

**Name of activity:** Life Cycle of a Butterfly

**Short description:** Students learn more about the different stages of the life cycle of a butterfly by putting a text in order. It is another reading activity that can follow on from 6.15

**Link to curriculum:** Grade 7; Unit 6.15?

**Difficulty level:** medium/hard

**Time:** 20 minutes

**Learning outcomes:** by the end of this activity:

(Competency 5; Reading)

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
Lesson plan with: <ul style="list-style-type: none"><li>✓ Cut ups</li></ul>	Lesson plan with: <ul style="list-style-type: none"><li>✓ Worksheets to project (data projector)</li></ul>	Lesson plan with: <ul style="list-style-type: none"><li>✓ Activities for a Computer Room</li></ul>

Link to material:

<http://learnenglishkids.britishcouncil.org/en/word-games/order-the-sentences/life-cycle-butterfly>

## Option 1: Worksheet

<b>Preparation</b>	<ol style="list-style-type: none"> <li>Decide how you will have students work – in pairs or in small groups (no more than 4 in a group).</li> <li>Prepare enough copies of the cut ups – 1 set for each pair/group.</li> <li>Prepare a large copy of the cut ups on chart paper or on the board.</li> <li>It may be useful to have some picture prompts to support the students with some specific vocabulary – larva, chrysalis, pupa</li> </ol>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction 5 min</b>	<ol style="list-style-type: none"> <li>Ask students if they have seen a butterfly. Elicit vocabulary about butterflies and write the words on the board/chart paper.</li> <li>Ask students if they know about the life cycle of a butterfly – how they grow and change. Again chart vocabulary.</li> </ol>
<b>Practice 1 10 – 15 min</b>	<ol style="list-style-type: none"> <li>Explain to students that they are going to learn about the life cycle of a butterfly – the different stages a butterfly goes through in its life.</li> <li>Show students the large version of the cut up (on chart paper or on the board), and explain that they have to put the sentences in the correct order to show the life cycle of a butterfly.</li> <li>Read through all the sentences as a whole class – use this time to check vocabulary – elicit the meaning from the students. Some picture prompts may also be useful here.</li> <li>As a class work out which sentence would be first ('There are 4 stages...').</li> <li>Give each pair/group a set of the cut ups and explain they have to work together to put the sentences in the correct order.</li> <li>As students start working, monitor the class, noting any difficult vocabulary or other problems.</li> <li>When students think they have finished, they can check the order of their sentences with another pair/group.</li> <li>Bring the class back together to go through the sentences again – ensuring they are all in the correct order. (see answer key) And also use this time to review any vocabulary or other problems noted while monitoring.</li> </ol>
<b>Variations</b>	<ol style="list-style-type: none"> <li>Students can draw and label the butterfly life cycle in their notebooks using the sentences to help them.</li> </ol>

## Cut ups

The life cycle begins again.

The chrysalis opens a butterfly comes out.

The caterpillar eats leaves and grows bigger and bigger.

There are four stages in the life cycle of a butterfly – the egg stage, the larva stage, the pupa stage and the adult stage.

The egg hatches into a small larva, or caterpillar.

Then it looks for a good place to rest.

It attaches itself to a leaf and makes a pupa, or chrysalis.

The caterpillar changes its skin four or five times.

The mother butterfly lays an egg on a leaf or a plant.

As it grows bigger it puts on a new, bigger skin.

Inside the chrysalis it grows wings and legs.

## **Answers**

1. There are 4 stages...
2. The mother butterfly...
3. The egg hatches into...
4. The caterpillar eats leaves...
5. And it grows bigger...
6. The caterpillar changes its skins...
7. Then it looks for a good place...
8. It attaches itself...
9. Inside the chrysalis...
10. The chrysalis opens...
11. The life cycle begins...



## Option 2: Data Projector

<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare the data projector with the following link: <a href="http://learnenglishkids.britishcouncil.org/en/word-games/order-the-sentences/life-cycle-butterfly">http://learnenglishkids.britishcouncil.org/en/word-games/order-the-sentences/life-cycle-butterfly</a></li> <li>2. Decide how you will group the students into 2 teams</li> <li>3. It may be useful to have some picture prompts to support the students with some specific vocabulary – larva, chrysalis, pupa</li> </ol>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction</b> <b>5 min</b>	<ol style="list-style-type: none"> <li>1. Ask students if they have seen a butterfly. Elicit vocabulary about butterflies and write the words on the board/chart paper.</li> <li>2. Ask students if they know about the life cycle of a butterfly – how they grow and change. Again chart vocabulary.</li> </ol>
<b>Practice 1</b> <b>10-15 min</b>	<ol style="list-style-type: none"> <li>1. Explain to students that they are going to learn about the life cycle of a butterfly – the different stages a butterfly goes through in its life.</li> <li>2. Display the above link on the data projector, and explain that they have to put the sentences in the correct order to learn more about the life cycle of a butterfly.</li> <li>3. Read through all the sentences as a whole class – use this time to check vocabulary – elicit the meaning from the students. Some picture prompts may also be useful here.</li> <li>4. As a class work out which sentence would be first ('There are 4 stages...') and show students how to drag it to the top.</li> <li>5. Break the class into 2 teams. Give each team a few minutes to read the sentences and discuss their possible order. Team 1 begins by taking turns to come up to the computer to put the sentences in order. The rest of the team can support them and say whether they agree or not.</li> <li>6. When Team 1 is finished, click on check answers to see how many sentences they had correct.</li> <li>7. Then Team 2 goes through the same process.</li> <li>8. The winner is the team who got the most correct answers.</li> <li>9. Bring the class back together to go through the sentences again – ensuring they are all in the correct order. (see answer key)</li> </ol>
<b>Variations</b>	<ol style="list-style-type: none"> <li>1. Students can draw and label the butterfly life cycle in their notebooks using the sentences to help them.</li> </ol>

## Option 3: Computer Lab

<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Decide whether students are working individually or with a partner.</li> </ol>
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	<p>2. Ensure computers are ready with the link:</p> <p><a href="http://learnenglishkids.britishcouncil.org/en/word-games/order-the-sentences/life-cycle-butterfly">http://learnenglishkids.britishcouncil.org/en/word-games/order-the-sentences/life-cycle-butterfly</a></p> <p>3. It may be useful to have some picture prompts to support the students with some specific vocabulary – larva, chrysalis, pupa</p>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction 5 min</b>	<p>1. Ask students if they have seen a butterfly. Elicit vocabulary about butterflies and write the words on the board/chart paper.</p> <p>2. Ask students if they know about the life cycle of a butterfly – how they grow and change. Again chart vocabulary.</p>
<b>Practice 1 10 – 15 min</b>	<p>1. Explain to students that they are going to learn about the life cycle of a butterfly – the different stages a butterfly goes through in its life.</p> <p>2. Ensure that all computers are ready with the link and explain that they have to put the sentences in the correct order to learn more about the life cycle of a butterfly.</p> <p>3. Read through all the sentences as a whole class – use this time to check vocabulary – elicit the meaning from the students. Some picture prompts may also be useful here.</p> <p>4. As a class discuss which sentence would be first ('There are 4 stages...') and show students how to drag it to the top.</p> <p>5. Students continue with the other sentences. When they have finished they can check their answers and see how many they got correct.</p> <p>6. If they made any mistakes, they can go through the same process again, and check their answers again. The first student/pair to finish with no mistakes is the winner.</p> <p>7. As students work through the sentences, monitor any words/sentences they have problems with.</p> <p>8. When most students have finished, bring the class back together to provide feedback about any problems, and to go through the correct order together. (see answer key)</p>
<b>Variations</b>	<p>1. Students can draw and label the butterfly life cycle in their notebooks using the sentences to help them.</p>