



Activity Plan

1. Activity name

Life cycle of a butterfly

2. Materials

Tag board rectangle divided into 4 equal sections
Glue
Small pom-pom (egg)
Spiral pasta (caterpillar)
Shell pasta (cocoon)
Bow tie pasta (butterfly)

3. Environmental arrangement

Place the materials on a table. Have the students sit at the table for the activity.

4. Sequence of steps

Beginning

Near the end of circle time, discuss the life cycle of a butterfly. Read "Gotta Go Gotta Go."

Middle

Divide the children into several small groups of four children. One group at a time will complete the activity. The other groups will be in either the block area or the art area. Allow children to look at and touch the model of the butterfly life cycle. Explain to the group what each piece of pasta represents. Have the students glue one of each in order in the corresponding squares (first, second, third, and fourth).

End

Give the children a verbal 3-minute warning to finish the project. Recap the life cycle of a butterfly. Rotate groups.

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Available at <http://textbooks.brookespublishing.com/pretti-frontczak>.

5. Embedded learning opportunities

Learns/practices fine motor skills

Grasps pasta and pom-pom with thumb and index finger

Reaches toward and touches pasta and/or pom-pom with each hand

Holds an object in each hand

Holds paper with one hand while the other hand applies glue

Learns/practices cognitive skills

Follows directions of three or more related steps that are not usually given

Recalls events from story

Places objects in correct developmental order (pom-pom first, spiral pasta second)

Learns/practices social-communication skills

Uses words, phrases, or sentences to request peers to pass materials

Alternates between speaker and listener roles

Asks questions for clarification on activity

Learns/practices social skills

Responds to request to begin/finish activity

Interacts appropriately with materials during activity

Responds appropriately to directions during activity

Looks at appropriate objects/person during activity

Remains with group during activity

6. Planned variations

1. Read the book in the small group activity instead of at circle time.
2. Give the students butterfly and caterpillar puppets to interact with the story.

7. Vocabulary

Egg

Caterpillar (body parts, crawl)

Cocoon

Butterfly (body parts, fly, colors, types of butterflies)

Life cycle

8. Peer interaction opportunities

Have students engage in turn-taking with craft materials and asking questions.

Have students work together to solve problems or answer questions asked by the teacher.

9. Caregiver involvement

When the students take their projects home, a note can also be sent home saying, "We learned about butterflies today. We read the book "Gotta Go Gotta Go." Ask me about the book and my project, and I'll teach you about butterflies."

Caregiver can reinforce learning and also may initiate new learning experiences by asking questions like, "What kind of butterfly was in the book?" or "Are there other kinds of butterflies?"

Caregiver can also be encouraged to expand the child's knowledge by taking him or her to the library and looking up books about butterflies or caterpillars or looking up butterflies on the internet (if applicable).

Caregiver could collect data during the activity.

Caregiver could evaluate the activity by talking with the child about the activity or by observing the activity.