

## **Ms. Natalie Spirkina – Differentiated Instructional Activity- Modified Lesson Plan**

### **Literacy skill- Sequencing**

**Learning Target:** I can **sequence** the stages of a life cycle in a science text.

### **Grade 2 Next Generation Standards**

#### **Key Ideas and Details**

2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

2R3 In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

**Content Objective:** Students will identify the sequence of the butterfly life cycle.

**Language Objective:** Students will write the sequence of a butterfly's life cycle by using sequence words.

#### **Materials:**

Text: The Unique Life Cycle of a Butterfly

Book: Butterfly Life Cycle By Jeff Bauer

Sequence Graphic Organizer

Life Cycle of a butterfly sheet with glue and scissors

Sequence words list

Highlighters

#### **Engagement/Do Now:**

- The students will read and copy the heading and learning target.
- Teacher and students will read the academic and language objectives.
- Teacher will ask students: What is a **sequence**?
- Explain: A sequence tells the order in which things happen or events in the story.

-Introduce students to the sequence words in a chart form. Words are organized to show words for beginning, middle and end. Give each student an individual chart.

**Whole Group:** Students will make a personal connection to the skill by sequencing events the whole class can relate to:

1. Sequence our morning routine from the time we wake up to getting to school.
2. Sequence our school schedule.

**Partner Work:** Students will talk with their partner to sequence using sequential words making a peanut butter and jelly sandwich. (Students should be familiar with this sandwich as it is one of their lunch options. Image will be provided).

-Teacher will be circulating to listen and assist.

### **Building Background Knowledge:**

-Using the Smart Board teacher will introduce an image of a butterfly. Ask students how to say butterfly in other languages. What do we know about butterflies?

-The teacher will explain that the butterfly goes through a life cycle (Show the image of the life cycle).

-Prior to introducing the text, teacher will show the Brainpop Jr video on the butterfly life cycle (4:32 minutes long): <https://jr.brainpop.com/science/animals/butterflies/>

### **Pre-teach Vocabulary** (with images on Smart Board):

1. **Tier 3: Molts** - to shed your skin
2. **Tier 3: Metamorphosis** - when a young animal or insect goes through a big change and changes the way it looks.
3. **Tier 2: Outgrow** – grow too big for something

### **Task (Practice):**

-Teacher introduces the text to the class. Students get a copy of the text. Student popcorn read paragraphs 1 and 2. Teacher pauses to discuss vocabulary and the concept learned in each paragraph. Through think out louds, teacher models finding important evidence that shows the events of the first stage of the life cycle

-Together students discuss the first stage of the butterfly life cycle. Students pick an appropriate sequence word. As a whole group, students and teacher complete the first box of the graphic organizer.

### **Work Period (Process and Product):**

**Group 1:** Students work in pairs. They read the text independently but work together to complete the graphic organizer.

**Group 2:** Students work in pairs. They have the support of their laptops to hear the text read aloud. Then they work with their partner to complete the graphic organizer.

**Group 3:** Students work with the guided support of their teacher.

-Students will read Chapter 2, 3 and 4 of the picture book *Butterfly Life Cycle* By Jeff Bauer.

-Students glue the pictures of the stages of the life cycle and write a sentence to describe each cycle using an appropriate sequence word.

-Provide sentence starters.

### **Check for Understanding:**

#### **Groups 1 and 2 will have a Self-Assessment Checklist:**

Students are already familiar with the self -assessment checklist. Teacher will collect student work at the end of the lesson.

#### **Self-Assessment Checklist**

- I read the text "The Unique Life Cycle of a Butterfly"
- I underlined the important events in the text.
- I used a Sequence Word that matched the Life Cycle stage.
- I re-read my sentences.

#### **Group 3 will work and be monitored by the teacher.**

-Student's will also have red and green cards. While working with partners students can leave the card that represents their understanding.

-Green – I understand and I am working

-Red – I need help

#### **Summarize-**

Students share to summarize the 4 stages of the life cycle of the butterfly including the last two stages using a sequential word.

#### **Exit Slip:**

What sequence words can you use when explaining the egg stage of the butterfly life cycle?

Name \_\_\_\_\_

Date \_\_\_\_\_

### The Unique Life Cycle of a Butterfly

1 Did you know that there are about 25,000 different kinds of butterflies in the world? All butterflies have a special or **unique** life cycle with many stages. Read on to find out about the butterfly life cycle.



#### The First Stage of a Butterfly's Life Cycle

2 A butterfly begins its life as an egg that has been **produced** or made by its mother. Butterfly eggs can be round or oval. The shape of the egg depends on the kind of butterfly that laid the egg. Female butterflies lay their eggs on the leaves of plants. They do this so that when their young hatch, there is food right there for them to eat. In fact, it can take from six days to twenty days for the eggs to hatch. A tiny caterpillar, also called a **larva** hatches out of the egg and the second stage of the cycle begins.

#### The Hungry Caterpillar

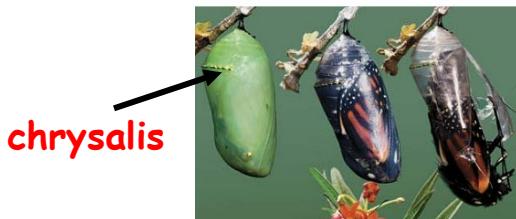
3 The caterpillar's job is to eat as much as it can. A caterpillar eats the egg that it hatched out of. Then, it begins to eat the leaf on which it was born. The tiny caterpillar keeps on eating all the leaves around it. Caterpillars don't sleep, so they eat during the day and at nighttime, too. They grow very quickly. Caterpillars grow so quickly that they outgrow their skin and **molt**, or shed, their outer skin. They do this repeatedly until they are fully grown. Some caterpillars even eat their own old skin! A caterpillar is usually fully grown somewhere between nine and twenty days. At this stage, the caterpillar will leave its food supply and go in search of a safe place, with lots of leaves, to enter into the next stage of its life cycle.



#### Chrysalis

4 Once in this safe place, it attaches itself to a small branch by making a silk pad on the bottom of the branch called a **chrysalis**. The caterpillar then hooks itself onto the silk pad. In the chrysalis stage, the caterpillar forms a protective outer casing called a **pupa**, or

chrysalis. In this stage, the caterpillar **molts** or sheds its skin one last time. Inside the chrysalis, something incredible happens! The caterpillar transforms from one thing into another in the process called **metamorphosis**. This means that they transform from a small caterpillar to a beautiful, colored butterfly with wings. The caterpillar's body looks completely different!



**Butterfly going through metamorphosis inside of a chrysalis**

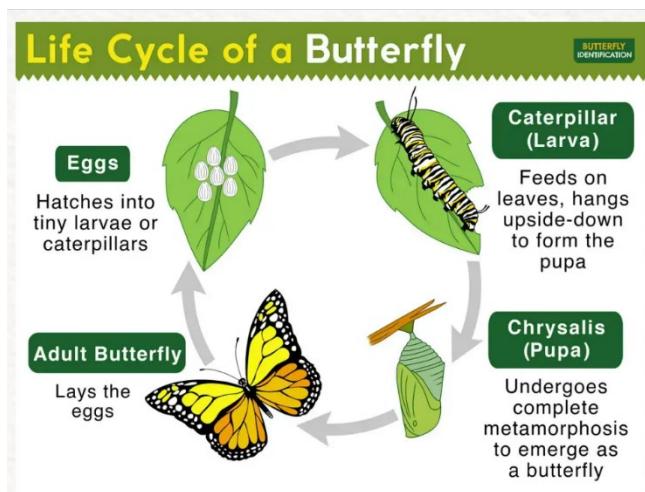
### The Beautiful Butterfly

5 Lastly, the butterfly comes out of the chrysalis. Instead of a mouth that can chew, the butterfly has a **proboscis** or a straw-like tube that can suck nectar from sweet flowers. At first, the butterfly's wings are very delicate. They are soft and are folded up. They are too weak to carry the butterfly up into the air. It will take several hours before the butterfly is ready to begin flying. When the butterfly is ready to fly, it is also ready to find a mate and lay eggs so that the new cycle can begin!



### Vocabulary:

1. **Larva**- a tiny or small caterpillar
2. **Metamorphosis**: when a young animal or insect goes through a big change and changes the way it looks.
3. **Molt**- to shed your skin
4. **Chrysalis** (pupa)- an outer case that protects the caterpillar as it transforms inside.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Partner Directions:**

1. Think about the life cycle of a butterfly with your partner.
2. Draw a picture of what happens in each stage.
3. Use a **sequence word** for each stage.
4. Write about what happens in each stage.
5. Complete the Self-Assessment Checklist.

## Sequential Order



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:**

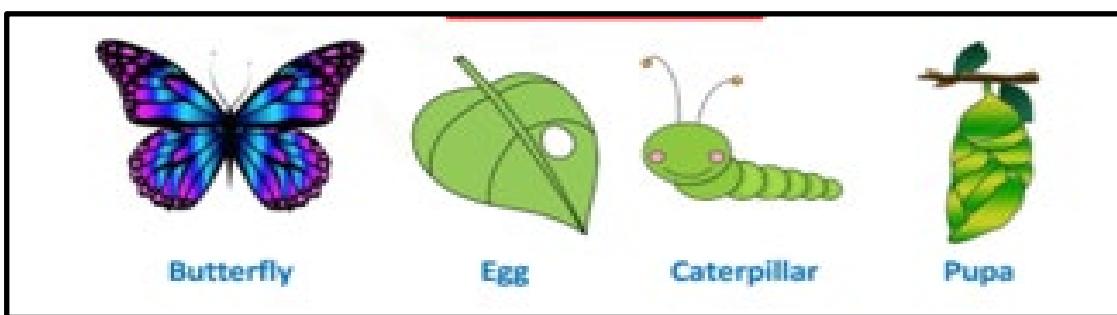
1. Think about the life cycle of a butterfly.
2. Cut out and glue the picture in the correct order.
3. Use a **sequence word** for each stage.
4. Write a sentence about what happens in each stage.

Sketch	_____ _____ _____ _____
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Sketch	_____ _____ _____ _____
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Sketch	_____ _____ _____ _____
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Sketch	_____ _____ _____ _____
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**We use Sequence Words to help tell the order  
in which events happen.**

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### Sequence Words

#### Beginning

-First

- At first

-In the beginning

#### Middle

- Next

- Then

- Later

#### End

- At last

- Finally

- In the end

- Lasty