

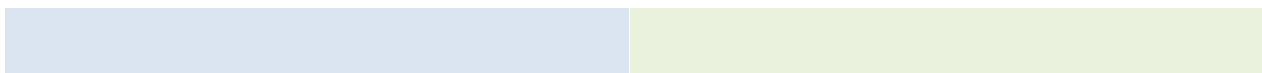
Change Can Be Good

Module Overview

Target Language: Spanish	Grade Level: K-1
Proficiency Level: Junior Novice Low	
Summary: Students will observe and tell how frogs, butterflies and human beings grow and change.	
Enduring Understanding: Living things change as they grow and develop.	
Essential Questions: How do living things change? How do I change as I grow?	

Standards Targeted	
5C – World Language Standards	5E – STEM Standards
<p>Communication</p> <ul style="list-style-type: none"> Ask and answer simple questions related to life cycles of a frog, a butterfly and a human (1.1) Understand and interpret the target language in its spoken and written form on learned topics (1.2) With visual aids and the support of a teacher, tell a brief story about the life cycle of a frog, a butterfly and a human (1.3) <p>Connections</p> <ul style="list-style-type: none"> Name the stages of the life cycle of a frog, a butterfly and a human (3.1; see STEM standards) <p>Comparisons</p> <ul style="list-style-type: none"> Students demonstrate understanding of the nature of language through comparisons of English and target language (4.1) <p>Community</p> <p>Perform songs in the target language (5.1)</p>	<p>1.SF Structure and Function</p> <p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> a. Observe and analyze the external structures of animals to explain how these structures help the animals meet their needs. b. Make observations to explain that animals, including people, have body parts that they use to obtain and convey information, which the animal responds to with behaviors that help them grow and survive. e. Gather and use data to explain that young animals and plants grow and change, and not all individuals of the same kind look exactly the same. <p>Math Common Core</p> <p>Sort objects into categories and compare quantities</p> <ul style="list-style-type: none"> PK. MD 4 Ability to sort objects into categories and then compare the categories. PK. G.4 Ability to describe three-dimensional objects using vocabulary such as size, shape, color, corners, edges, and/or

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Knowledge: Students will know...	Skills: Students can...
<p>Vocabulary</p> <ul style="list-style-type: none"> Recognize words related to the stages in the life of a butterfly, a frog, and a human. <p>Expressions and patterns:</p> <ul style="list-style-type: none"> Where and what patterns More or less Be able to make simple statements Be able to ask and answer simple questions 	<ol style="list-style-type: none"> Tell that living creatures go through stages. Name the stages in the life cycle of a butterfly, a frog, and a human.

Module Duration and Lessons: Five 30-minute lessons

Lesson 1 - The Life Cycle of a Butterfly, El ciclo de la vida de una mariposa

Lesson 2 - The Life Cycle of a Frog, El ciclo de la vida de una rana

Lesson 3 - The Life Cycle of a Human, El ciclo de la vida de una persona

Lesson 4 - Same but Different, Igual pero diferente

Lesson 5 - Hear My Voice! – Assessment (Identify the life cycles of these species)

Performance Assessment:	What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Consider providing opportunities for students to be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. However, for students at this age group, assessment may be integrated.
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Materials/Resources:

- <http://www.teachingheart.net/veryhungrycaterpillar.html>
- <http://www.enchantedlearning.com/coloring/lifecycles.shtml>
- http://www.ourclassweb.com/projects/webquest_frogs_science_journal.pdf
(Image of frog cycle)
- <http://ethemes.missouri.edu/themes/407>
(Dance of the butterfly and build your own caterpillar)
- <http://www.valdosta.edu/~vlstout/topic.html>

(Life cycles of animals: do you want to watch me grow?)

- [http://wikieducator.org/Crawling to Flying: The Life Cycle of a Butterfly](http://wikieducator.org/Crawling_to_Flying:_The_Life_Cycle_of_a_Butterfly)
(Using *The Very Hungry Caterpillar*)
- http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/life_cycleactivities.pdf
(Mini-books for from caterpillar to butterfly, etc.)

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- <http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/tadpole.pdf>
(Tadpole transformation)
- http://www.kellyskindergarten.com/science/science_center_activities.htm
- <http://www.enchantedlearning.com/coloring/lifecycles.shtml>
- Worksheets 1a, 1b, 1c
- Large paper
- Coloring materials
- Glue
- Caterpillar puppet or picture
- Optional: <http://bit.ly/Ab2mQt>

Lesson One

Lesson Two

- http://www.enchantedlearning.com/coloring/life_cycles.shtml
- <http://www.frog-life-cycle.com/>
- <http://www.coloring.ws/frog1.htm>
- <http://www.dltk-teach.com/rhymes/frogs/color.htm>
- Worksheets 2a, 2b, 2c
- Toy, puppet, or model frog
- Individual baggies for each student with cut out pictures of the of the frog
- Crayons or markers, scissors

Lesson Three

- Important: Tell students to bring in some of their personal pictures, i.e., baby pictures or family members' pictures; use them for the website to draw what they expect to look like as an adult.
- http://www.kellyskindergarten.com/science/science_center_activities.htm
- Worksheets 3a, 3b, 3c

- Large calendar in target language
- Crayons or markers

Lesson Four

- 3 work stations (one for each animal)
- Cut-out pictures of stages of life
- Large paper
- Coloring materials
- Glue

Lesson Five

- Teacher-created VoiceThread: <http://www.voicethread.com>
(Teacher needs to register prior to the class and become familiar with the function of the site.)
- Pictures of people, frogs, and butterflies in various stages of life
- Butterfly pictures from Lesson 1 (for reviewing colors)
- Stages of life poem
- Crayons or markers

STEM Background Information for Teachers:

Animals and plants go through different stages during their lives. Animals are born, grow, develop into adults, and reproduce. The stages of growth and development are known as a life cycle. Different animals have different life cycles.

Butterfly Life Cycle

Many insects change form at each stage of their life cycle. The changes in form are called metamorphosis. During metamorphosis, a butterfly goes through four stages.

First Stage – Egg: a female butterfly will lay hundreds of eggs. These eggs become larvae.

Second Stage – Caterpillar: The larvae look like small worm-like caterpillars which hatch from the eggs. The caterpillars eat leaves and grow larger.

Third Stage – Chrysalis: Then the caterpillar forms a hard case around its self. This is called the cocoon or Chrysalis stage. While in its case, the caterpillar changes shape and forms new body parts.

Fourth Stage – Butterfly: Eventually, a butterfly breaks out of the case.

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Frog Life Cycle:

Frogs are amphibians. Like many insects, frogs go through metamorphosis during their life cycle. But, frogs don't change their form as quickly as butterflies do. They change very gradually as they develop and grow.

First Stage – Egg: The female frog lays hundreds of eggs which are protected by a jelly-like substance.

Second Stage – Tadpole: Tiny tadpoles hatch from each egg. The tadpole has a tail to help it swim. It also has gills so it can use the oxygen in the water to survive.

Third Stage – Froglet: The tadpoles slowly grow hind legs. Lungs begin to develop inside the body. Then, the tadpole grows front legs. The tail starts to disappear and gills are completely replaced by lungs. Because the tadpole no longer has gills, it must go to the surface of the water to breathe air.

Fourth Stage – Frog: Eventually, the young frog will have four legs and no tail. It will continue to grow until it is a full-sized adult.

Human Life Cycle

Humans are constantly changing. The stages of the human life cycle are as follows:

First stage – Embryonic Stage: A human's life cycle begins with an embryo in the womb of a female. A full-term pregnancy is 38 weeks.

Second stage – Infant Stage: When a fetus is born, it is called an infant. Human infants are completely helpless at birth. They depend on other humans to provide shelter, protection and food.

Third stage – Childhood Stage: A period of rapid growth occurs from ages 1 to 10. Human children learn how to communicate in language, solve problems, and perform complex tasks.

Fourth stage – Adolescence: Most humans enter adolescence between the ages of 11 and 13. This is a time of rapid bodily changes as humans prepare for reproduction.

Fifth stage – Adulthood: This is the longest stage of the human life cycle.

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Lesson 1 - The Life Cycle of a Butterfly

El ciclo de la vida de una mariposa

Lesson 1 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral Language:</p> <ul style="list-style-type: none"> Identify the stages in the life of a butterfly. <p>Literacy:</p> <ul style="list-style-type: none"> Recognize words related to the stages in the life of a butterfly. <p>STEM and other subject areas.</p> <ul style="list-style-type: none"> Identify the stages in the life of a butterfly. 	
<i>Performance Assessment</i>	Students will communicate their understanding of the stages of the life cycle of the butterfly orally and through demonstration with visual aids or performances.	
<i>Vocabulary and Expressions</i>	<p>Recycled</p> <p>Los números 1-10 Los días de la semana Los colores: verde rojo anaranjado azul amarillo púrpura</p>	<p>New</p> <p>caterpillar la oruga la mariposa el huevo la crisálida las etapas cambiar crecer arrastrarse caminar comer volar</p>
<i>Materials / Resources</i>	<ul style="list-style-type: none"> ○ Work Sheet 1a - Names of states of life cycle of butterfly ○ Work Sheet 1b - The life cycle of a butterfly and word bank ○ Work Sheet 1c - Butterfly (Coloring) ○ Large paper ○ Coloring materials ○ Glue ○ Classroom calendar ○ Caterpillar puppet or picture ○ Book: the Very Hungry Caterpillar, by Eric Carle ○ Optional : http://www.classroomjr.com/the-very-hungry-caterpillar-activities-and-lesson-plan/hungry-caterpillar-questions/ 	

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Key Elements	Lesson 1 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do 	<p>Days of the Week</p> <p>Before class, the teacher “hides” a caterpillar puppet (preferably) or a picture of a caterpillar someplace in the classroom that will be fairly obvious for the students to see, so they can help the teacher find it when she/he begins looking for it.</p> <p>T: Vamos a ver lo que hace nuestra oruga durante la semana T: (Referring to calendar and pointing to the current week) <i>¿Cuántos días hay en una semana? ¿Qué día es hoy?</i> S: <i>Hay siete días en una semana.</i> T: <i>¿Cuáles son?</i> (Teacher, pointing to each day, guides students to repeat days of the week.) S: <i>Son lunes, martes.....</i> T: <i>¿Qué día es hoy?</i> S: <i>Hoy es _____</i> T: <i>Ahora quiero mostrarles algo. Tengo un libro sobre una oruga. Pero antes, (Looking in pockets, on the desk, in a bag—whatever is available.) ¿Dónde está mi oruga? Estaba segura de que tenía mi oruga conmigo. ¡Oh, no! ¿Dónde está mi oruga?</i> T: (Holding up hands in defeat, to students) <i>¿Pueden ustedes ayudarme a encontrar mi oruga? Es así de grande . (Showing with fingers) Y es verde y amarilla (or whatever colors the puppet/picture is). Miren alrededor de la clase. ¿Pueden encontrar mi oruga?</i> T: (If no child immediately sees the caterpillar, ask for a volunteer to look for it. While the child is looking, lead the class in chanting.) <i>¿Dónde está la oruga? ¿Dónde está la oruga?</i> T: <i>Bueno. Encontramos la oruga. Es nuestra amiga. Ahora vamos a ver este libro de una oruga.</i></p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> ● Objects and phenomena are explored. ● Hands-on activities, with guidance. 	<p>The Very Hungry Caterpillar</p> <p>T: (Using the caterpillar book as a visual, introduce the story.) <i>Este es un libro de.....(Leaving room for students to respond. If they don’t respond, ask the question.) ¿Qué piensan?</i> S: <i>¡Una oruga!</i> T: <i>¡Correcto! Se trata de una oruga muy hambrienta. ¡Está buscando algo delicioso para comer!</i> T: (Paging through the book) <i>Aquí está ... un huevo pequeño en una hoja. No se parece una oruga, ¿verdad?</i> T: (Turning the page) <i>Ahora parece una oruga... ¡Qué cambio tan grande! ¡Tiene mucha hambre nuestra oruga!</i> (Read the story through the 5 consecutive days, Monday through Friday, asking students to identify colors of the fruit, count the numbers of each fruit, and asking how many like to eat each type of fruit. After each page, invite students to repeat with you) <i>Y todavía tiene hambre!</i></p>

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Key Elements	Lesson 1 Procedures
	<p>T: (Reading what he eats on Saturday, encourage students to answer simple yes/no/or followed by wh- questions.) <i>¿Se siente la oruga bien o mal?</i> S: Se siente mal.</p> <p>T: (Gesturing) <i>Pienso que tiene dolor de estómago.</i></p> <p>T: (Reading what he eats on Sunday) <i>¿Por qué se siente mejor la oruga? ¿Piensan que es porque comió las hojas?</i> S: ¡Sí!</p> <p>T: <i>Pienso que a las orugas les gusta comer las hojas. ¿Y a ustedes? ¿Les gusta comer las hojas?</i> (No/Yes, teacher responds according students' answers.)</p> <p>T: (Finish reading the book, emphasizing the chrysalis and the butterfly.) <i>La oruga construye una pequeña casa, llamada crisálida. Ahí duerme durante dos semanas. Vamos a contar dos semanas.</i> (using calendar) <i>lunes, martes....(and so on) Ahora algo nuevo está pasando ... la oruga se está arrastrando ... pero espera ... es una mariposa! Eso es un gran cambio, ¿no?</i></p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>From Caterpillar to Butterfly</p> <p>T: <i>Vamos a ver lo que pasó</i></p> <p>T: (Referring to the page with the egg on the leaf.) (Pause) <i>¿Es esta nuestra oruga? ¿Qué es? (Pause) Es un huevo.</i></p> <p>S: (Students repeat) <i>Es un huevo.</i></p> <p>T: <i>Now he's an egg. Let's see what happens to him. Ahora es un huevo. Vamos a ver que le pasa.</i></p> <p>T: (Using pictures from Worksheet 1a, teacher gesturing to demonstrate each concept.)</p> <p style="padding-left: 40px;"><i>¿Pueden ver la oruga?</i> <i>¿Pueden ver el huevo?</i> (Pointing to the chrysalis and the butterfly) <i>¿Qué más ven?</i> <i>Esta es la crisálida y esta es la mariposa.</i> <i>¿La oruga se arrastra o vuela?</i> <i>¿Vuela el huevo?</i> <i>¿Vuela la crisálida?</i> <i>¿Vuela la mariposa?</i></p> <p>Use a different motion for each stage:</p> <p style="padding-left: 40px;">El huevo - right fist on the back of the open left hand; La oruga - one hand "crawling" up the other arm; La crisálida - hands beside cheek, as if sleeping; La mariposa - thumbs linked and hands waving.</p> <p>Optional: Show an actual specimen of a caterpillar and a butterfly in jars. While students observe them, ask questions such as, <i>¿Cuál es la mariposa? ¿Cuál es la oruga?</i></p> <p>T: (Discussing the stages of the life of a butterfly referring to colors and sizes) <i>¿Qué es esto? Es el huevo o la crisálida?</i></p>

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Key Elements	Lesson 1 Procedures
	<p>S: <i>Es el huevo.</i> T: (Continuing with other stages, ask students to repeat the name of each stage, and to put them in order as a class. Have the class suggest the correct order. Then lead them in a chant, clapping or marching—in place or around the room—with each repetition. If they have learned motions, have them use the motions with each stage.)</p> <p style="text-align: center;"><i>La mariposa tiene cuatro etapas: El huevo, la oruga, la crisálida y la mariposa.</i> Distribute Work Sheet 1d to take home to color.</p> <p>Optional: worksheets based on: http://www.classroomjr.com/the-very-hungry-caterpillar-activities-and-lesson-plan/hungry-caterpillar-questions/</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>What did he eat on Saturday? T: (Pointing to life cycle cards) <i>Era nuestra amiga una mariposa o una oruga cuando comió _____</i> (Include # and items from book)? S: Era una oruga. T: <i>Sí.</i> (Using cards to demonstrate) <i>No era un huevo. No era en la crisális. No era una mariposa. Era _____</i> (pause and indicate the whole class should shout out) S: ¡Una oruga! T: ¿Qué era cuándo comió _____? S. <i>Una oruga. ¡Era una oruga!</i> T: Bueno. Era una oruga.</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>What stage is it? T: (Distributing Worksheet 1b,) <i>Let's see if you can name the stages of our friend the butterfly.</i></p> <ul style="list-style-type: none"> Directed by the teacher, the students will match words from the word bank with pictures of the correct stage. Teacher leads the class in the chant one more time.

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Teacher Reflection on Lesson 1 - <i>The Life Cycle of a Butterfly</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 2 - The Life Cycle of a Frog

El ciclo de vida de una rana

Lesson 2 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral Language:</p> <ul style="list-style-type: none"> Identify the stages in the life cycle of a frog. <p>Literacy:</p> <ul style="list-style-type: none"> Recognize words related to the stages in the life cycle of a frog. <p>STEM and other subject areas.</p> <ul style="list-style-type: none"> Identify the stages in the life cycle of a frog. 	
<i>Performance Assessment</i>	Students will communicate orally or through physical manipulation the stages of the life cycle of the frog.	
<i>Vocabulary and Expressions</i>	primer/primero último el renacuajo el renacuajo maduro la rana la cola largo corto nadar saltar caminar las piernas / patas los puntos las manchas manchado/a	
<i>Materials/Resources</i>	<p>Worksheet 1a – Life Cycle of a Butterfly</p> <p>Worksheet 2a – 5 Green and Speckled Frogs (Poem)</p> <p>Worksheet 2b – Frog and Log</p> <p>Worksheet 2c – The Life Cycle of a Frog</p> <p>Toy, puppet, or model frog</p> <p>http://www.enchantedlearning.com/coloring/life_cycles.shtml</p> <p>http://www.frog-life-cycle.com/</p> <p>http://www.coloring.ws/frog1.htm</p> <p>http://www.dltk-teach.com/rhymes/frogs/color.htm</p>	

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	Individual baggies for each student with cut-out pictures of the of the frog Crayons or markers, scissors
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Key Elements	Lesson 2 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do 	<p>Introduce Frog</p> <p>T: (Showing students puppet, model, or toy frog) <i>Tengo una rana pequeña y tiene manchas. Mira las manchas, pueden ustedes verlas? Vamos a contar las manchas en la rana.</i></p> <p>T: <i>¿Qué más se puede encontrar que tiene manchas en la sala de clase?</i> (Children are likely to find spots on clothing, pencils, pencil cases, etc. For each discovery, respond with: <i>Correcto. _____ tiene manchas.</i></p> <p>T: (Using the poem 5 Green and Speckled Frogs (Worksheet 2a), asks students to repeat each line after the teacher, using visuals to establish meaning.) <i>Cinco ranitas con muchas manchitas – Vamos a contarlas</i> (Counting with class) <i>sentadas arriba de un tronco.</i> (Pointing to log and pointing out spots).</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> ● Objects and phenomena are explored. ● Hands-on activities, with guidance. 	<p>Frogs have a life cycle too</p> <p>T: (Showing egg picture for butterfly life cycle -Worksheet 1a) <i>¿Qué es esto?</i> S: Es un huevo. T: <i>¿Y cómo cambió nuestro huevo ayer?</i> S: Se hizo una oruga. T: <i>Sí. Se hizo una oruga.</i> (Showing egg picture from frog life cycle) <i>Aquí hay otro huevo. ¿Se ve igual o diferente? Este huevo fue puesto por una rana. ¿En qué piensan el huevo de rana se convertirá?</i> S: Una rana. T: <i>Correcto. Es una ranita.</i> (Showing picture Worksheet 2d) <i>Una ranita se llama un renacuajo. Un renacuajo vive en el agua. Miren. ¿Ven las piernas? No, un renacuajo no tiene piernas. Tiene una cola. ¿Creen ustedes que un renacuajo puede caminar? No, en el agua el renacuajo tiene que nadar.</i> (Make a swimming motion with two palms together.) <i>¡Nada renacuajo, nada!</i></p> <p>S: <i>¡Nada renacuajo, nada!</i> T: <i>Entonces, ¿en qué piensan que un renacuajo se convertirá?</i> S: <i>¡Un renacuajo maduro!</i> T: <i>Correcto. Miren la imagen del renacuajo maduro ¿Qué ven? ¿Qué tiene el renacuajo maduro? ¿Ven piernas? Sí, el renacuajo maduro tiene piernas. ¿Creen que puede caminar? No, aunque tiene piernas, no puede caminar. Pero, puede nadar y puede saltar también.</i> (Making swimming motion) <i>¡Nada renacuajo maduro nada! ¡Salta renacuajo maduro salta!</i> (Making jumping motion)</p>

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Key Elements	Lesson 2 Procedures
	<p>T: <i>Ahora miren esto.</i> (Showing the picture of a frog) <i>¿Qué es diferente ahora?</i></p> <p>S1: No tiene cola. S2: Tiene piernas.</p> <p>T: <i>Correcto. Miren la rana. ¿Tiene la rana una cola? ¿Tiene la rana unas piernas? ¿Cuántas piernas tiene la rana?</i> (Showing feet) <i>Miren las patas. Se usan para nadar. La rana puede nadar bien. ¡Nada rana nada! ¡Nada rana nada!</i> (Making swimming motion)</p> <p>S: Swim, frog, swim! <i>¡Nada rana nada!</i></p> <p>T: Jump, frog, jump! <i>¡Salta rana salta!</i> (Making jumping motion)</p> <p>S: Jump, frog, jump! <i>¡Salta rana salta!</i></p> <p>T: <i>¿Cambia la forma de la rana? Vamos a ver... (Worksheet 2c)</i></p> <p>T: (Guiding students to the pictures of egg, tadpole, and frog.) <i>La rana cambia de huevo a renacuajo. Después cambia de renacuajo a renacuajo maduro, y entonces cambia a la rana.</i></p> <p>T: <i>¿Pueden mostrarme el huevo? ¿Pueden mostrarme la rana? ¿El renacuajo? ¿Cuántas etapas hay? ¿Cómo se mueve el renacuajo? ¿Cómo se mueve la rana?</i></p> <p>S: (Answer accordingly)</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Naming the stages of the life of a frog</p> <p>T: (Showing Worksheet 2c, teacher names stages of life cycle) <i>¿Cuál es el huevo, renacuajo, (etc.)?</i></p> <p>S: (Students repeat and answer questions)</p> <p>T: (Using the cut-apart stages of the life cycle of a frog: 3 large pictures of the stages of the frog and smaller cut apart pictures in envelopes or zippered plastic bags. (Worksheet 2d))</p> <p>T: <i>¿Cuál es _____?</i> (Asks students to repeat the name of each stage.)</p> <p>S: (Hold up appropriate picture and correctly name the stage.)</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding 	<p>Which comes first?</p> <p>T: <i>Ahora vamos a ponerlas en orden.</i></p> <p>S: (With assistance, students put the stages in order.)</p> <p>T: (Referring to pictures, gesturing and asking comprehension questions) <i>¿Cuál es más pequeño, el huevo o la rana?</i></p> <p>S: (Students respond to guided questions about first stage, last stage, color, size and movement.)</p>

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Key Elements	Lesson 2 Procedures
and skill.	
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Assessment: Let's Make a Frog Book</p> <p>T: <i>Let's see what you remember about the frog.</i> (Reviews order of life cycle.)</p> <p>Using cut-up stages of the life cycle of the frog copied onto 8.5 x 11" paper, students will make a booklet identifying the stages of the life cycle of the frog. They will color and place the corresponding pictures and words in order to form the book.</p>

Teacher Reflection on Lesson 2 - <i>The Life Cycle of a Frog</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 3 - The Life Cycle of a Person

Lesson 3 of 5		Duration: 30 Minutes
<i>Objectives</i>	<i>I Can:</i> Oral Language: <ul style="list-style-type: none">• Identify the stages in the life cycle of a human. Literacy: <ul style="list-style-type: none">• Recognize words related to the stages in the life cycle of a human. STEM and other subject areas. <ul style="list-style-type: none">• Identify the stages in the life cycle of a human.	
<i>Performance Assessment</i>	Students will communicate orally or through physical manipulation the stages of the life cycle of a human.	
<i>Vocabulary and Expressions</i>	la persona el bebé el niño/ la niña el joven el adulto viejo/a primer segundo tercero cuarto	
<i>Materials/Resources</i>	http://www.kellyskindergarten.com/science/science_center_activities.htm http://tuxpaint.org/ (Use for the website to draw what they expect to look like as an adult.) Large calendar in target language Crayons or markers Worksheets 3a, Worksheet 3b	

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Key Elements	Lesson 3 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do 	<p>Who are you?</p> <p>Put cut-up pictures of stages of butterfly and frog life cycles into zipper bags, one bag per group (Worksheet 1a, Worksheet 2a). Divide students into groups (preferably 4 students per group). Teacher gives one bag to each group. Students sort pictures by stages of the life of the butterfly or the frog. Each student holds one picture of the stage.</p> <p>Teacher leads students in TPR activities, using a different motion for each stage:</p> <p>Butterfly groups:</p> <p style="padding-left: 20px;">El huevo - right fist on the back of the open left hand; La oruga - one hand “crawling” up the other arm; La crisálida - hands beside cheek, as if sleeping; La mariposa - thumbs linked and hands waving.</p> <p>Frog groups:</p> <p style="padding-left: 20px;">Egg: right fist on the back of the open left hand Tadpole: closed elbows and use both hands making swimming motions Froglet: still closed elbows, kneeling down and making hopping motion Frog: stand up and hop.</p> <p>T: <i>¿Cuántas etapas tiene la rana? La mariposa? (Teacher prompting)</i> S: Cuatro etapas. T: <i>Cada grupo tiene cuatro etapas de la vida de la rana o de la mariposa. ¿Cuál grupo quiere mostrarnos?</i> <i>(Teacher invites one group, either frog or butterfly group, to come to front with their pictures.)</i> S: <i>(With teacher prompting, students lineup in order of the life cycle.)</i> T: <i>(Modeling the sentence) Diles a nuestros amigos cuál etapa representa. Soy la primera etapa de la rana/mariposa. Soy un huevo. Etc.</i></p> <p>Each student who holds the target picture responds appropriately.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> ● Objects and phenomena are explored. ● Hands-on activities, 	<p>People have a life cycle, too!</p> <p>T: <i>(Asking a student to stand next to him/her) ¿Qué pasa con una persona? ¿Cambia una persona? ¿Cuáles son las diferencias entre _____ (student name) y yo?</i> S: <i>Usted es más grande (alta).</i> T: <i>¡Correcto! Soy más grande (alta). ¿Fui siempre más grande? Ustedes son grandes ahora. Ahora son niños. ¿Qué eran antes? ¿Eran bebés</i></p>

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<p>with guidance.</p>	<p><i>antes?</i> <i>S: Los bebés.</i></p> <p><i>T: Vamos a ver el ciclo de la vida tuyo y mío. ¿Piensas que cambiamos como la rana o como la mariposa?</i> <i>S: Sí/No</i> <i>T: (Showing large pictures of the stages of a human Worksheet 3a) ¿Cuál viene primero? (segundo, tercero, etc)</i> <i>S: (Answer)</i> <i>T: ¡Correcto! Esto es un bebé. ¿Eres tú un bebé?</i> <i>S: ¡No!</i> <i>T: ¡Correcto! Tú eres más viejo y más grande! ¿Camina o se arrastra un bebé?</i> <i>S: Camina/Se arrastra.</i> <i>T: Un bebé crece y crece y juega y juega. Después un bebé crece igual que tú. ¿Eres tú un niño? ¿Eres tú una niña?</i> <i>S: ¡Sí! Yo soy un niño. / ¡Yo soy una niña!</i> <i>T: Tú eres un niño/una niña.</i></p> <p>Suggested teacher prompts: <i>¿ Eres tú más grande o más pequeño que un bebé?</i> <i>¿Caminas tú o te arrastras?</i> <i>¿Puedes pararte solo?</i> <i>¿Caminan los bebés como tú?</i></p> <p><i>T: Un niño grande crece y aprende y después se convierte en un joven. (Pointing to picture of teenager) ¿Hay un joven en tu familia? ¿Quién es más grande, el joven o el bebé?</i> <i>S: Un joven.</i> <i>T: Un joven crece y se convierte en un adulto. ¿Quién es más viejo, un joven o un adulto?</i> <i>S: Un adulto.</i> <i>T: ¿Conocen a unos adultos? ¿Quiénes son?</i> <i>S: (Name people in their lives, perhaps parents, teachers. If needed, Teacher can prompt with: <i>Is (name of principal) an adult? ¿Es (name of principal) un adulto? ¿Tu mamá? (Others...)</i></i></p> <p><i>T: (Divide the class into groups. Give each groups a set of cards to arrange in order and ask questions about size: bigger, smaller, old, young.)</i></p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> ● Students explain their understanding of concepts and processes. 	<p>Introduce the stages of Life <i>T: (Class will recite and act out the poem, repeating as necessary.)</i></p> <p>Las etapas de la vida (un poema por Alba Rivera) <i>Primero soy un bebé (show the number one with finger, and rock a baby)</i></p>

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Key Elements	Lesson 3 Procedures
<ul style="list-style-type: none"> New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p><i>Después niño como ves.</i> (then indicate next with hand and point to themselves) <i>Crezco a joven y después</i> (Indicate with hand, growing up) <i>¡Un adulto yo seré!</i> (point to the teacher to indicate the adult)</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Matching pictures to stages Show pictures of people in various stages of life and ask students to identify the stage. (Worksheet 3b) T: (Give each student a picture of a person in various stages of life. On the board will be the words baby, child, teen, adult. Each student will match his/her picture with the word on the board and say a simple sentence relating to the picture.) T: Muéstrenme la imagen que va primero. Ss: (Holding up baby pictures). T: ¿Cuál va primero? S: El bebé.</p> <p>T: (leading students to recite poem) <i>¡Correcto!</i> Teacher leads students to chant: <i>Baby first—I eat and play</i> <i>Child second—I play and learn</i> <i>Teen third—I learn and grow</i> <i>Adult at last—I have so much to do</i> <i>Life is good at every stage.</i></p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>I am a big person now Have students draw a picture of what they think they will look like as an adult. Download the program http://tuxpaint.org/, use the Microsoft program “Paint” to create drawings on a computer, or give the students paper and markers.</p>

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Teacher Reflection on Lesson 3 - <i>The Life Cycle of a Person</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 4 – Same but Different

Lesson 4 of 5		Duration: 30 Minutes
<i>Objectives</i>	Students will be able to identify the differences in the life cycles of the butterfly, the frog and a person.	
<i>Performance Assessment</i>	Students will present their posters about the stages of life of the butterfly, frog, and person.	
<i>Vocabulary and Expressions</i>	hay igual diferente	
<i>Materials/Resources</i>	3 work stations (1/each animal) Cut out pictures of stages of life cycles Large paper to be used for posters Coloring materials Glue Calendar Book: The Very Hungry Caterpillar, Eric Carle	

Key Elements	Lesson 4 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do 	<p>Review the ordinal numbers</p> <p>T: (Referring to calendar.) <i>Vamos a ver...¿Cuáles son los días de la semana?</i> S: lunes, martes, miércoles...</p> <p>T: <i>¿Cuál es el primer día de la semana?</i> (If students cannot answer question (first, etc.), then point to the day as a scaffold. Give them the chance to remember on their own first. Continue through days of week, but not asking for them in order.)</p>

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Key Elements	Lesson 4 Procedures
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Review life cycles</p> <p>T: (Referring to the book <i>The Very Hungry Caterpillar -La Oruga Muy Hambrienta</i> -reviews story and metamorphosis to butterfly.) <i>¿Qué comió la oruga primero? ¿Cuánto tiempo se quedaría el en la crisálida? ¿Dónde se quedaba el huevo?</i> S: (Answer appropriately)</p> <p>T: (Referring to pictures of the life cycle of the frog, Worksheet 2e, asks questions) <i>Una rana tiene un ciclo de vida también. Vamos a ver las etapas de la vida de la rana. ¿Cuántas etapas hay?</i> S: (Answer appropriately)</p> <p>T: (Referring to stages of life pictures for human asks questions.) <i>¿Cuántas etapas hay? ¿Cuál es la primera..segunda etc.?</i> S: (Answer appropriately)</p> <p>T: (Student 1 asking Student 2) <i>¿Cuál es la primera..segunda etc.?</i></p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Which came first?</p> <p>T: (Divides class into three groups, one at each work table. On each table are pictures of the lifecycle of designated animal taken from Worksheets 1a, Worksheet 2e, and Worksheet 3a.) T: <i>Ahora decidan cuales de las imágenes en la mesa son de primera, segunda, tercera ... Se piden ayuda uno al otro si es necesario.</i></p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Making posters</p> <p>Students put pictures of stages of the life cycle of an animal in order and glue them to a piece of poster paper labeled with the designated animal. Students rotate to the next center and repeat the activity with the designated animal.</p> <p>S1 to S2: <i>¿Cuál es la primera..segunda etc.?</i></p>

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Key Elements	Lesson 4 Procedures
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Presenting posters</p> <p>T: <i>Vemos las láminas.</i> (To student #1) <i>¿Qué es esto?</i> S: <i>Es una mariposa.</i> T: <i>¿Cuáles son las etapas de la vida de una mariposa?</i> S: (Answer appropriately) Students present charts to class telling what life cycle they are depicting and naming the stages. T: <i>¿Qué es igual entre la rana y la persona?</i> S: (With teacher guidance) <i>They all have life cycles. Todos tienen un ciclo de vida.</i> T: <i>¿Cuál es diferente?</i> S: (With teacher guidance) <i>Las etapas son diferentes.</i></p>

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Teacher Reflection on Lesson 4 – <i>Same but Different</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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Lesson 5 - Hear My Voice! - Assessment

Lesson 5 of 5		Duration: 30 Minutes
<i>Objectives</i>	Students will be able to engage in interactive communication with classmates, asking and answering questions about life cycles.	
<i>Performance Assessment</i>	Students will identify and describe the changes that occur in people as they develop in a VoiceThread	
<i>Vocabulary and Expressions</i>	No new vocabulary or expressions	
<i>Materials/Resources</i>	Teacher-created VoiceThread, http://www.voicethread.com (Teacher needs to register prior to the class and become familiar with the function of the site.) Pictures of people, frogs, and butterflies in various stages of life Butterfly pictures from lesson 1 (for reviewing colors) Stages of life poem Crayons or markers	

Key Elements	Lesson 5 Procedures
<i>Engagement</i> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do 	<p>Review ordinal numbers</p> <p>T: (Asking students to line up, four at a time. Review who is first, second, etc. in line.) <i>¿Quién es primero...Segundo, etc.?</i></p> <p>S: (Answer with students' names.)</p> <p>T: <i>Vamos a ver sus carteles. Esta es la mariposa de _____</i> (student's name). <i>¿Puede decirnos algo de tu cartel? ¿Cuál es primero....?</i></p> <p>S: (Answers)</p> <p>T: (Continue asking questions about other sample posters) <i>¿Cuál es primero, segundo, tercero, etc.....?</i></p> <p>T: (Ask students to describe using vocabulary for colors, sizes and stages.)</p>

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Key Elements	Lesson 5 Procedures
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Reinforcement of the content</p> <p>T: (Gives each student his/her poster) <i>¿Pueden decirle a su vecino cuáles son las etapas de la vida en tu cartel favorito?</i></p> <p>S: (Talk together and name stages.)</p> <p>T: (Helping students to explain their posters to each other) <i>My name is _____.</i> <i>My poster is about a _____.</i> <i>The four stages are _____.</i> <i>My favorite stage is _____.</i></p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Let's record our voices.</p> <p>T: (Demonstrates how to record and shares a sample VoiceThread for a butterfly or a frog).</p> <p>T: (Helping students to explain their posters to each other) <i>My name is _____.</i> <i>My poster is about a _____.</i> <i>The four stages are _____.</i> <i>My favorite stage is _____.</i></p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Recording</p> <p>T: (Assists with student recording)</p>

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Key Elements	Lesson 5 Procedures
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Each student will look at the VoiceThread that the teacher has created for the life cycle of a person (one picture for each stage of the life cycle), a frog, or a butterfly and listen to the recorded directions of the teacher. Each student will add his or her oral assessment to the VoiceThread, describing the life cycle using appropriate vocabulary, including the name of the stage, sizes, and descriptive words.</p>
<p><i>Conclusion</i></p>	<p>T: <i>¡Buen trabajo clase! Ustedes han aprendido mucho de las etapas de la vida. Aprendimos unas canciones y unos poemas también. ¿Cuál les gustaría recitar?</i> (Invite students to choose, or suggest from the following)</p> <p>Cinco ranitas Poema: Las etapas de la vida</p> <p><i>Five little spotted frogs, What were you before? Egg, tadpole, froglet, then frog I swim and jump some more.</i></p> <p><i>Pretty little butterfly, What were you before? Egg, caterpillar, chrysalis, butterfly free I fly and fly some more.</i></p> <p><i>Look at all the big adults What were you before? Baby, child, teen, then adult, I grow and grow some more.</i></p>

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Teacher Reflection on Lesson 5 - <i>Hear My Voice!</i> - Assessment	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	