

## Shutterfly Photo Story Lesson Plan

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**STATE: VIRGINIA**

**SUBJECT: ENGLISH LANGUAGE ARTS / SCIENCE**

**GRADE LEVEL: 2**

**LESSON TITLE: OUR BUTTERFLY JOURNAL:  
THE METAMORPHOSIS OF THE PAINTED LADY BUTTERFLY**

**Common Core/State Curriculum Standards: Virginia Standards of Learning  
English Language Arts/ Writing**

2.12 The student will write stories, letters, and simple explanations.

2.14 The student will use available technology for reading and writing.

**English Language Arts/ Reading**

2.7 The student will expand vocabulary when reading.

2.9 The student will read and demonstrate comprehension of nonfiction texts.

2.10 The student will demonstrate comprehension of information in reference materials.

**English Language Arts/ Oral Language**

2.1 The student will demonstrate an understanding of oral language structure.

2.2 The student will expand understanding and use of word meanings.

2.3 The student will use oral communication skills.

**SCIENCE**

Making detailed observations, drawing conclusions, and recognizing unusual or unexpected data are stressed as skills needed for using and validating information.

**Scientific Investigation, Reasoning, and Logic**

2.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) Observations and predictions are made and questions are formed;
- g) Conditions that influence a change are identified and inferences are made;
- j) Conclusions are drawn;
- k) Observations and data are communicated;

Life Processes

**2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow.**

Living Systems

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**2.5 The student will investigate and understand that living things are part of a system.**

### **ISTE NETS Student Technology Standards:**

**2. Communication and Collaboration** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**3. Research and Information Fluency** – Students apply digital tools to gather, evaluate, and use information.

**4. Critical Thinking, Problem Solving, and Decision Making** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Learning Objectives:**

Using the second grade science curriculum to target the four domains of language acquisition (listening, speaking, reading, and writing), students will observe and identify the steps of the life cycle of a butterfly. In this lesson, students will document and keep a butterfly journal of their observations and learned activities; share their journal entries and illustrations in small groups; and contribute to a class printed and digital book of the experience.

**Students Learning Targets:** *(What will students know and be able to do as a result of this lesson?)*

At the end of this lesson, students will be able to explain that butterflies go through a growing process. They will observe, comprehend and record the metamorphosis of the painted lady butterfly.

**Instructional Strategies:** *(Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)*

The unit uses multiple instructional strategies:

- Direct instruction
- Scaffolded instruction
- Cooperative learning
- Inquiry based learning
- Project-based learning

### **How Students Will Use Shutterfly Photo Story:**

Students made journal entries of day-to-day observations and illustrated their findings. Teacher selected journal entries and illustrations were used to document the life cycle of the butterflies for the Shutterfly Photo Story book.

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### **Required Materials/Lesson Length:**

Writing journals, magnifying glasses, flashlights, butterfly food (an orange), masking tape

### **Approximate time:** 25 days

(Note: Typically it takes Painted Lady Butterflies 14-20 days to morph from egg to an adult butterfly).

### **Resources:** *(Photos, drawings, student created stories; reference books, articles, website URLs, etc. for citation)*

Use of the iPad Mini Camera to document observations both in still and video  
Shutterfly Photo Story App for iPad

Butterfly poem by Ema Hardesty,

### Reference books/materials:

- A Butterfly's Life by Ellen Lawrence
- Reading A to Z, Level H – The Life Cycle of a Butterfly
- Scholastic News My Weekly Reader: Brave Butterflies? – October 2013

### **Procedures/Activities:** *(What will the teacher and students do?) (Prior Knowledge, Opening Activity, Step-by-Step Learning Activities, Closure, Post-Instruction Reflection)*

**Prior Knowledge:** Discuss life cycle stages, compare and contrast, and make connections to real life.

**Opening Activity:** The second grade ESOL/HILT students began the unit of study on butterflies when the caterpillars (larvae) arrived at school in April.

### **Step-by-Step Learning Activities:**

1. Background knowledge and scaffolding occurred as students participated in read alouds of simple picture books and videos in the onset.
2. Small group work followed with students in mixed ability groups reading and discussing *The Life Cycle of a Butterfly* (A to Z Reading, Level H).
3. Close passages and comprehension questions were completed in pairs.
4. Guided research began in the library and continued in small groups with an adult volunteer assisting and guiding students through scavenger hunt questions of learned material thus far.
5. Scientific observation using flashlights and magnifying glasses took place most days during the unit.
6. Groups of students were invited to observe the cage and discuss what they saw.
7. Vocabulary was shared and emphasized, so students could return to their desks and complete their journal writing for the session.
8. Word banks were frequently available for students.

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**Closure:** A “sending off” gathering was conducted on the final day as the butterflies were released outside in the garden of the school and students recited the poem Butterfly by Ema Hardesty.

**Post-Instruction Reflection:** Students reflected by writing in their butterfly journal on how happy and sad it was to see the butterflies fly away.

**Comment:** This lesson was the collaboration of the ESOL/HILT teacher, classroom teacher, librarian, instructional technology coordinator and a retired teacher volunteer.

**Differentiation:** *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*

Multiple strategies were used and because of differentiation with multi-ability groupings with varied reading materials, students were motivated and engaged throughout the project.

### **Special Education/ESL Accommodations & Modifications:**

Refer to Differentiation and Procedures/Activities sections.

**Extensions:** *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*

The Shutterfly Photo Story book, Our Butterfly Journal: The Metamorphosis of the Painted Lady Butterfly will be shared online on the school’s website at <http://www.apsva.us/Page/25678>

An additional activity is to setup a video camera next to the butterfly cage and capture the transformation process live. The video could then be played back to students in slow motion.

**Assessment:** *(How will you determine if students have met the lesson objectives? How will your students know if they have successfully met the lesson objectives? Incorporate formative as well as summative assessments – rubrics, etc.)*

- Each lesson was assessed by teacher qualitative observations.
- The writing journals were formally assessed using the school district 2<sup>nd</sup> Grade Language Writing Rubric.
- Questioning for comprehension on the topic informally assessed the illustrations and demonstration of student progress.