## Science - Creating a Poster on the Life Cycle of a Butterfly!

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| **UNIT TITLE: Life Cycles** | | | | |
| **LESSON: 2/10 - Examining a documentary on life cycles.** | | | **Year 4 Stage 2** | |
| Science and Technology - Living Things S2.3:  Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment.  Science and Technology- Using Technology *UT S2:*  Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks.*.*  English - (Talking and Listening) TS2.1  Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.  English - (Reading and Viewing) RS2.5  Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.  English - (Reading and Viewing) RS2.7  Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.  English - (Writing) WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features | | | **ASSESSMENT:**   * questioning students throughout lesson * engagement in discussion and contribution to group discussions * observing students engagement in the lesson * correct use of group work time * appropriate class result * peer feedback of group work * skills of investigating in groups | |
| **PART AND TIMING** | **SUBJECT MATTER** | **Teaching practice** | | **Resources/Organisation** |
| **Introduction - 5-10 mins**  **Allowing students to link prior knowledge with new knowledge will ensure they create cognitive learning links that enable students to recognise features and access information quickly.**  **Discussion amongst students ensures individuals will gain multiple insights into information.** | **TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.**   * *listens to sustained information reports on familiar and researched topics* * *gives sustained information reports on generalised, researched topics listens to more complex explanations of simple phenomena* | * Discuss with students what they learnt in the previous lesson. * Ask students what the different stages of the life cycle of a butterfly are. * Brainstorm on the board - description words about the different stages of the life cycle e.g. pupae/cocoon, caterpillar, transformation etc. * Show the students the book they read last lesson and discuss what is happening in the pictures. * Show students the National Geographic website and play the 'Growing Up Butterfly' video. * Play the video again, then pause for discussion at vital points, particularly when technical language or description words are used. | | * http://video.nationalgeographic.   com/video/player/national  -geographic-channel  /all-videos/av-8520-8756/  ngc-growing-up-butterfly.html   * smartboard/projector * computer * speakers * book from previous lesson   Students are seated in front of the board on the floor. |
| **Body: (45 minutes)**  **By going through the activity step-by-step and giving examples, the teacher is able to guide students along whilst enabling them to use their own previous knowledge and ideas to further expand upon the activity.**  **Encouraging students to be creative will facilitate the engagement within the activity, as well as expanding the knowledge and ideas of students.** | Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks.  *• chooses a means of publishing a report on the life cycle of an animal, eg silk worm or frog*  R**S2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.**  **RS2.8 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.**  ***Text Structure***   * *recognises the structure of a range of more complex text types* * *recognises cohesive links in a text, eg referring words/ pronouns.*   **WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.**  ***Joint and Independent Writing***   * *identifies key words and phrases* * *uses some effective planning strategies* * *demonstrates self-editing skills* * *understands and creates notes for relevant writing purposes* * *structures text types in appropriate stages* * *writes information reports that include information about different parts of things and their components* | * Write on the board some key words used throughout the video - including text connectives. * Ask students what type of text format the video is using - e.g. narrative, recount, information report, explanation etc. * Go through some key features of an explanation and discuss how they were used in the video (e.g. statement of phenomena, explanation, conclusion). * Scaffold on the board some key sequencing text connectives and discuss why they should be used in an explanations. * Decide as a class the different stages of the life cycle and words that are associated with each stage. * Move students into groups and give them each a stage in the life cycle to further investigate, through books or on computers. (10 mins) * Ask the groups to each write a paragraph on their stage. * Observe students in group work and determine their input and contribution to work. * Students to reconvene as a class, and write each stage on a large piece of cardboard in an appropriate presentation format (e.g. circular to denote the cyclical notion of a life cycle) using text connectives, formal and technical language (10 mins). * Encourage class discussion and peer editing throughout process of producing final poster. | | * encyclopaedias, books, laptops, desktop computers, home readers (about butterflies) etc - any resource with information about butterflies. * large piece of cardboard * coloured textas * smartboard   Students are seated on the ground, then in groups investigating their specific stage of the life cycle, then are back in a group on the floor. |
| **Conclusion - 5 to 10 mins**  **Students are to evaluate their own work and the other students', thus grasping a firm idea of what was achieved throughout the lesson.** | **RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.**  ***Purpose***   * *recognises and describes the purpose of a narrative, recount, procedure, information report , explanation.* | * Discuss the final presented poster - is anything missing? Is the presentation appropriate for representing a life cycle? What could be added in future to make the poster more appealing (e.g. pictures, larger titles etc) * Are the stages represented through arrows or other line vectors? What does this suggest (e.g. that one stage leads to another) and how does the text connectives contribute to these vectors? (e.g. they ensure the sequence is established). | | * finished class poster   Students are seated in front of the board on the floor. |
| **Lesson Evaluation:** Did students achieve the lesson outcomes? If not, what would need to be modified to enhance student learning?  Were students engaged in the learning throughout the process? Why/why not was this the case?  Did the students understand the relevance of the concepts explored? In what ways was this evident?  Were the concepts explored relevant for subsequent lessons? How?  Were the works finished or was there not enough time? How could this be improved?  How were students motivated to achieve a finished piece of work?    How effectively did students contribute to editing and creating final piece of work? | | | | |