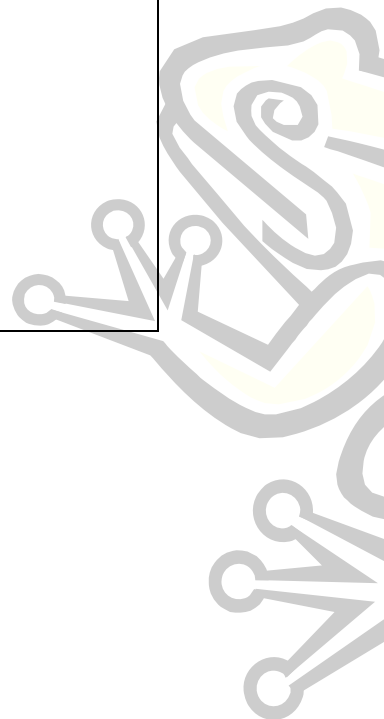


Butterfly Buddies Implementation Plan

<p>Before Unit Begins</p>	<p>2 Months Before</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit purchase order for chick eggs and caterpillars <input type="checkbox"/> Determine location for obtaining tadpoles <input type="checkbox"/> Call Fish and Game Department for speaker on frog species in the area <input type="checkbox"/> Put on school calendar Night Life, student presentations on project <p>1 Month Before</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order chick eggs and caterpillars <input type="checkbox"/> Determine location for obtaining tadpoles <input type="checkbox"/> Send home to parents a unit summary and supply needs list <input type="checkbox"/> Solicit parent or other volunteers <input type="checkbox"/> Sign up for computer lab, incubators, projector, and digital camera <input type="checkbox"/> Locate homes or farms for chicks after the unit <p>2 Weeks Before</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check computer lab to be sure all software is available and working, and the file server is set up for the project <input type="checkbox"/> Copy handouts: vocabulary, worksheets, planning sheets, and so forth <input type="checkbox"/> Check materials for each group: <ul style="list-style-type: none"> Group 1: Incubator, thermometer, thermostat, 24 fertile chicken eggs Group 2: Fish tank, pond water, tadpoles from local creek or pond Group 3: Enclosed clear container with air holes, caterpillars purchased from Insect Lore* A Life Science Journal for each group <p>1 Week Before</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assemble and check supplies and incubation equipment <input type="checkbox"/> Purchase any missing supplies, if necessary <input type="checkbox"/> Call volunteers <input type="checkbox"/> Call Fish and Game Department guest speaker <input type="checkbox"/> Check out books from library for classroom use <p>1 Day Before</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check out digital camera and projector
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<p>Week 1</p>	<p>For Day 1</p> <ul style="list-style-type: none"> ❑ Set up teacher-created slideshow presentation, <i>The Circle of Life</i>, to show to students <p>For Day 2</p> <ul style="list-style-type: none"> ❑ Determine student groups: Chicks, Butterflies, and Frogs <p>For Days 3 and 4</p> <ul style="list-style-type: none"> ❑ Set out books on chicks, butterflies, and frogs <p>For Day 5</p> <ul style="list-style-type: none"> ❑ Distribute handouts and drawing paper for students to use to create diagrams of their animals' classroom environments ❑ Distribute student journals so students can record how they will design the environments <p><i>Note: If the necessary supplies are not readily available to the students in the classroom, have students build the environments on Monday of week 2.</i></p>
<p>Week 2</p>	<p>For Day 1</p> <ul style="list-style-type: none"> ❑ Set out equipment and supplies for students to build their animals environments ❑ Distribute student journals so students can record the processes used to create the environments, including what they did to help build one and the materials they used <p>For Days 2 through 5</p> <ul style="list-style-type: none"> ❑ Make sure the chick eggs, caterpillars, and tadpoles are ready ❑ Distribute student journals ❑ Make sure books are available, Internet sites are bookmarked (such as Encarta*, Grolier's Encyclopedia*, and so forth), and magazines or other resources are available for information about the animals so students can prepare their final group presentations and written reports
<p>Week 3</p>	<ul style="list-style-type: none"> ❑ Provide materials to candle the eggs and record observations ❑ Provide materials for students to use in the creation of poetry, vocabulary words, favorite books for the week, short fictional story for the classroom newspaper, and summaries about their classroom animal project for the newspaper and Web page ❑ Allow students to record data sent via the Internet regarding votes for favorite animal projects ❑ Allow students to continue to work on their presentations and reports ❑ Provide access to a digital camera so students can photograph the developmental stages of their animals

Week 4	<ul style="list-style-type: none"> ❑ Make templates available (Group Presentation Worksheet Template) ❑ Provide materials to candle the eggs and record observations ❑ Provide materials for students to use in the creation of poetry, vocabulary words, favorite books for the week, short fictional story for the classroom newspaper, and summaries about their classroom animal project for the newspaper and Web page ❑ Allow students to continue to work on their presentations and reports ❑ Provide access to a digital camera so students can photograph the developmental stages of their animals
Week 5	<ul style="list-style-type: none"> ❑ Provide materials for writing and illustrating a book on the life cycle of the frog ❑ Provide materials to candle the eggs and record observations ❑ Provide materials for students to use in the creation of poetry, vocabulary words, favorite books for the week, short fictional story for the classroom newspaper, and summaries about their classroom animal project for the newspaper and Web page ❑ Allow students to continue to work on their presentations and reports ❑ Provide a digital camera so students can photograph the developmental stages of their animals ❑ Send invitations to <i>Night Life</i> presentation evening ❑ Ask for food sign-up for <i>Night Life</i> presentation evening
Week 6	<ul style="list-style-type: none"> ❑ Arrange computer lab times for all groups to complete slideshow presentations and reports ❑ Prepare for <i>Night Life</i>, where students will present their group presentations and reports to family and friends: <ul style="list-style-type: none"> ○ Copy all student projects to a server and then to a presentation computer ○ Set up a projector, computer, audio speakers, chairs, and tables ○ Arrange for transportation of animals to auditorium ❑ Complete and compile data sent via the Internet regarding votes for the favorite animal life cycle project ❑ Assist students as they release the animals to appropriate environments ❑ Post final data regarding favorite animal life cycle votes
After Unit	<ul style="list-style-type: none"> ❑ Send thank you notes to speakers and volunteers ❑ Clean up computers, including emptying Favorites folders and deleting unnecessary computer files; save student work to a CD ❑ Return equipment