

Change Can Be Good

Module Overview

Target Language: English as a Second Language	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>Life Science</p> <p>C.1.a Identify and draw pictures that show what an animal looks like at each stage of its life cycle</p> <p>C.1.b Describe and compare the changes that occur in the life cycle of two different animals</p> <p>C.1.c Identify and describe the changes that occur in people as they develop</p>

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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

Lesson 2 - The Life Cycle of a Frog

Lesson 3 - The Life Cycle of a Human

Lesson 4 - Same but Different

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
(Using *The Very Hungry Caterpillar*)
- http://teacher.scholastic.com/lessonrepo/lessonplans/profbooks/life_cycleactivities.pdf
(Mini-books for from caterpillar to butterfly, etc.)
- <http://teacher.scholastic.com/lessonrepo/lessonplans/profbooks/tadpole.pdf>
(Tadpole transformation)
- http://www.kellyskindergarten.com/science/science_center_activities.htm

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Lesson One

- <http://www.enchantedlearning.com/coloring/lifecycles.shtml>
- Worksheets 1a, 1b, 1c
- Large paper

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

- Coloring materials
- Glue
- Caterpillar puppet or picture
- Optional: <http://bit.ly/Ab2mQt>

- 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

Lesson 1 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can: Oral Language: <ul style="list-style-type: none"> • Identify the stages in the life of a butterfly. Literacy: <ul style="list-style-type: none"> • Recognize words related to the stages in the life of a butterfly. STEM and other subject areas. <ul style="list-style-type: none"> • Identify the stages in the life of a butterfly. </p>	
<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> numbers 1-10 days of the week color words big/bigger small/smaller Which...?	<p>New</p> caterpillar butterfly egg chrysalis stages change grow crawl walk eat fly
<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: (Referring to calendar and pointing to the current week) <i>How many days are there in a week?</i> S: <i>There are 7 days in a week.</i> T: <i>What are they?</i> (Teacher, pointing to each day, guides students to repeat days of the week.) S: <i>Monday, Tuesday....etc.</i> T: <i>What day is today?</i> S: (Answer with name of day.) T: <i>Now I want to show you something. I have a book about a caterpillar, and I want to show you the caterpillar.</i> (Looking in pockets, on the desk, in a bag—whatever is available.) <i>Where is my caterpillar? I was sure I had my caterpillar with me. Oh, no. Where is my caterpillar?</i> T: (Holding up hands in defeat, to students) <i>Can you help me find my caterpillar? It’s about this big</i> (Showing with fingers), <i>and it’s green and yellow</i> (or whatever colors the puppet/picture is). <i>Look around. Can you find the caterpillar?</i></p> <p>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>Where is the caterpillar? Where is the caterpillar? Good! We/he/she found the caterpillar—our friend. Now let’s look at our caterpillar story.</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>This is a book about a....</i> (Leaving room for students to respond. If they don’t respond, ask the question.) <i>What is it about?</i> S: <i>A caterpillar!</i> T: <i>That’s right. It’s about a very hungry caterpillar. He’s looking for something good to eat!</i> T: (Paging through the book) <i>Here he is...a little egg on a leaf. He’s doesn’t look like a caterpillar, does he!</i> T: (Turning the page) <i>Now he looks like a caterpillar. That’s a big change! He is SO hungry!</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>And he’s still hungry!</i> T: (Reading what he eats on Saturday, encourage students to answer simple yes/no questions followed by or and wh- questions.) <i>Does the caterpillar feel</i></p>

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Key Elements	Lesson 1 Procedures
	<p><i>good or bad?</i> S: <i>He feels bad.</i> T: (Gesturing) <i>I think he has a tummy ache!</i> T: (Reading what he eats on Sunday) <i>Why does he feels better? Do the leaves make him feel better?</i> S: <i>Yes!</i> T: <i>I think caterpillars like to eat leaves. Do you like to eat leaves? (No/Yes, teacher responds according students' answers.)</i> T: (Finish reading the book, emphasizing the chrysalis and the butterfly.) <i>The caterpillar makes a little house, and sleeps in it for two weeks. It is called a chrysalis.</i> T: <i>Let's count two weeks (using calendar) Sunday, Monday... (and so on) Now something new is happening...the caterpillar is crawling out. But wait! It's a Butterfly!!! That's a big change, isn't it?</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 T: (Referring to the page with the egg on the leaf.) <i>Is this our caterpillar? What is it? (Pause) It's an egg.</i> S: (Students repeat) <i>It's an egg.</i> T: <i>Here he's an egg. Let's see what happens to him.</i> T: (Using pictures from Worksheet 1a, teacher gesturing to demonstrate each motion.) <i>Can you see the caterpillar?</i> <i>Can you see the egg?</i> <i>What else do you see? (Pointing to the chrysalis and the butterfly)</i> <i>This is the chrysalis and this is the butterfly.</i> <i>Does the caterpillar crawl or fly?</i> <i>Does the egg fly?</i> <i>Does the chrysalis fly?</i> <i>Does the butterfly fly?</i></p> <p>Use a different motion for each stage: Egg: right fist on the back of the open left hand; Caterpillar: one hand "crawling" up the other arm; Chrysalis: hands beside cheek, as if sleeping; Butterfly: 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>Which is the butterfly? Which is the caterpillar?</i>"</p> <p>T: (Discussing the stages of the life of a butterfly referring to colors and sizes) <i>What is this? Is it the egg or the chrysalis?</i> S: <i>It the egg.</i></p>

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Key Elements	Lesson 1 Procedures
	<p>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><i>The butterfly has four stages: Egg, caterpillar, chrysalis, and butterfly.</i></p> <p>Distribute Worksheet 1c to take home to color. Optional: worksheet 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?</p> <p>T: (Pointing to life cycle cards) <i>Was our friend a butterfly or caterpillar when he ate the.....</i> (Include number and items from book)? S: <i>He was a caterpillar!</i> T: <i>That's right.</i> (Using cards to demonstrate) <i>He was not an egg. He was not in a chrysalis. He was not a butterfly. He was a</i> (pause and indicate the whole class should shout out) <i>A caterpillar!</i> T: <i>What was he when he ate the...?</i> S: <i>A caterpillar. He was a caterpillar!</i> T: <i>That's right. He was a caterpillar.</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>What stage is it?</p> <p>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

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>	first last tadpole froglet frog tail long short swim jump walk leg/legs spots	
<i>Materials/Resources</i>	<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> <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>Individual baggies for each student with cut-out pictures of the of the frog</p>	

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	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>I have a little frog and it has spots. Look at the spots—can you see them? Let’s count the spots on the frog (if possible).</i></p> <p>T: <i>What else can you find in the room that has spots?</i> (Children are likely to find spots on clothing, pencils, pencil cases, etc. For each discovery, respond with: <i>Right. The ____ has spots. It is spotted.</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>Five green and spotted/speckled frogs—let’s count them (Counting with class) sat on a spotted log (Pointing to log and pointing out spots)...and so on.</i></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>What’s this?</i></p> <p>S: <i>It’s an egg.</i></p> <p>T: <i>And what did the egg change into in our story yesterday?</i></p> <p>S: <i>A caterpillar.</i></p> <p>T: <i>Right. It turned into a caterpillar.</i> (Showing egg picture from frog life cycle) <i>Here’s another egg. Does it look the same or different? This egg was laid by a frog. What do you think that a frog egg will turn into?</i></p> <p>S: <i>A frog!</i></p> <p>T: <i>That’s right. It’s a baby frog.</i> (Showing picture Worksheet 2d) <i>A baby frog is a tadpole. A tadpole lives in the water. Look closely. Do you see any legs? No, a tadpole has a tail. Do you think a tadpole can walk? No, in the water the tadpole has to swim. (Make a swimming motion with two palms together.) “Swim, tadpole, swim!”</i></p> <p>S: <i>Swim, tadpole, swim!</i></p> <p>T: <i>So then, what do you think a tadpole will turn into? A froglet.</i></p> <p>S: <i>A froglet!</i></p> <p>T: <i>Right, let’s look at the picture of the froglet. What do you see? What does the froglet have?</i></p> <p><i>Look closely. Do you see any legs? Yes, froglet has legs. Do you think a froglet can walk? No, it cannot walk, even it has legs. But, it can swim and it can also jump (Make a swimming motion with two palms together.) “Swim, froglet, swim! Jump, froglet, jump”</i></p> <p>T: <i>Now, look at this.</i> (Showing the picture of a frog) <i>What’s different?</i></p> <p>S1: <i>It does not have a tail.</i></p> <p>S2: <i>It has legs</i></p> <p>T: <i>Right. Let’s look at the frog. Does the frog have a tail? Do you see any legs? How many legs? Look at its feet—those are good feet for swimming.</i></p>

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Key Elements	Lesson 2 Procedures
	<p><i>The frog can swim. Have you ever seen a frog jump? Right, frogs swim and jump! Swim, frog, swim! (Making swimming motion)</i> <i>S: Swim, frog, swim!</i> <i>T: Jump, frog, jump! (Making jumping motion)</i> <i>S: Jump, frog, jump!</i> <i>T: Does a frog change its shape? Let's see what happens to a frog.</i> (Worksheet 2c) <i>T: (Guiding students to the pictures of egg, tadpole, and frog.) The frog changes from an egg to a tadpole, and to a frog.</i> <i>T: Can you show me the egg? Can you show me the frog? The tadpole? How many stages are there? How does the tadpole move? How does the frog move?</i> <i>S: (Answer accordingly)</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>Naming the stages of the life of a frog <i>T: (Showing Worksheet 2c, teacher names stages of life cycle) Which is the egg, tadpole, and frog?</i> <i>S: (Students repeat and answer questions)</i> <i>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)</i> <i>T: Show me the..... (Asks students to repeat the name of each stage.)</i> <i>S: (Hold up appropriate picture and name stage.)</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>Which comes first? <i>T: Now let's put them in order.</i> <i>S: (With assistance, students put the stages in order.)</i> <i>T: (Referring to pictures, gesturing and asking comprehension questions)</i> <i>Which is smaller, the egg or the frog?</i> <i>S: (Students respond to guided questions about first stage, last stage, color, size and movement.)</i></p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and 	<p>Assessment: Let's Make a Frog Book <i>T: Let's see what you remember about the frog. (Reviews order of life cycle.)</i> 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</p>

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Key Elements	Lesson 2 Procedures
abilities. Activities permit evaluation of student development and lesson effectiveness.	frog. They will color and place the corresponding pictures and words in order to form the book.

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>	person baby boy/girl teenager adult old first second third fourth	
<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, 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> <ul style="list-style-type: none"> ● Egg: right fist on the back of the open left hand ● Caterpillar: one hand “crawling” up the other arm ● Chrysalis: hands beside cheek, as if sleeping ● Butterfly: thumbs linked and hands waving <p>Frog groups:</p> <ul style="list-style-type: none"> ● 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>T: <i>How many stages can we see?</i> (Teacher prompting) S: <i>Four stages.</i> T: <i>Each group has four different stages. Which group wants to come up and show us?</i> (Teacher invites one group, either frog or butterfly group, to come to the front with their pictures.) S: (With teacher prompting, students line up in order of the life cycle.) T: <i>Tell others what you are</i> (Modeling the sentence)</p> <p><i>I am the first stage of the <u>frog/butterfly</u>, I am an <u>egg</u>.</i> (Etc.)</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, with guidance. 	<p>People have a life cycle, too!</p> <p>T: (Asking a student to stand next to him/her) <i>What do you think happens to a person? Does a person change? What’s different about _____ (student name) and me?</i> S: <i>you are bigger.</i> T: <i>Good! I am bigger. Was I always bigger? You’re a big girl/boy now, but what were you first? Were you a baby before?</i> S: <i>A baby!</i></p>

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Key Elements	Lesson 3 Procedures
	<p>T: <i>We are going to look at our life cycle—yours and mine. Do you think we change like a frog or butterfly?</i></p> <p>S: <i>Yes/No.</i></p> <p>T: (Showing large pictures of the stages of a human Worksheet 3a) <i>Which comes first? (second, third, etc)</i></p> <p>S: (Answers)</p> <p>T: <i>Good! This is first (pointing to baby). This is a baby. Are you a baby?</i></p> <p>S: <i>No!</i></p> <p>T: <i>Right! You are older and bigger. Does a baby walk or crawl?</i></p> <p>S: <i>Walk/Crawl.</i></p> <p>T: <i>A baby grows and grows, and plays and plays. And then a baby grows up just like you. Are you a big boy/girl now?</i></p> <p>S: <i>Yes! I'm a big boy/girl.</i></p> <p>T: <i>You a big boy/girl.</i></p> <p>Suggested teacher prompts: <i>Are you bigger or smaller than a baby?</i> <i>Do you walk or crawl?</i> <i>Can you stand alone?</i> <i>Do babies walk like you?</i></p> <p>T: <i>A big boy/girl grows and learns and then becomes a teenager! Are you a teenager? Do you have a teenager in your family? Who is bigger?</i></p> <p>S: <i>A teenager!</i></p> <p>T: <i>A teenager grows and grows and becomes an adult. Who is older: an adult or a teenager?</i></p> <p>S: <i>An adult</i></p> <p>T: <i>Do you know anyone who is an adult?</i></p> <p>S: (Name people in their lives, perhaps parents, teachers. If needed, Teacher can prompt with: <i>Is (name of principal) an adult? Who else is an adult?)</i></p> <p>T: (Divide the class into groups. Give each group a set of cards to arrange in order and ask questions about size: bigger, smaller, old, young.)</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 	<p>Introduce the Stages of Life</p> <p>T: (Introduce the stages of life poem Worksheet 3b. Class will recite and act out the poem, repeating/acting out as necessary.)</p>

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cohesion are sought.	
<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</p> <p>Show pictures of people in various stages of life and ask students to identify the stage. (Worksheet 3c)</p> <p>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.)</p> <p>T: <i>Show me which picture comes first.</i></p> <p>Ss: (Holding up baby pictures).</p> <p>T: <i>What is the first?</i></p> <p>S: <i>Baby</i></p> <p>T: <i>Right.</i></p> <p>Teacher leads students to chant:</p> <p><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</p> <p>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>	there is/are same different	
<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>Can you tell me the days of the week?</i> S: <i>Monday, Tuesday, Wednesday...</i> T: Good job! <i>Which day is first?</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</i>, reviews story and metamorphosis to butterfly.) <i>What did the caterpillar eat first? What did he eat last? How long did he stay in his cocoon? Where was the egg?</i> S: (Answer appropriately)</p> <p>T: (Referring to pictures of the life cycle of the frog, Worksheet 2e, asks questions.) <i>A Frog has a life cycle too! Let's look at the stages of the life cycle of a frog. (Showing pictures) Is this a tadpole or an egg? How many stages do we see?</i> S: (Answer appropriately)</p> <p>T: (Referring to stages of life pictures for human asks questions.) <i>How many stages do we see? What stages is first? ...Second...etc.</i> S: (Answer appropriately)</p> <p>T: (To Student 1) <i>Ask (Student 2) Which is first? (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 life cycle of the designated animal taken from Worksheets 1a, 2e, and 3a.) T: <i>Now decide which pictures at your table are first, second, third... You can ask each other for help if you need it.</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>What comes first...second? (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>Let's look at our posters. (To Student 1) Show us a poster. What is it?</i> S: <i>It's a butterfly.</i> T: <i>What are the stages of its life cycle? What comes first?</i> S: (Answers appropriately)</p> <p>Students present posters to class, telling what life cycle they are depicting and naming the stages.</p> <p>T: <i>What is the same about the butterfly, the frog and a person?</i> S: (With teacher guidance) <i>They all have life cycles.</i> T: <i>What's different?</i> S: (With teacher guidance) <i>The stages are different....</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>Who is first...second etc.</i> S: (Answer with students' names.) T: <i>Let's look at your posters. Here is (Student's) butterfly. Can you tell us about your poster? Which comes first? Second? Third.....?</i> S: (Answers) T: (Continue asking questions about other sample posters) <i>Which is first, second, third, (etc.)?</i> 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>Can you tell the student next to you the stages of the life cycles on your favorite poster?</i></p> <p>S: (Talk together and name stages.)</p> <p>T: (Helping students to explain their posters to each other)</p> <p><i>My name is _____.</i></p> <p><i>My poster is about a _____.</i></p> <p><i>The four stages are _____.</i></p> <p><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)</p> <p><i>My name is _____.</i></p> <p><i>My poster is about a _____.</i></p> <p><i>The four stages are _____.</i></p> <p><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>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>T: <i>Good job, everyone. You have learned a lot. We learned some songs and chants, too. Which one should we do first? (Invite students to choose, or suggest from the following)</i></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	