

Early Childhood Butterfly Expedition

Expedition Long Term Target: I can analyze Anser’s butterfly garden as a scientist to determine if it is a suitable habitat for butterflies.

Guiding Questions: How does a butterfly survive and grow through its life? What role do butterflies play in nature?

Case Study 1: Butterflies

(Literacy) Long-Term Target for Case Study 1: I can create an informative book to demonstrate my knowledge about butterflies.

CCS Standards: Reading – Informational Text	Short-Term Targets	Assessments for Learning	Assessments of Learning
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can gather information about butterflies from informational texts.	checking students’ individuals notes assess notes with checklist	Note-taking assessment Final butterfly book assessed with rubric
CCS Standards: Speaking & Listening			
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			

CCS Standards: Writing and Language	Short-Term Targets	Assessments for Learning	Assessments of Learning
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I can organize what I know about caterpillars and butterflies into a 4 column chart.	checking their 4 column chart – are facts sorted correctly?	Final butterfly book assessed with rubric
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. – Use singular and plural nouns with matching verbs in basic sentences – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	I can use complete sentences to write my first draft of my butterfly book.	exit ticket to differentiate complete vs. incomplete sentences	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. – Use end punctuation for sentences.	I can strengthen my writing through revising. • <i>I can revise my writing to include scientific vocabulary.</i> I can strengthen my writing through editing.	self-assessment: checklist of scientific vocabulary used in writing/revision editing checklist for capital letters and punctuation	

	<ul style="list-style-type: none"> • <i>I can start every sentence with a capital letter.</i> • <i>I can end every sentence with appropriate punctuation.</i> • <i>I can use the Word Wall to check for correct spelling.</i> 	<p>highlighting word wall words in draft</p> <p>anecdotal records/checklist for word wall use</p> <p>exit ticket to correct capital letters and punctuation</p>	
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		observation of science talks	

(Science) Long-Term Target for Case Study 1: I can explain how a butterfly survives and grows through its life.

Idaho State Standards for Science	Short-Term Targets	Assessments for Learning	Assessments of Learning
<p>Goal 1.5: Understand Concepts of Form and Function</p> <p>2.S.1.5.1 Identify shape and use of objects.</p>	<p>I can describe the form and function of each part of a butterfly throughout its lifecycle.</p> <ul style="list-style-type: none"> • <i>I can label the parts of a caterpillar.</i> • <i>I can explain the function of the caterpillar's body parts.</i> • <i>I can identify the parts of a butterfly.</i> • <i>I can explain the function of the butterfly's body parts.</i> 	<p>students label picture of a caterpillar</p> <p>students label picture of a butterfly</p> <p>matching or fill-in-the-blank about function of body parts</p>	<p>missing body parts assessment (What is missing? How would that affect the butterfly?)</p>
<p>Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations</p> <p>2.S.1.2.1 Make observations, record and interpret data.</p> <p>Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>1.S.1.6.1 Make and record observations.</p> <p>2.S.1.6.1 Identify questions to be investigated.</p> <p>2.S.1.6.2 Make observations.</p> <p>2.S.1.6.3 Analyze information and evidence.</p> <p>2.S.1.6.4 Communicate observations.</p>	<p>I can ask questions based on my observations.</p> <p>I can record my observations with words and labeled pictures.</p>	<p>science journals</p>	

<p>Goal 3.1: Understand the Theory of Biological Evolution 1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death).</p>	<p>I can identify the different stages of the life cycle of a butterfly.</p>	<p>science journal</p>	<p>cut and paste pictures of the butterfly life cycle (Where do you think the life cycle begins? Why? What is the ultimate goal of each stage of the life cycle?)</p>
<p>Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems 1.S.3.2.1 State that living things need food to survive. 2.S.3.2.1 Identify four basic needs of all living things (food, shelter, water, space).</p>	<p>I can explain what a caterpillar/butterfly needs to survive.</p>	<p>science journal</p>	<p>chart assessment (How does the caterpillar/butterfly get food, shelter, water, and space in the classroom and in nature?)</p>

Habits of Learner Scholar Learning Target: I can think and act like a lepidopterist.

- Scientists use their 5 senses to observe the world around them.
- Scientists collaborate with others.
- Scientists record their observations.
- Scientists ask questions.
- Scientists answer their questions through research and observations.

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

- 1.S.1.7.1 Demonstrate cooperation and interaction skills.
- 2.S.1.7.1 Practice cooperation and interaction skills.

Case Study 2: Plants and Pollination

(Science) Long Term Target for Case Study 2: I can explain the role butterflies play in nature.

Idaho State Standards for Science	Short-Term Targets	Assessments for Learning	Assessments of Learning
Goal 1.5: Understand Concepts of Form and Function 2.S.1.5.1 Identify shape and use of objects. (558.04.a)	I can describe the form and function of each part of a plant throughout its lifecycle. <ul style="list-style-type: none"> <i>I can label the parts of a plant.</i> <i>I can explain the function of the parts of a plant.</i> 	plant assessment	Flower Diagram assessed with rubric
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations 2.S.1.2.1 Make observations, record and interpret data. (558.01.a) Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills 1.S.1.6.1 Make and record observations. (544.01.a) 2.S.1.6.1 Identify questions to be investigated. (559.01.a) 2.S.1.6.2 Make observations. (559.01.b) 2.S.1.6.3 Analyze information and evidence. (559.01.d) 2.S.1.6.4 Communicate observations. (559.01.f)	I can ask questions based on my observations. I can communicate my observations with words and labeled pictures.	science journal	
Goal 3.1: Understand the Theory of Biological Evolution 1.S.3.1.1 Describe the life cycle of a plant (seed, growth, reproduction, death). (547.01.a)	I can identify the different stages of the life cycle of a plant.		

(Literacy) Long-term Target for Case Study 2: I can use drawings to help me explain pollination.

CCS Standards: Speaking & Listening	Short-Term Target(s)	Assessments for Learning	Assessments of Learning
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	(same as long-term)	Science talks	Oral presentation to in-class experts
CCS Standards: Reading – Informational Text	Short-Term Target(s)	Assessments for Learning	Assessments of Learning
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	I can use pictures and details to describe the main ideas of informational text.	Pre- and post-target self-evaluation with <i>The Reason for a Flower</i> book	What is the reason for a flower? assessment
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can explain how images help a reader make meaning from informational texts. <i>I can explain the form and function of the parts of a flower.</i>	revisions to flower diagrams	Plant diagram with rubric