

Title: Theme Unit: Butterflies

Learning Intention/Description of Learning Activity:

We have completed a unit on the topic of Butterfly Life Cycle. Learning about butterflies is important for students because they offer insights into ecology, conservation, and personal development. Butterflies act as indicators of environmental health, their life cycle provides lessons in transformation and resilience, and they inspire artistic and scientific appreciation. Butterflies are vital pollinators, helping plants reproduce, which is essential for both the environment and human food production. In their various life stages, they form a crucial part of the food chain, providing sustenance for birds, reptiles, amphibians, and other animals. Butterflies are sensitive to environmental changes, making them valuable "indicator species" that can signal habitat degradation. The butterfly's metamorphosis from egg to caterpillar to chrysalis to adult mirrors the process of growth and change, offering lessons in patience, resilience, and the beauty of transformation. Studying butterflies can spark curiosity and encourage students to ask questions, make observations, and develop theories about the natural world. Lastly, a butterflies' beauty and intricate life cycle can foster an appreciation for the natural world and inspire conservation efforts.

Learning about the life cycle of a butterfly is a great way to teach children how animals go through changes in appearance, just like the seasons change. Also, animals and other living things grow, change, reproduce, and need food and water to survive. Students were required to follow along completing worksheet pages which included learning about the life cycle stages of butterflies from egg, to larvae (caterpillar), to chrysalis and then butterfly. Students raised their own individual (Painted Lady) Butterfly from a small container on their desk until they had reached the chrysalis stage and were put into a flight cage. Once they hatched into butterflies they were released by the students into the school field.

Teacher Comments/Feedback:

NAME is currently at an "emerging" level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with little or no one-to-one support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all this theme unit. Please go to the abovementioned webpage and review the videos and if you want to print out the PDF worksheets to complete at home. There is insufficient data in which to assess HIM/HER at this time.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA/SEA/SSSW). HE/SHE struggles to complete the work without assistance so

support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

Next steps:

Next Steps: continue to expand his/her knowledge about butterflies and moths by visiting the local public library to take out books or by going online to educational websites and YouTube videos to learn more. Visit The Butterfly Gardens close to the Butchart Gardens. Remember to leave wild butterflies and moths alone in nature and to not disturb them. Consider planting flowers in your garden to attract butterflies for the purpose of pollination.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Beginning to or not yet demonstrating learning in relation to standards. Emerging is not failing	Demonstrating learning in relation to learning standards with growing consistency. Developing is not failing	Showing competence and consistency when demonstrating learning in relation to the learning standards. Proficient is not perfect.	Showing increasing depth and complexity and demonstrating learning in a variety of contexts. Extending is not bonus or accelerated work.

Emerging	Developing	Proficient	Extending
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