

Life Cycle of a Butterfly

Third grade

Adapted by M. Goldman

Core Subject Area

Science

Art Form + Elements

Dance

MSCCR Standard

L.3.1 Students will demonstrate an understanding of internal and external structures in plants and animals and how they relate growth, survival, behavior, and reproduction within an environment.

MSCCR Creative Arts Standards

DA: Cr2.1.3 Organize and develop artistic ideas and work.

a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures, for example, AB, ABA, theme and development).

DA: Pr5.1.3 Develop and refine artistic technique and work for presentation.

a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support

DA: Cn10.1.3 Synthesize and relate knowledge and personal experiences to make art.

a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.

Materials Needed: Scarves, Music, Chart Paper, markers, action word/character cards for *In the Tall, Tall Grass.* If you don't have access to scarves, you can use a popsicle stick with a crepe paper streamer taped to it.

Vocabulary

Life cycle

Chrysalis

Egg

Larva

Pupa

Adult

Molting

Metamorphosis

Duration one hour

(The teacher will build knowledge)

1. Have students explore movement with various styles of music by “scarf dancing. Play each musical piece for about one minute. Have students listen and respond to the music using the beat to adjust the movements. Some music requires soft, smooth, and slow movements- others may be choppy, quick, strong movements. Think about the setting (ocean, air, jungle) of the music and if the music may have an object (ball, butterfly). Also, ask students to convey a feeling. (happy, sad, scared, silly)

2. Explain that science is full of movement and can be seen in nature by observing “cycles” (Changing of the seasons, weather, objects in the sky,

water cycle, and life cycles of plants and animals). Provide some context for life cycles by reading informational text, *The Very Hungry Caterpillar*, watching a video, Life Cycle of a Butterfly (<https://www.youtube.com/watch?v=V5RSpMQQOpw>). Introduce essential vocabulary (Egg, larva, pupa, adult, chrysalis, molting) through movement/drama.

3. Provide context for interactions and motions of animals and plants within habitats by reading *In the Tall, Tall Grass* by Denise Fleming (video of book included in resources below) and recording the action words/animal characteristics using chart paper.

4. Transition students to working collaboratively using partners or small groups of three by modeling how to create a three-step dance using action words from the book. (Ex. **Dart**, **dip**, hummingbirds **sip**) Provide groups with character cards and matching action words from the story.

Encourage students to use different levels (high, medium, and low). After students have collaborated to create a three-step dance and practice their dances, form a large circle, and read the book again with each group performing or echoing by mirroring their movements. Ask students how some dances are similar and how they are different. (Example- Maybe flying animals had similar movements)

5. Have students move to groups of four and create a collaborative dance about the life cycle of the butterfly and perform their dance for the class.

6. Close by having students write or illustrate their life cycle dances and explain their movement choices and how they relate to each stage in the cycle or vocabulary words in their journals. Invite students to compare/contrast dances.

Resources

Holly Triplet- Lesson idea

Rachel Pomeroy - Streamers substitution

Butterfly life cycle - <https://www.youtube.com/watch?v=V5RSpMQQOpw>

In the Tall, Tall Grass - <https://www.youtube.com/watch?v=bEOtKF0WoUo>

| | | | |
|--------------|---------|--------|---------|
| caterpillars | crunch | munch | lunch |
| Hummingbirds | dart | dip | sip |
| bees | strum | drum | hum |
| wings | Crack | Snap | flap |
| ants | Pull | Tug | lug |
| Snakes | Slip | slide | glide |
| moles | ritch | ratch | scratch |
| beetles | skitter | scurry | hurry |
| tongues | zip | zap | snap |
| bats | lunge | loop | swoop |

| | | | |
|-----------|------|-----|------|
| fireflies | stop | go | glow |
| ears | hip | hop | flop |

Extensions:

*Nouns and verbs- *In the Tall, Tall Grass*

*The students could select or vote on a Life Cycle of a Butterfly dance and work together as a “line dance.”

*Book- *In the Small, Small Pond* also uses habitats and life cycles.

*Butterflies could be made and the term symmetry could be taught.