

**The Life Cycle Of Butterflies-1<sup>st</sup> Grade**  
October 15, 2012

Timeframe 10 weeks
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Standards	Assessment/ Student Evidence	Academic Vocabulary	Resources
SYSA Living and nonliving things are made of parts. People give names to the parts that are different from the name of the whole object, plant, or animal.	Name at least five different parts, given an illustration of a whole object, plant, or animal.	Parts Whole	<i>The Life Cycle of the Butterflies</i> Teacher Guide Class book set of: <i>Butterflies</i> by Kids Discover
INQA Scientific investigations involve asking and trying to answer a question about the natural world by making and recording observations.	<ul style="list-style-type: none"> <li>• Ask questions about objects, organisms, and events in their environment</li> <li>• Observe patterns and relationships in the natural world, and record observations in a table or picture graph.</li> </ul>	Observations	
INQC Scientists develop explanations using recorded observations (evidence).	<ul style="list-style-type: none"> <li>• Describe patterns of data recorded, using tallies, tables, picture graphs, or bar-type graphs.</li> <li>• Participate in a discussion of how the recorded data (evidence) might help to explain the observations.</li> </ul>		
INQD Scientists report on their investigations to other scientists using drawings and words.			
INQE Observations are more reliable if repeated, especially if repeated by different people.			

Power Standards in green

Complementary Standards in yellow

Standards	Assessment/ Student Evidence	Academic Vocabulary	Resources
INQF All scientific observations must be reported honestly and accurately.			
LS1B (K-1) All plants and animals have various external parts.	Identify the external parts of different plants and animals (e.g., head, thorax, abdomen, antennae, proboscis and wings of a butterfly)	Head, Thorax, Abdomen, Antennae, Proboscis, Wings, Butterfly, Legs	
LS1D Different animals use their body parts in different ways to see, hear, grasp objects and move from place to place.	Compare how different animals use the same body parts for different purposes (e.g., humans use their hands to touch/sense objects, while butterflies use their antennae)		
LS1B (2-3) Animals have life cycles that include being born; developing into juveniles, adolescents, then adults; reproducing; and eventually dying. The details of the life cycle are different for different for different animals.	Describe the life cycle of a common type of animal (e.g., the development of a butterfly from egg-larva (caterpillar)-pupa (chrysalis), adult	Egg Caterpillar Chrysalis Adult	
LS2B A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water, shelter.	Identify the characteristics of a habitat that supports the growth of many different plants and animals (e.g. have flowers to provide food for butterflies as well as bushes for resting places)		

Power Standards in green

Complementary Standards in yellow