

Lessons at a Glance: Daily Supplies List (Animal Life Cycles)

Note: any additional supporting documents (including model anchor charts and any printable or downloadable files) referenced in a lesson can be found in the “Supporting Files” section for that day’s lesson.

LESSON	MINI-LESSON	INQUIRY CIRCLES	SCIENCE INVESTIGATION
Day 1: Introduction to Being a Scientist	Teacher needs: <ul style="list-style-type: none"> • “Inquiry Toolbox” anchor chart • “Team Roles” anchor chart with job cards • chart paper • marker(s) • prepared selection of exploratory texts (see “Animal Resources: spreadsheet for ideas) 	Each team needs: <ul style="list-style-type: none"> • list of animals for research (salamander, sea turtle, hummingbird, penguin, coyote, bat, bee, and praying mantis) • a variety of nonfiction texts for each team Teacher needs: <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	Each team member needs: <ul style="list-style-type: none"> • 2 sheets of lined paper • pencil Each team needs: <ul style="list-style-type: none"> • 2 additional sheets of lined paper Teacher needs: <ul style="list-style-type: none"> • “Memory Pictures” slides Setup: see Day 1 lesson plan
Day 2: How Can We Study Butterflies?	Teacher needs: <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • informational text about butterflies to model the strategy (see “Animal Resources spreadsheet for ideas) 	Each team needs: <ul style="list-style-type: none"> • team Inquiry Chart (created by the teacher) on chart paper • pencils • sticky notes • selection of informational texts/media Teacher needs: <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	Each team member needs: <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencil Each team needs: <ul style="list-style-type: none"> • 1 premade habitat • 2–3 twigs or small branches • handful of fresh plant leaves • 1 white paper towel Teacher needs: <ul style="list-style-type: none"> • “Habitat Construction” document • 1 class set of painted lady butterflies • gallon plastic bags • Butterfly Investigation Journal Setup: see Day 2 lesson plan

LESSON	MINI-LESSON	INQUIRY CIRCLES	SCIENCE INVESTIGATION
<p>Day 3: Recording Information</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • “Reading for Specific Information on a Website” anchor chart • website about butterflies to model the strategy (see “Animal Resources spreadsheet for ideas) 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • 1 copy of the “Measuring Caterpillars with Yarn” page • pencil <p>Each team needs:</p> <ul style="list-style-type: none"> • habitat with larvae inside • 1 copy of the Team Caterpillar Growth Chart • hand lens • scissors • white glue • yarn • plastic spoon <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Measuring Caterpillars with Yarn” page • copy of the Team Caterpillar Growth Chart • hand lens • scissors • white glue • yarn • plastic spoon <p>Setup: see Day 3 lesson plan</p>
<p>Day 4: What Is a Life Cycle? (Part 1)</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • “Drawing Conclusions” anchor chart • butterfly text to model the Strategy (see “Animal Resources spreadsheet for ideas) 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • “Frog Life Cycle Stages” hatband (made ahead of time by teacher) • Butterfly Investigation Journal • pencil <p>Each team needs:</p> <ul style="list-style-type: none"> • 1 set of “Name That Baby!” cards <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Frog Life Cycle Stages” cards • 1 set of “Name That Baby!” cards with answer key • small baggies • construction paper • tape • scissors <p>Setup: see Day 4 lesson plan</p>

LESSON	MINI-LESSON	INQUIRY CIRCLES	SCIENCE INVESTIGATION
<p>Day 5: What Is a Life Cycle? (Part 2)</p>	<p>Practice Day</p>	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • “A Frog’s Life” graphic organizer • 1 sheet of construction paper • spinner template • brass fastener • scissors • colored pencils • Butterfly Investigation Journal <p>Each team needs</p> <ul style="list-style-type: none"> • 1 set of “Frog Life Cycle Stages” hatbands <p>Teacher needs:</p> <ul style="list-style-type: none"> • “A Frog’s Life” graphic organizer • “Spinner Template” page • “Frog Life Cycle Stages” Hatbands from Day 4 <p>Setup: see Day 5 lesson plan</p>
<p>Day 6: Are the Caterpillars Changing?”</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • “Main Idea” anchor chart • butterfly text to model the strategy (see “Animal Resources spreadsheet for ideas) 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencil <p>Each team needs:</p> <ul style="list-style-type: none"> • habitat with larvae • Team Caterpillar Growth Chart • yarn • scissors • glue <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Painted Lady Butterfly” images • projector or white board • yarn • scissors • glue <p>Setup: see Day 6 lesson plan</p>
<p>Day 7: Examining Details</p>	<p>Practice Day</p>	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • blank paper • drawing pencils <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Butterfly Image” slide • projector or white board • example scientific illustration <p>Setup: see Day 7 lesson plan</p>

LESSON	MINI-LESSON	INQUIRY CIRCLES	SCIENCE INVESTIGATION
<p>Day 8: What Are Scientific Illustrations?</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • “Making Connections” anchor chart • butterfly text to model the strategy (see “Animal Resources spreadsheet for ideas) 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • copy of “My Favorite Butterfly” page • pencil • glue or tape • scissors • Butterfly Investigation Journal <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Grayscale Butterflies” slide • “Butterflies Are Colorful” slide • projector or white board <p>Setup: see Day 8 lesson plan</p>
<p>Day 9: What Are Monarch Migrations?</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • “Monitoring Comprehension” anchor chart • butterfly text to model the strategy (see “Animal Resources spreadsheet for ideas) 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencils <p>Each team needs:</p> <ul style="list-style-type: none"> • “Monarch Migration” game set (game board, playing pieces, set of playing cards) premade by teacher • Migration Map <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Monarch Migration” game set • Migration Map <p>Setup: see Day 9 lesson plan</p>
<p>Day 10: Are All Butterflies the Same?</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • “Fix-Up Strategy” anchor chart • butterfly text to model the strategy (see “Animal Resources spreadsheet for ideas) 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencil <p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencil <p>Each team needs:</p> <ul style="list-style-type: none"> • 1 copy of the “Butterflies Are Colorful” image (or digital access) • 1 copy of the “Same or Different?” chart • hand lenses <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Butterflies Are Colorful” image • “Same or Different?” chart • projector or white board <p>Setup: see Day 10 lesson plan</p>

LESSON	MINI-LESSON	INQUIRY CIRCLES	SCIENCE INVESTIGATION
<p>Day 11: How Do Butterflies Travel Long Distances?</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • “Synthesizing” anchor chart • butterfly text to model the strategy (see “Animal Resources spreadsheet for ideas) 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencil • 1 butterfly glider • colored markers or crayons • small paperclip, size #1 • scissors <p>Each team needs:</p> <ul style="list-style-type: none"> • 1 copy of the “Paperclip Placement” diagram • space for testing their gliders <p>Teacher needs:</p> <ul style="list-style-type: none"> • black marker • “Butterfly Glider” pattern page • “Paperclip Placement” diagram • several sheets of poster board in different colors (white, yellow, red, etc.) <p>Setup: see Day 11 lesson plan</p>
<p>Day 12: What Happens Inside a Chrysalis?</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • “Synthesizing” anchor chart 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/ media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Animal Resources spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencil • 1 copy of the “See, Think, Wonder” page <p>Each team needs:</p> <ul style="list-style-type: none"> • access to the videos <p>Teacher needs:</p> <ul style="list-style-type: none"> • “See, Think, Wonder” page • “Inside a Chrysalis” image • video link (see lesson) • ability to project videos <p>Setup: see Day 12 lesson plan</p>
<p>Day 13: Making Connections</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • class Inquiry Chart • team synthesis statement from the previous class 	<p>Each team needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • teams Inquiry Chart • team synthesis statement from the previous class 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencil • paper <p>Each team needs:</p> <ul style="list-style-type: none"> • Team Caterpillar Growth Chart <p>Setup: see Day 12 lesson plan</p>

LESSON	MINI-LESSON	INQUIRY CIRCLES	SCIENCE INVESTIGATION
<p>Day 14: Culminating Activity</p>	<p>CULMINATING ACTIVITY</p> <p>Each team member needs:</p> <ul style="list-style-type: none"> • Butterfly Investigation Journal • pencil <p>Each team member needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • 1 “Poster Planning” sheet • materials for making a science poster, including traditional materials (e.g., paper and writing/drawing materials, poster board or chart paper, markers) <p>Setup: see Day 14 lesson plan</p>		
<p>Day 15: Poster Session Presentations</p>	<p>Each team needs:</p> <ul style="list-style-type: none"> • 2 completed life cycle posters • Butterfly Investigation Journals • team Inquiry Chart <p>Setup: see Day 15 lesson plan</p>		