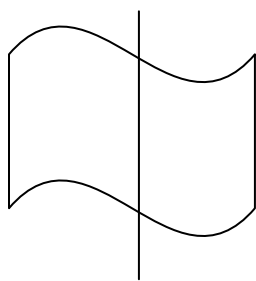
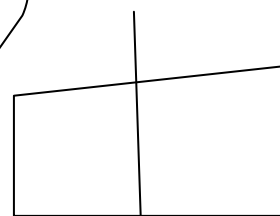
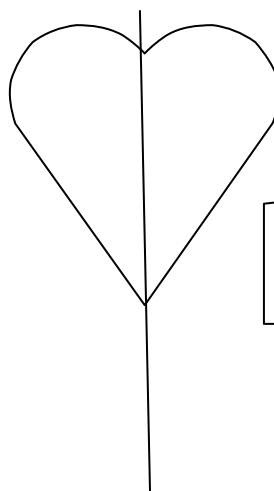
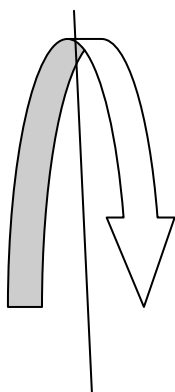
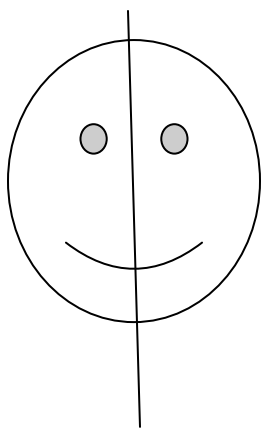
Direction: Write the name of the different stages of the life cycle of a butterfly on the line provided. Use the word bank to fill in the lines.



WORD BANK:

ROOT, LARVA, KID, SEED, ADULT, PUPA, EGG, BUTTERFLY,

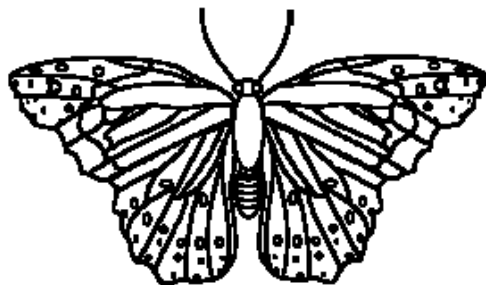
Directions: Circle 4 Shapes or Pictures that are Symmetrical

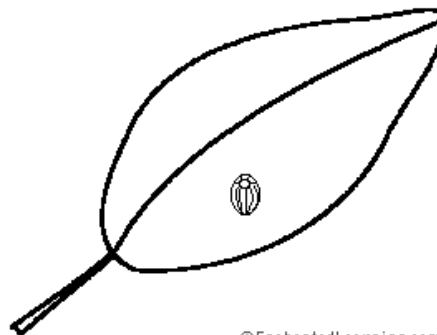


Directions: Number the Life Cycle in the correct order. Using 1, 2, 3 or 4



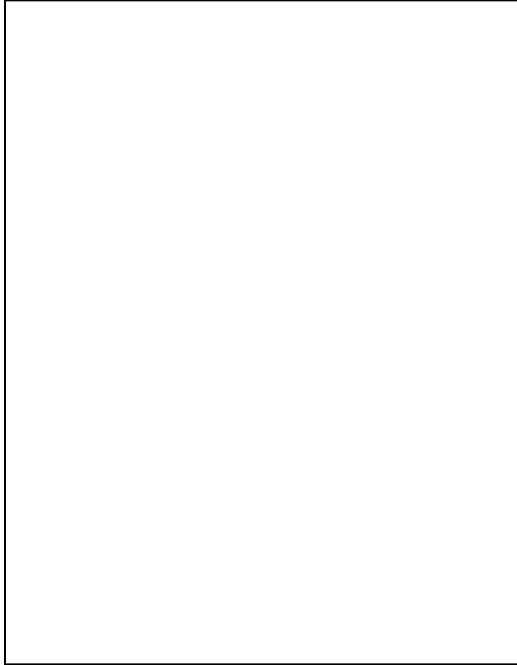




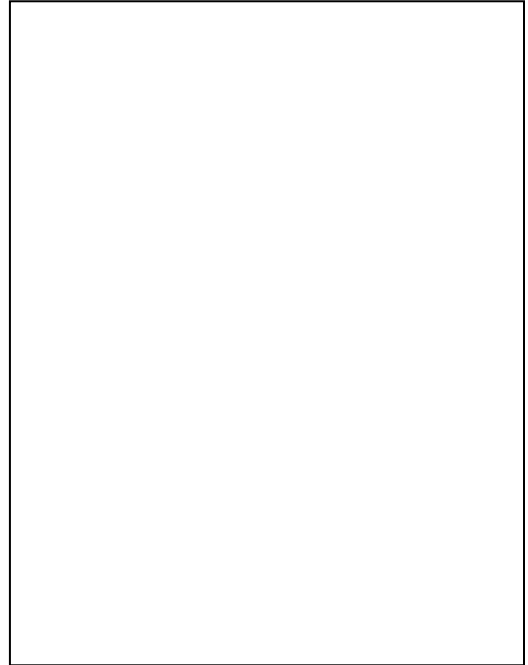


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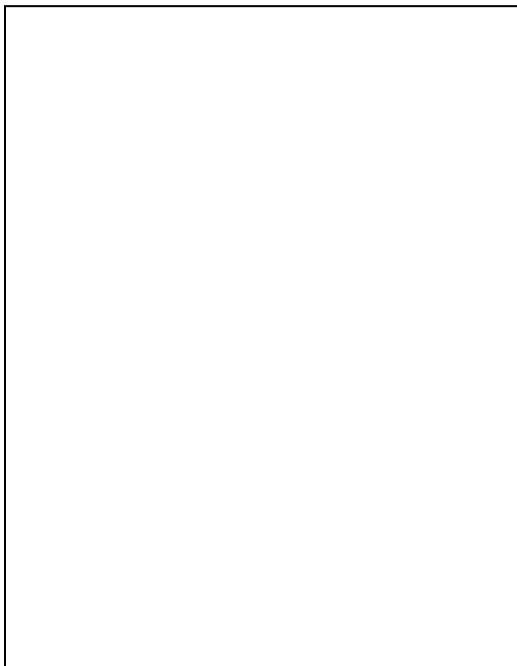
DRAW WHAT THE LARVA LOOKS LIKE WHEN IT FIRST HATCHES.



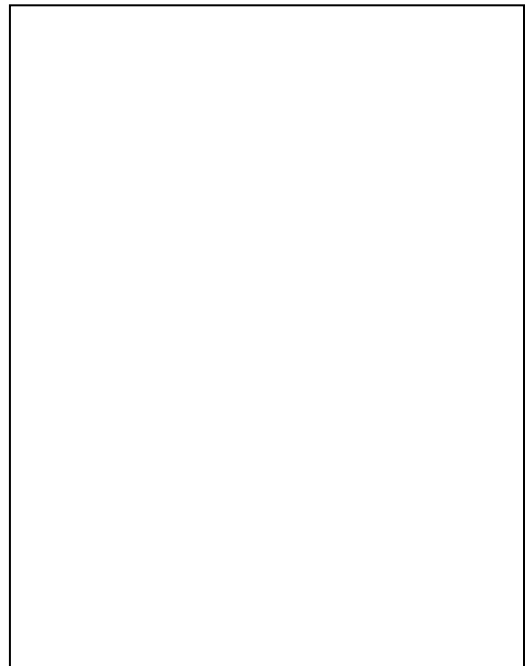
DRAW WHAT TH LARVA LOOKS LIKE AFTER ONE WEEK



DRAW WHAT THE PUPA LOOKS LIKE LOOKS LIKE



DRAW WHAT THE ADULT





WHAT A CATERPILLAR or BUTTERFLY MIGHT

EAT:

List at least 4 things a Caterpillar or Butterfly might eat:

1. _____
2. _____
3. _____
4. _____

WORD BANK:

Leaves, paper, eggshells, milk, aphids, grass, plants, fruit nectar, meat, roots, seeds

D. Instructional Sequence

Task1: Results of pre-assessment:

The students performed at less than proficient levels in all areas of the pre-assessment based on identified criteria of 75% for each target. Conducting a pre-assessment prior to teaching the sequential lessons allowed for data to be collected to make sure the information that was going to be taught was not knowledge that the individual students already had.

For my first target, **Target #1: Students will know and learn the life cycle of a butterfly (K)**, the students pre-assessment data showed me that they only knew 19% of the information collectively as a classroom. Individually I had no students that scored proficient on this target for the pre-assessment. Proficient for this target was 75% as determined by my CT. The information collected from the pre-assessment, acknowledged that the students had insignificant or no background comprehension on this target.

The second target the students were expected to learn was; **Target #2: Students will analyze and predict the changes of a caterpillar to a butterfly. (R)** This target was set at a reasoning target where the students would focus on making observations. Through making observations, the target coincides with Standard 1 of the Idaho State Standards for 1st grade science. The students were able to make these reasoning's through observing life caterpillar larva in the classroom. After careful consideration I concluded that no pre-assessment was necessary for this particular target.

The third target that the students were assessed on is; **Target # 3: Students will construct their own butterfly with symmetry. (P)** The way the students would be assessed on constructing their butterfly was through the means of following a step by step process. The

students would not be directly assessed on the outcome of their butterfly, but instead on their understanding and thoroughness of following the individual steps. After careful consideration no pre-assessment was necessary for this target.

The fourth target that my students were pre-assessed on was; **Target # 4: Students will learn know what caterpillars and butterflies eat. (K)** It is important for the students to fully comprehend what is necessary for a butterfly of caterpillar to consume in order to survive. Through pre-assessing their knowledge I concluded that the students only knew 40% of the material. This is far below the proficient level set at 75% by my CT. The pattern has continually shown that the students do not have proficiency in this unit content area and will be needing all of the instruction to obtain the proficient level.

The final target that I will be assessing my students on is; **Target #5: Students will know and learn the structure of butterflies through symmetry. (K)** The students are constructing butterflies through symmetry for target number 3. In order to help the students be more successful at the performance target, they will need to understand and know what symmetry it. According to the data provided by the pre-assessment, these students only comprehend 32% of the information as a whole classroom. It will be important to teach them this content so they can succeed in all areas of this unit.

Task 2: Learning Activities**Learning Activity Plan # 1**

Name: Estimated Time: 30 min

Content Area(s): Science Grade Level(s): 1st

Standard(s): Standard 3: Biology, Goal 3.1 Understand the Theory of Biological Evolution, Objective: 1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death)

Achievement Targets:

- **Target #1: Students will know and learn the life cycle of a butterfly (K)**
- **Target #2: Students will analyze and predict the changes of a caterpillar to a butterfly. (R)**

Assessments:

- **Pre:** Pre-assessment was conducted prior to the LAP/Lesson Sequence (Selected Response) (Essay)
- **Interim:** Students will be asked questions about the different stages of the life cycle of a butterfly. They will respond by holding up one of the sections from their worksheet that they cut out. Once everyone has the correct card they will glue it in the correct order on their green paper. (Personal Communication)
- **Interim:** Students will observe the live caterpillar larva and reason the changes they are going to be going through in their Butterfly Journals. (Essay)
- **Post:** Students will be given a matching activity, correctly identifying the words to the picture of the life cycle of a butterfly. Students will be given the same assessment that they received for the pre-assessment. (Selected Response)
- **Post:** Students will complete the reasoning of their butterfly journals once the butterflies have hatched from their pupa stage. (Essay)

Special Planning/Preparations (i.e., safety concerns, etc.):

Procedures	Time	Materials	Adaptations for Students with Special Needs
At the beginning of this lesson I will explain to the students the goal to reach for the end of the unit. To enforce good behavior I will tell the students that they are working toward spelling the word BUTERFLY with their good behavior. When I catch them being “good” I will reward them by writing the next letter of the word butterfly. By the last day of the unit, if the students spelled BUTTERFLY they will get to watch a Magic School Bus video that will take their learning further and discuss some great material about butterflies.	2min	If the students are unable to reach this goal then we will have to do an alternative assignment. However, I will do everything to help the students be successful in this goal.	After careful consideration no adaptations were needed at this time.
<u>Anticipatory Set:</u> This lesson will start by asking the students what they know about caterpillars and butterflies. I will then read the story: <i>From Caterpillar to Butterfly</i> by Deborah Heiligman and Bari Weissman. Each stage of the life cycle of a butterfly will be introduced and talked about. The students will join me in the front of the room to listen to this story.	15 min	The book <i>From Caterpillar to Butterfly</i> by Deborah Heiligman and Bari Weissman	After careful consideration no adaptations were needed at this time.
<u>Check for Understanding:</u> Students will go back to their desks and will be given a worksheet with four square cards on the paper. They will also be given a green constructions paper folder. The students will cut out the four square sections. Each section has a stage of the life cycle of a butterfly. Students will be asked questions about each stage of the life cycle.	5 min	22 Worksheets with the 4 stages of the Life Cycle of a butterfly.	Student B and C on an IEP will be given a folder that has a number that corresponds to the correct lifecycle card. This will help to avoid confusion while including him in the activity.
<u>Guided Practice:</u> The students will then place the cards in the correct order on their Butterfly folders and glue them on. This folder will hold all of their work for this unit so they can take it home with them when it is complete. After they have them all glued if there is time they can color their folders.	5 min	22 Green construction paper folders.	Student B and C on an IEP will be given a folder that has a number that corresponds to the correct lifecycle card. This will help to avoid confusion while including him in the activity.

<p>Closure: Students will be introduced to a simple song that will help them remember the stages of the life cycle of a Butterfly. Each day they will be introduced to a new verse of the song. Today they will sing the verses about the egg. Each day the students will review the verse learned the day before as well as add a new verse. Students will sing this 5 times.</p>	2 min	<p>Butterfly Cycle (to the tune of "Row, Row, Row Your Boat")</p> <p>Hatch, hatch little egg, I'm so very small. Teeny tiny larva, You can't see me at all.</p>	
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Integration of Technology:

No Technology was used in this lesson.

Outreach to Families:

Families were sent home a letter informing them about what their child would be learning during this unit as their teacher. Parents were encouraged to send back any comments, concerns, or questions they might have.

Reflection:

This lesson was extremely successful. I introduced the strategy of earning the butterfly video with the students' good behavior. The students responded very well to this and were excited to learn more about what this unit was going to be about. I had the students join me at the front of the classroom to read the book and talk about the lifecycle of a butterfly. The students were eager to tell me what they already knew and tell stories of personal experiences they had had with caterpillars and butterflies. Since most of the students showed me they knew the terms caterpillars and butterflies, I introduced to them the new terminology of pupa, larva, and adult. This lesson was also very successful because I was able to have the live larva in the classroom so the students were able to connect to the information on a first hand basis. The students took pride in making their life cycle folders. They all decorated them very colorfully and were successful at place the lifecycle on the folder as well. The student's behavior was very good during this lesson and they earned their first letter, "B", in the goal to spell the word butterfly with their good behavior.

April 6, 2009



Dear Parents and/or Guardians:

Hello, my name is LeeAnn Snow and I am an Elementary Education major at Idaho State University. I have thoroughly enjoyed being in your child's class for the last couple of months and getting to know each student. I am excited to have the opportunity to teach your children this semester. Starting on Tuesday, April 7, 2009 I will be introducing and teaching your students about the life cycle of a butterfly. Spring time is finally here and it will be the perfect time to grow and release our own butterflies. As a class we are raising 5 caterpillars to show your children firsthand the life cycle of a butterfly. We will also discover what caterpillars and butterflies eat, as well as introducing how caterpillars are symmetrical and use their colors and patterns to ward off predators. I know this will be an enjoyable and fun lesson for all of the students.

If you have any comments, questions, or concerns, feel free to contact me through Mrs. Doyle or e-mail me at snowleea@isu.edu. Thank you.

Sincerely,



Learning Activity Plan # 2

Name: Estimated Time: 30 min

Content Area(s): Science Grade Level(s): 1st

Standard(s): **Standard 3; Biology** Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems, Objective: 1.S.3.2.1

State that living things need food to survive.

Achievement Targets:

- **Target # 4: Students will learn and know what caterpillars and butterflies eat. (K)**

Assessments:

- **Pre:** Pre-assessment was conducted prior to the LAP/Lesson Sequence (Selected Response)
- **Interim:** After completing the book “The Very Hungry Caterpillar,” students will brainstorm what caterpillars eat and why they eat that food. (Personal Communication)
- **Post:** Students will be given a worksheet with four blanks, they will be asked to list 4 things a caterpillar might eat. (Essay)

Special Planning/Preparations (i.e., safety concerns, etc.):

Procedures	Time	Materials	Adaptations for Students with Special Needs
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<p>Anticipatory Set: To start this lesson the students will review of the verse of the song they learned yesterday. Adding to the verse of the song they learned yesterday they will sing the second verse of this song 5 times. The students can act out the words if they want to.</p>	5 min	<p>Butterfly Cycle (to the tune of "Row, Row, Row Your Boat")</p> <p>Hatch, hatch little egg, I'm so very small. Teeny tiny larva, You can't see me at all.</p> <p>Crawl, larva, crawl, crawl Munching on a leaf. Crawling, munching, crawling, munching, Eat and eat and eat.</p>	After careful consideration no adaptations were needed at this time.
<p>Objective: This lesson will start by <i>reading aloud</i> the story: <i>The Very Hungry Caterpillar</i>, To help encourage critical thinking Before opening the book, I will ask the students to look at the cover and make some predictions. What do they think the story is about? What do they already know about caterpillars? I will read pages one through three to students and then stop, covering up page four. What do the students predict now? What types of food might the caterpillar be looking for? Student will predict what the caterpillar might eat next. I will ask the students if they noticed the caterpillar's favorite food group or picked up on the number pattern? I will continue reading, and stop again after the caterpillar eats only one green leaf, making sure not to turn the page. Ask students to predict what the caterpillar looks like after eating all that food! After the caterpillar goes into his Chrysalis , stop again. What happens while the caterpillar is in the chrysalis?</p>	10 min	The book <i>The Very Hungry Caterpillar</i> , By Eric Carle.	After careful consideration no adaptations were needed at this time.

<p>Guided Practice: Students will create their own design for their caterpillar. They will draw at least 3 things their caterpillar would eat. (Grass, leaves, flower nectar, and aphids)</p>	10 min	<p>http://www.teachervision.fen.com/tv/printables/penguin/VHC_40th_Activity_Booklet.pdf WORKSHEET PDF</p>	<p>For Student B and C on IEPs, they will be give pictures of food that a caterpillar would eat. They will color these and attach them to their picture. This will alleviate confusion on what food to choose from and so they have enough time to complete their projects.</p>
<p>Closure: Students will sing again the verses of the song they know so far.</p>	5min	See song above	

Outreach to Families:

There was no outreach to families given in this lesson.

Integration of Technology:

No technology will be integrated during this lesson.

Reflection:

The students enjoyed this second lesson. They had a great time reading *The Very Hungry Caterpillar*. I asked the students how many of them had already read this book; surprisingly many of them said they had read the book. I was able to present the book in a different way through using prediction that all of the students seemed very engaged and eager to see what was going to happen next. After the book was read I had the students brainstorm what they thought a real larva would eat. I had to explain to the students what an aphid and proboscis were. Some of the words introduced are big words for first graders. I had the students say the words back to me when I noticed they were not able to say them on their own. This was a great technique and helped the students become more familiar with the new words. Once the students returned to their desks to complete their caterpillar, they were lacking the motivation to complete the caterpillar with the things it would eat. In order to motivate them I was able to use the movie. I told them if the next time I walked around if everyone had drawn and written what a caterpillar would eat then they would earn another letter in their word. This was perfect motivation and every student completed the task. Overall I think this was a successful lesson.

Learning Activity Plan # 3

Name: _____ Estimated Time: 40 min

Content Area(s): Science _____ Grade Level(s): 1st

Standard(s): Standard 3: Biology, Goal 3.1 Understand the Theory of Biological Evolution, Objective: 1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death).

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> Target #1: Students will know and learn the life cycle of a butterfly (K) 	<ul style="list-style-type: none"> Pre: Pre-assessment was conducted prior to the LAP/Lesson Sequence (Selected Response) Interim: Students will answer questions given in the review PowerPoint. They will respond chorally as well as be called on individually. (Personal Communication) Students will be given a matching activity, correctly identifying the words to the picture of the life cycle of a butterfly. Students will be given the same assessment that they received for the pre-assessment. (Selected Response)
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Special Planning/Preparations (i.e., safety concerns, etc.):

Procedures	Time	Materials	Adaptations for Students with Special Needs
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<p>Anticipatory Set: To start this lesson the students will review of the verse of the song they learned yesterday. Adding to the verses of the song they learned yesterday they will sing the third verse of this song 5 times. The students will act out the words.</p>	5 min	<p>Butterfly Cycle (to the tune of "Row, Row, Row Your Boat")</p> <p>Hatch, hatch little egg, Form, form chrysalis I'm so very small. I'm a different shape Teeny tiny caterpillar, Hanging by a silken thread You can't see me at all. Until I can escape.</p> <p>Crawl, caterpillar, crawl, Munching on a leaf. Crawling, munching, crawling, munching, Eat and eat and eat.</p>	
<p>Model: Student will get the opportunity to review the stages of the lifecycle of a butterfly after their 4 day vacation. I will model what I expect the students to do in this exercise by using letters A B C D as an example. Each student in the group will receive a color and a specific spot in the room. They will be given a card with a stage of the lifecycle (A) (B) (C) (D). No one else in the group will know their card. When I say go they all students will unveil their cards in the group and have 10 seconds to put themselves in the correct sequence order with absolutely no talking. Once the ten seconds are up as a class we will go around and see if the different group could remember the stages of the Life Cycle of a Butterfly.</p>	5 min	<p>Color Coded Sequence cards. 5 colors with 4 cards per group. (20)</p>	<p>After careful consideration no adaptations were needed at this time.</p>

<p>Guided Practice: Students will be divided into 5 groups. They will each receive a card depending on their color. They will keep their card a secret until told otherwise. Once everyone is in their groups and placed in a part of the room, they will be told to “go” they have 10 seconds to get their group in the correct order of the lifecycle of a butterfly. Once the ten seconds are up, everyone will freeze right where they are. We as a class will go around to each group and see if everyone was able to remember the stages of a butterfly and the order they go in.</p>	5 min	Color Coded Sequence cards. 5 colors with 4 cards per group. (20)	
<p>Students will return to their desks and watch as I present a review PowerPoint/ slideshow. This review slideshow will include new information about how many legs, antennae, body parts, and wings a butterfly has.</p>	10 min	PowerPoint and Projector for Laptop. Review PowerPoint	After careful consideration no adaptations were needed at this time.
<p>Students will cut out and construct a booklet about the lifecycle of a butterfly. They will write the stages of the lifecycle on the corresponding line of the booklet.</p>	10 min	20 Worksheets for butterfly booklet	Student B and C will be given pre-made booklets to color and complete. These students leave during this time, so they will have the opportunity to have the materials when they return.
<p>Closure: Students will sing again the verses of the song they know so far.</p>	5min	See song above	

Outreach to Families:

There will be no outreach to families during this lesson.

Integration of Technology:

A review PowerPoint will be present during this lesson.

Reflection:

The students returned to this lesson after having four days off of school due to parent teacher conferences. I thought it would be challenging for the students to remember what we had talked about the last two lessons. However, the students were eager to tell me about what they had observed over the weekend and what they remembered about the life cycle of a butterfly. They also were excited to see that the larva in the classroom had all changed into the pupa stage over the break. This brought the lifecycle to life for many of the students. This lesson was challenging time wise. The PowerPoint and discussion ended up taking longer than allotted time for. This caused the booklet to not have enough time to be done. However, instead of not doing the booklet I was able to turn the booklet into an outreach to families in order for the students to still have the opportunity to create and read their booklet to someone at home. Overall, this lesson was successful and the students enjoyed learning the different parts of the butterfly.

Learning Activity Plan # 4

Name: Estimated Time: 35 min

Content Area(s): Science Grade Level(s): 1st

Standard(s): **Standard 3**; Nature of Science, Goal 1.8 Understand Technical Communication, 1.S.1.8.1 Follow Multi-step instructions.

Achievement Targets:

Assessments:

<ul style="list-style-type: none"> • Target # 3: Students will construct their own butterfly with symmetry. (P) • Target #5: Students will know and learn the structure of butterflies through symmetry. (k) 	<ul style="list-style-type: none"> • Pre: Pre-assessment was conducted prior to the LAP/Lesson Sequence (Selected Response) • Interim: Students will complete a guided symmetry pattern worksheet to see if they understand the concept of symmetry.(product?) Students will be asked what items they have seen in their lives that are symmetrical. (Personal Communication) • Post: Students will construct, using a step by step process, their own symmetrical butterfly. (Performance) Students will also complete the same portion of their pre-assessment. (selected Response)
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Special Planning/Preparations (i.e., safety concerns, etc.):

Procedures	Time	Materials	Adaptations for Students with Special Needs
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<p>Anticipatory Set: To start this lesson the students will review of the verse of the song they learned yesterday. Adding to the verses of the song they learned yesterday they will sing the fourth verse of this song 5 times. The students will act out the words.</p>	5 min	<p>Butterfly Cycle (to the tune of "Row, Row, Row Your Boat")</p> <p>Hatch, hatch little egg, I'm so very small. Teeny tiny caterpillar, You can't see me at all.</p> <p>Crawl, caterpillar, crawl, Munching on a leaf. Crawling, munching,</p> <p>crawling, munching, Eat and eat and eat.</p> <p>Form, form chrysalis I'm a different shape Hanging by a silken thread Until I can escape.</p> <p>Rest, rest, chrysalis While I change inside; Now at last my time has come</p> <p>To be a butterfly.</p>	
<p>Lesson: Students will be introduced to the word symmetrical. The class will be asked if anyone thinks they know what this word might mean. Once we have brain stormed a few ideas we will use the overhead and look at shapes that are symmetrical and what that means.</p>	7 min	Overhead of symmetrical shapes.	After careful consideration no adaptations were needed at this time.
<p>The students will be handed out a worksheet with a butterfly pattern broken into several different symmetrical sections. Their job is to color the sections to make the butterfly symmetrical.</p>	8 min	22 symmetry worksheets. Each student will need scissors and something to color with.	For students with IEPs (B and C) they will receive a worksheet with corresponding numbers on the butterfly. They will identify the number and color the numbers the same color. This will guide them in the same exercise as the rest of the class.

<p>Guided Practice: Once the students understand how butterflies are symmetrical, and what symmetrical means, they will construct their own symmetrical butterfly using white construction paper.</p> <p>I will model to the students the steps I want them to follow to create their symmetrical butterfly. 1. Students will fold their paper in half, (landscape). 2. They will draw a wing shape (B) starting at the crease of the paper. 3. They will cut their shape out starting at the crease. 4. When they open their symmetrical butterfly and draw three shapes or patterns on each side to make it symmetrical.</p>	10 min	22 pieces of white construction paper, 22 Worksheets with step by step instructions.	Students B and C on IEP will be given a pre-drawn paper. They will cut out the butterfly and color their butterfly in the most symmetrical way possible.
Students will sing again the verses of the song they know so far.	5min	See song above	

Integration of Technology:

No Technology was integrated during this lesson.

Outreach to Families:

Students were given a Butterfly Life cycle booklet and a letter explaining that they were to take this home and read it home and return the attached letter with a signature showing they had the opportunity to read the lifecycle booklet to someone at home.

Reflection:

The students had a more challenging time with this lesson. None of the students had heard the word symmetrical before. I took the time to carefully explain what the word meant and where they might see symmetry in their own lives. The students seemed to catch on very quickly and enjoyed coming up with things that were symmetrical. We then discussed how butterflies are symmetrical and have exactly the same colors and shapes on both sides of their bodies. I tried very hard in this lesson to stress the word exactly. I wanted the students to know that everything had to be precisely the same in order for the object or animal to be symmetrical. The project for the students to follow to create their symmetrical butterfly was slightly more challenging than anticipated. It took the students much longer to follow the step and create their projects. Overall the students were successful and proud of the creations they made.

April 14, 2009



Dear Parents and/or Guardians:

Your students have been working very hard on learning the life cycle of a butterfly. They have been able to watch five live larva form a chrysalis and prepare for their final stage of change into an adult. Your students have also learned the different body parts of a butterfly as well as learned how butterflies are symmetrical, or the same, on both sides.

To help your students show you what they have learned, I encourage you to have them read this small booklet to someone at home. Please sign and return this letter to let me know they were able to read to someone.

If you have any comments, questions, or concerns, feel free to contact me through Mrs. Doyle or e-mail me at snowleea@isu.edu. Thank you.

Sincerely,

My student had an opportunity to read their Life cycle booklet at home.

X _____

Parent or Guardian Signature

Learning Activity Plan # 5



Name: Estimated Time: 35 min

Content Area(s): Science

Grade Level(s): 1st

Standard(s): Standard 3: Biology, Goal 3.1 Understand the Theory of Biological Evolution, Objective: 1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death) Nature of Science, Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills, Objective: 1.S.1.6.1 Make and record observations.

Achievement Targets:

- **Target #1: Students will know and learn the life cycle of a butterfly (K)**
- **Target #2: Students will analyze and predict the changes of a caterpillar to a butterfly. (R)**

Assessments:

- **Pre:** Pre-assessment was conducted prior to the LAP/Lesson Sequence (Essay)
- **Interim:** Students will observe the changes taking place in the live caterpillars in the room. (Personal Communication)
- **Post:** Students will draw the different stages of a caterpillar in the correct order and choose the correct label for each stage. (Essay)
- **Post:** Students will complete their butterfly journals. (Essay)

Special Planning/Preparations (i.e., safety concerns, etc.):

Procedures	Time	Materials	Adaptations for Students with Special Needs
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<p>Anticipatory Set: To start this lesson the students will review of the verse of the song they learned yesterday. Adding to the verses of the song they learned yesterday they will sing the fifth verse of this song 5 times. The students will act out the words.</p>	5 min	<p>Butterfly Cycle (to the tune of "Row, Row, Row Your Boat")</p> <p>Hatch, hatch little egg, Form, form chrysalis I'm so very small. I'm a different shape Teeny tiny caterpillar, Hanging by a silken thread You can't see me at all. Until I can escape.</p> <p>Crawl, caterpillar, crawl, Rest, rest, chrysalis Munching on a leaf. While I change inside; Crawling, munching, Now at last my time has come crawling, munching, To be a butterfly. Eat and eat and eat.</p> <p>Stretch, stretch, pretty wings, It's a special day; Soon they will be strong enough For me to fly away.</p>	
<p>Students will begin working as a whole class on their butterfly life cycle project. I will model to the students what they will be creating. While everyone is working on their projects students will take turns in groups of twos to go to one of three computers. Students will navigate this website and look at pictures of butterflies as well as watch a short video clip about monarch butterflies</p>	10 min	<p>1.Website: http://kids.nationalgeographic.com/Animals/Creature/Feature/Monarch-butterflies</p>	<p>After careful consideration no adaptations were needed at this time.</p>

Model: Students will be making a final butterfly project that incorporates all of the stages of the life cycle. They will use a popcorn seed for the egg, piece of masking tape for the chrysalis, pipe cleaner for the caterpillar, and a butterfly pattern to cut and color according to the color poem.	10 min	2. Materials for project: Black tag board strips (22), stages of a butterfly slips, popcorn seeds, masking tape, pipe cleaner, butterfly pattern, butterfly color poem.	Student B and C will be given pre-assembled projects that they will only have to glue the extra pieces onto their number corresponding places.
Once students have completed their project and had their turn on the computers, they will observe the live caterpillars and describe any changes they have observed.	5 min	Butterfly Journal	Students B and C, as well as students 1,2,3,and 4, will draw the changes they see instead of writing any changes. This will allow me to see their observation without the struggle of writing.
Students will sing again the verses of the song they know so far.	5 min	See song above	

Outreach to Families:

There was no outreach to families used in this lesson.

Integration of Technology:

Students will navigate this website and look at pictures of butterflies as well as watch a short video clip about monarch butterflies.

Reflection:

This lesson was another difficult lesson to fit in the time frame. Another difficult aspect of this lesson was having a substitute during this time. This caused the students to not be on their best behaviors. However, I was able to promote good behavior by reminding them of their movie they would be getting to watch, as well as letting the students that were doing what they were asked to do, be the first to get to navigate the website on butterflies. This helped the students have something during this time to promote their good behavior. The project turned out to be more tedious than expected, without the help of my fellow 309 partner I don't know if this lesson would have been a success. If I were to do this lesson again I would have the life cycle already attached to the tag board strips, since they already knew the stages. This would help cut down on time and any confusion that was lost in directions.

Learning Activity Plan # 6

Name: Estimated Time: 45 min

Content Area(s): Science

Grade Level(s): 1st

Standard(s): Standard 3: Biology, Goal 3.1 Understand the Theory of Biological Evolution, Objective: 1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death)

Achievement Targets:**Assessments:**

Target #1: Students will know and learn the life cycle of a butterfly (K)	<ul style="list-style-type: none"> • Pre: Pre-assessment was conducted prior to the LAP/Lesson Sequence (Essay) • Interim: Students will take turns telling the class what they have learned about butterflies. Their ideas will be written on a large piece of paper for the class. (Personal Communication) • Post: Students will be given their final Post assessment.
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Procedures	Time	Materials	Adaptations for Students with Special Needs
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<p>Anticipatory Set: To start this lesson the students will review of the verse of the song they learned yesterday. Adding to the verses of the song they learned yesterday they will sing the sixth verse of this song 5 times. The students will act out the words. Now the students know the entire song.</p>	5 min	<p>Butterfly Cycle (to the tune of "Row, Row, Row Your Boat")</p> <p>Hatch, hatch little egg, Form, form chrysalis I'm so very small. I'm a different shape Teeny tiny caterpillar, Hanging by a silken thread You can't see me at all. Until I can escape.</p> <p>Crawl, caterpillar, crawl, Rest, rest, chrysalis Munching on a leaf. While I change inside; Crawling, munching, Now at last my time has come crawling, munching, To be a butterfly. Eat and eat and eat.</p> <p>Stretch, stretch, pretty wings, It's a special day; Soon they will be strong enough For me to fly away.</p> <p>Fly, fly, butterfly, Fly from flower to tree; Find a place to lay my eggs So they can grow like me.</p>	
<p>If students were able to reach their goal for good behavior, we will watch the Magic School Bus video, by scholastic. We will discuss the different techniques butterflies use to hide from predators and how they are unique, magnificent creatures that are strong and powerful in many ways. If the students were not able to reach their goal we will still talk about different ways butterflies use their colors and patterns to survive</p>	25 min	<p>Video: Scholastic Video: Butterfly and the Bog Beast, Magic School Bus.</p>	<p>After careful consideration no adaptations were needed at this time.</p>
<p>Students will sing the entire song they have learned to wrap up the unit.</p>	5 min	<p>See song above</p>	

<p>Students will be given their final Post test on all of the elements they have learned during this lesson. Students will not be rushed during their test. They will have plenty of time to finish it if ten minutes is not enough.</p>	<p>10+ min</p>	<p>Post test Assessment worksheets</p>	<p>Students B and C will be given a word bank to choose from for the essay questions and any questions that require writing. For all of the Selected Response questions students will choose from two choices instead of four like the other students. They will also be able to draw in their journals as evaluation without any words. Student 1, 2, 3, and 4 as identified as at-risk low readers will be given the same test as those on an IEP. This will reduce the stress of reading and writing that they struggle with. This will allow them to focus on quality of their work.</p>
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Integration of Technology:

Students watched a Magic School Bus video, using a classroom TV and VCR.

Outreach to Families:

There was no outreach to families during this lesson.

Reflection:

Students thoroughly enjoyed the video. This was a great educational video that taught the students new information of how the butterflies use their marking to protect themselves, and other techniques they use to defend themselves. It showed the purpose for butterflies and caterpillars and how they are amazing creatures. The students were also proud to know they earned the privilege to watch the video. After the video we were able to discuss the elements of the video and what they learned. The students were then given their post assessment. Overall, they did a fantastic job and improved dramatically. This unit was a great success and I enjoyed teaching it. I would definitely teach this unit again.

E. Reflection-in-Action

In every unit of teaching there will be needs or situations that arise that cause a shift in a lesson plan or unit. These different questions or circumstances can cause the teacher to have to alter or modify the original Lesson Activity Plan in order to help the students better understand the content of the target. In my unit on butterflies there were two particular instances that cause me to use ongoing reflection during my lesson.

1. In the first lesson of my unit on butterflies the students joined me in the front of the room to listen and discuss the book, *From Caterpillar to Butterfly* by Deborah Heiligman. This book took each stage of the life cycle of a butterfly and introduced factual details to help the students understand every aspect of the changes a caterpillar makes in order to become a butterfly. This book is placed at a first grade reading level, but used very scientifically accurate terms, so that the students can learn the proper terminology and details.
2. While reading through the story the students were very engaged and anticipated what was going to take place in the next stage of the cycle. During this time I was thinking that the students were understand the pictures that were displayed in the book, but was uncertain if they fully understood the terminology and descriptive expressions that were describing each stage and what was taking place. As I continued to read the book to the students I was beginning to analyze and think of another way that would bring the descriptive words to life for the students. I believed a modification was needed to help the students not only hear what was taking place from reading the book, but also see firsthand what the descriptive words meant.

3. During the stage from Pupa, to Adult the book described the new emerging butterfly's wings as being crumpled. In order to show the students what the word crumpled really meant, I reached over to a stack of papers I had on the floor, took an insignificant piece of paper, and 'crumpled' it. The students thought that this was very fascinating. Once I had crumpled the paper, I opened it back up to show the students that when the adult first emerges from its chrysalis their wings are very weak and crumpled until they are able to pump blood through them. By making this modification the students no longer had to picture what the wings might look like, but instead could see the word crumpled first hand.
4. As earlier observation had shown me, the students in this first grade classroom have an extremely limited vocabulary, and have yet to learn had to apply new vocabulary words to concrete meanings in their lives. In order to help the students fully understand the changes between the pupa stage of the lifecycle, and the adult stage of the lifecycle it was necessary for them to know and understand the vocabulary terms used in this book. By making this reflection in action it helped the student's progress toward the achievement target of; **Target #1: Students will know and learn the life cycle of a butterfly (K).**

The second instance in this sequence where I felt it necessary to reflect and modify my teaching was when the students were following instructional steps to complete their symmetrical butterflies.

1. The students were discovering and learning how to complete a project through following a set of directions. This target was asking them to perform at task using these steps. The students were instructed and given the steps to follow. The students were provided with the steps individually, as well as having gone over them chorally as a class before being given the task to

complete.

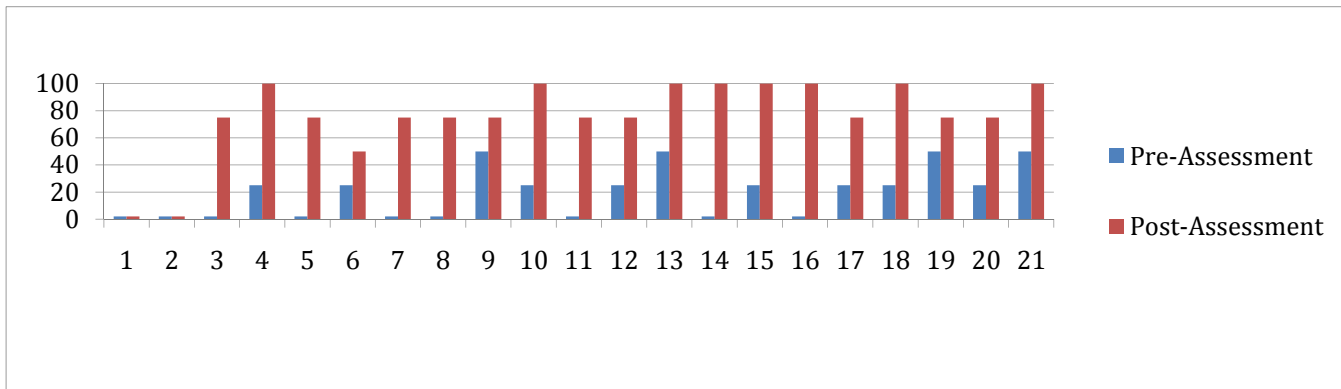
2. Once the students were given the instructions to complete their symmetrical butterfly using the sequence of steps, I began to see some confusion among the students. As I walked around observing the progress of the students I was able to see that more than half of the students did not understand the procedure I wanted them to follow. I believed that an adaptation was necessary in order for the students to be successful in achieving the target.
3. I modified this situation by calling the attention of all of the students. Once I had their attention I asked the students to raise their hand and tell me the steps they were supposed to be following as they created their projects. As the students gave me the answers one a time, I wrote each step on the board with a little picture next to the words to help the students remember what they were supposed to be doing. Once the student gave me the correct answer I had the class chorally repeat the directions so that I knew each student was able to hear and understand what was expected.
4. My rationale for this modification was that after walking around and observing the progress of the students after the first set of instruction I realized they did not understand. I concluded that I did not give enough explicit instruction. Through calling the students attention and reiterating what I expected of them, it helped each student to refocus and have confidence in the job for this task. This was important because the target they were achieving was a performance target and I wanted them all to be successful. By responding and adapting this way I was able to bring the students closer to achieving; **Target # 3: Students will construct their own butterfly with symmetry.(P)**

F. Profile and Analysis of Student Learning

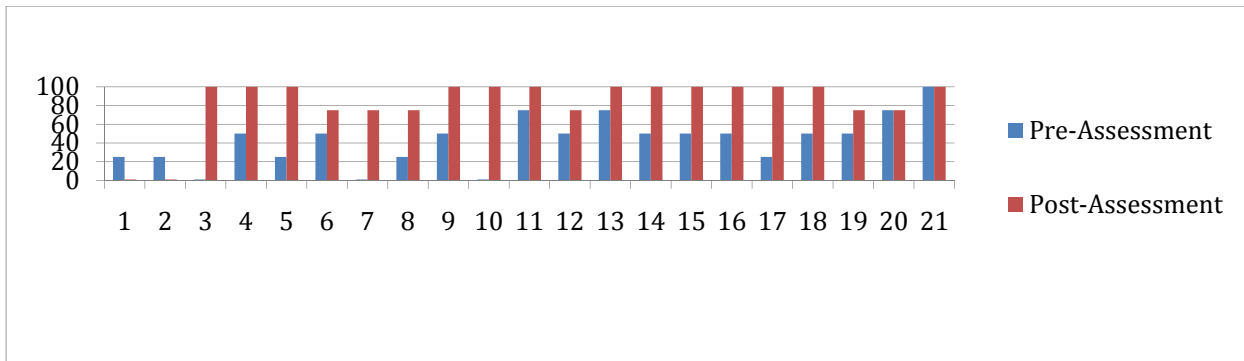
When delivering the content of a unit it is probable that not all students will fully comprehend all aspects of the information. Providing students with a pre-assessment of the content that is going to be delivered is extremely beneficial in helping determine the necessary content that should be taught. Knowing what the students are already familiar with can cut down on redundant instruction and repetitive material. A pre-assessment is also excellent for growth to be shown after the unit is complete and the post-assessment is given. The importance of a post-assessment is data that can be retrieved and understood from the results. Taking the information and seeing exactly what the students fully comprehended, and see what was not understood.

WHOLE CLASS ANALYSIS

Target #1: Students will know and learn the life cycle of a butterfly (K)



Target # 4: Students will learn know what caterpillars and butterflies eat. (K)



	Students Who Achieved the Target According to Stated Criteria		Students Who Showed Improvement from Pre-assessment to Post-assessment	
Achievement Target # 1	17/18	94%	18/18	100%
Achievement Target #4	18/18	100%	18/18	100%

TWS Content Science

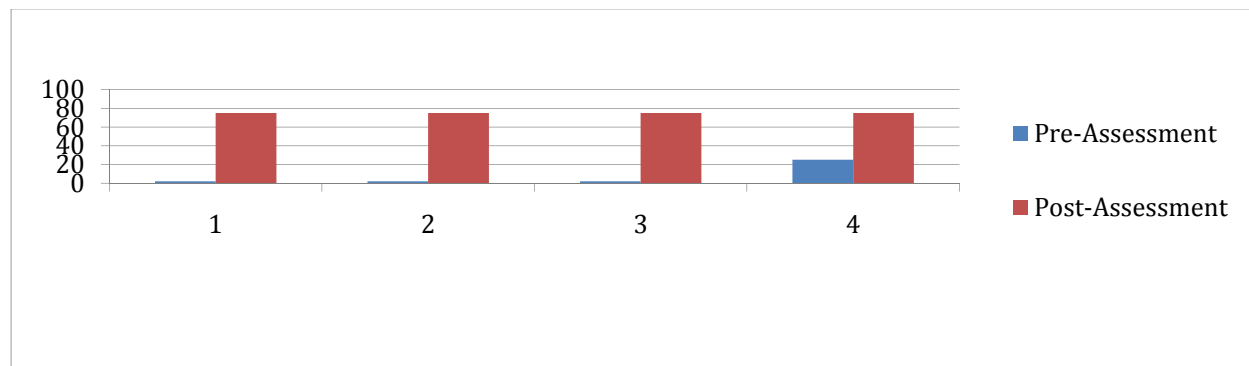
TWS Grade Level 1st Grade

Based on the data presented above the whole class completed and accomplished an astounding task. Unfortunately for students, 1 and 2, I was unable to collect post-assessment data for them. However, based on the information available for two of the achievement targets the whole class improved and achieved the target according to the stated criteria. When administered the pre-

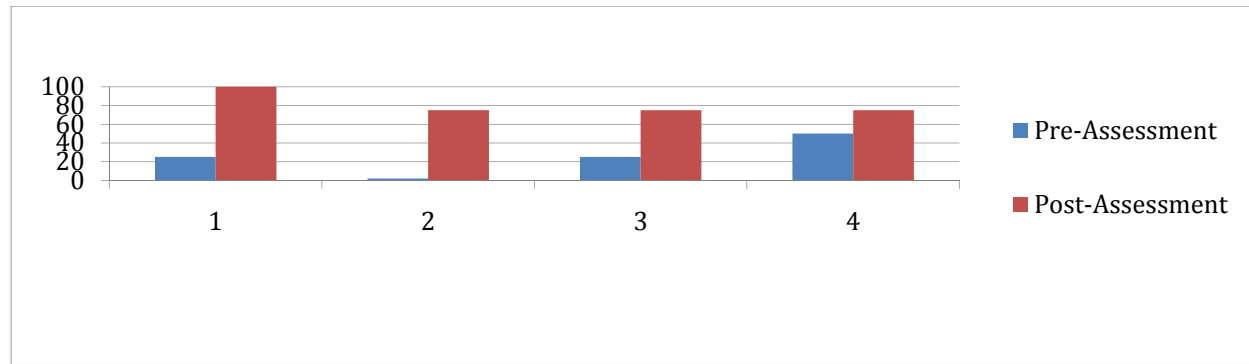
assessment the students did not have a foundation of knowledge that was adequate to pass the targets. After the unit was taught each and every student achieved and/or surpassed the criteria expectation. The majority of the students pre-tested at below a 50% on both achievement targets, this showed me that they had not previously been taught this information. By evaluating the pre-assessments I was able to examine that the students needed thorough instruction in all aspects of this unit. After seeing the growth and progress each student made on the post-assessment, it demonstrated the ability of the human mind. Each of these students took a vast amount of knowledge and learned. This is proven through the data shown on two targets. The whole class was able to grasp the learning process and excel.

SUB-GROUP ANALYSIS

Target #1: Students will know and learn the life cycle of a butterfly (K)



Target # 4: Students will learn know what caterpillars and butterflies eat. (K)



	Students Who Achieved the Target According to Stated Criteria		Students Who Showed Improvement from Pre-assessment to Post-assessment	
Achievement Target # 1	4/4	100%	4/4	100%
Achievement Target #4	4/4	100%	4/4	100%

TWS Content Science

TWS Grade Level 1st Grade

1. Considering the students characteristics in this classroom I have chosen to identify a subgroup of four students, student 1, 2, 3, 4, whom have been observed to have a below average reading ability as well as lower cognitive skills as a whole which affects their learning. Their lower abilities and performance levels have been documented and recorded by my CT. I have also had the opportunity

to discuss these levels with my CT to best serve these students. Due to the fact that these identified students are considered to be below grade level it is important to understand the learning of this subgroup. The reason as to why it is important to understand the learning of this particular subgroup is so, as the teacher, you can create the best atmosphere for all of the students to thrive and feel successful. Although these particular students may not be receiving the highest grades, it is important that they are able to see their individual improvement and feel successful so that they are able to continue education growth. In relation to the two achievement targets addressed in the instructional sequence, as a reason to understand the pace of these students is the content is foundational to learning the other aspects of this unit as well as other aspects of animal life. In order for these students to continue to be successful they must be adequately exposed, and retain solid foundational understanding in order to continue success and reap the rewards of their individual hard work.

2. The data conclusions show that the subgroup attained and surpassed the achievement targets. These students had been constantly performing at a lower level than the rest of their peers. Through this gathering of data I am able to draw the conclusion that these students fully understood and comprehended the unit material. They were able to succeed above what some had labeled them as capable of performing at.

3. In comparison to the whole class, the data illustrated by the graph blatantly depicts equality between the subgroup and the whole class. Although these students were placed at a lower starting point, after instruction, they performed at level with their peers. This shows that these students are capable of success and achievement.

G. Reflection-on-Action

Discovering where one has come from, and where one is to go next is an important element of any reflection. Through teaching this sequence and developing this analysis it has brought forth many elements to reflect upon. Reflecting requires careful consideration of all aspects of what has been completed.

1. Considering this instructional sequence I can conclude that this unit was extremely effective. Effective meaning it was adequate to accomplish a purpose as well as producing the intended or expected result. All of my students were able to perform at or above the achievement target for both targets discussed. The reason I feel this unit was so successful was because of all the concrete elements used throughout the lessons. During this unit the students were able to observe five live caterpillars through all stages of their life cycle. Through this the students were able to take the information being presented to them and apply the information first hand through direct observation. The students knew the information was useful and were eager to learn so they could apply it to what they were seeing. It became fun, exciting, and enjoyable.
2. There were many aspects of the instructional sequence that were successful, however, the elements that I found to be most successful were those that hands-on informational. The times that the students were learning new information through books that we read, or through observing the live caterpillars seemed to be the most successful. Although there were elements of this unit that we less successful, I would not consider any of them to be unsuccessful. Reflecting on what aspects seemed to be less successful, I found that the projects that required the students to follow steps and stay on task were very challenging for them. I relate this to their lack of familiarity with these types of tasks as well as possible age appropriateness. Overall, I found that

most activities in this unit seemed to be blanketed in relation to successfulness. It seemed as though everyone was able to be successful, or that the majority would struggle. In the cases where most of the students struggled with handling multistep instruction, I was able to view this type of outcome as positive because I related it more to the difficulty and age appropriateness of the activity itself and not solely on my teaching method.

3. If I were to redesign this instructional sequence I would keep many of the plans and activities that I used. However, there are always means for improving this sequence. The first aspect I would redesign would be the time of year to present this. Although spring time is the perfect time to introduce butterflies, because it was early spring the weather was extremely unpredictable. I would have liked to have introduced the live larva to the students and been able to take them outside and use elements of nature to really bring the life cycle of the butterfly to life for them. Another aspect I would redesign would be the projects. I would prepare ahead of time more of the detailed cutting and piecing of the project so that the students could focus more on the content of what they are supposed to be learning from the project instead of focusing on not being able to cut, color, or glue particular aspects. Through teaching this sequence I was able to learn many things that will affect my future practice as a teacher. The single more important thing I will take with me from this sequence is time management. I went into the unit thinking there would always be plenty of time, and was faced with the reality that there is never enough time. This caused me to reflect on all aspects of the sequence and will help me to make my next lesson better and more affective because I will structure the time to be more engaging in the time allotted.

4. As an educator I was pleased to see a deeper passion develop for teaching and instructing in such a short amount of time. My goal is to maintain this passion and be a life-long learner. It is important as an educator to continue developing oneself in as many areas as possible. Educators draw from vast amounts of knowledge on a daily bases. In order to best serve my needs and desires for professional development I will be an active member of Education World, and The Professional Development Channel. These resources give advice and ideas to teachers seeking help on how to write grants as well as which grants are available. This is an important need because it will help me as an educator stay on top of current needs in the education field. It will also benefit and directly impact many people throughout the school and entire school-district. It is a passion and desire of mine to use my writing skills to benefit all areas of education. I look forward to excelling in this area.

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