Date submitted: July 17, 2013

Teacher(s): J. Ferguson

School(s): Roosevelt Middle School

Grade(s): 7th

Subject(s): AVID & Regular & Advanced Science

Title of Project: Butterfly Living

Goal of Project: For students to see the different stages of a butterfly's life and how short the life span is.

What will be done with my students:
- Background info on Butterfly's
- Discuss genetic variations between butterfly's - (color, size)
- Adaptations that butterfly's have
  - (owl butterfly) - eye on wing
  - Life span of butterfly's

Benefit to my students:
- My students will learn that within a species there is diversity.

UF connection:
- Using information received from the Florida Museum of Natural History located on the campus of University of Florida culminating with a field trip to the Butterfly Rainforest at the museum.
### SINGLE LESSON PLAN

**Teacher:** Ferguson  
**Content Area/Grade:** Science/7th  
**Dates:** July 17, 2015

#### Unit Name:  
Unit #1: Change Over Time (Evolution)

#### Unit Goal
What unit goal does this daily lesson address?

Students will understand that the theory of evolution is supported by multiple forms of evidence and natural selection is a primary mechanism.

#### Standard(s)/Benchmark(s)
What standard(s)/benchmark(s) does this daily lesson address?

- SC.7.L.13.2

- Domain 2, E44

#### Essential Questions
What essential question(s) does this lesson address?

- Attached.

#### Connecting Concepts
How will you review yesterday’s content and connect today’s lesson to it?

- Attached.

#### Organizing Students for Learning
How will students be organized today for the lesson’s activities?

- DQ2, E7 or DQ3, E15

### LEARNING EXPERIENCES, INSTRUCTION, AND RESOURCES

What activities or experiences (from your Unit Plan) will students engage in today? (DQ2, E9)

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Resources &amp; Materials</th>
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</thead>
<tbody>
<tr>
<td>Activating Prior Knowledge</td>
<td><img src="image.png" alt="Resources" /></td>
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<tr>
<td>Bellringer - Question (attached)</td>
<td>Computer, LCD Projector, Paper, Pencils, Whiteboards, Markers, Butcher Paper, Response Cards, Post-it Notes, Video Clip(s), Lab Activity, Website(s), Lab Materials</td>
</tr>
<tr>
<td>Explicit Instruction</td>
<td>Motivational Hook, Lecture, Demonstration, Note-taking Guide</td>
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<tr>
<td>Pre-reading will minimize the need to discuss the textbook into. Bellringer will begin discussion on butterflys.</td>
<td>Jigsaw, Reciprocal Teaching, Concept Attainment, Think-Pair-Share</td>
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<tr>
<td>Group Processing of New Information</td>
<td>Inferential Questions, Analytic Questions, Philosophical Chairs</td>
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<tr>
<td>Put in small groups and make charts on different</td>
<td>Graphic Organizers, Picture Notes, Flow Charts, Concept Maps, Mnemonics, Graffiti</td>
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<tr>
<td>Elaborative Questioning</td>
<td>Reflective Journals, Think Logs, Exit Ticket (Student Learning)</td>
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<tr>
<td>DQ2, E11</td>
<td>Quiz, Journal, Exit Ticket (for Content), Response Cards</td>
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<tr>
<td>Demonstrating Understanding</td>
<td>DQ2, E12</td>
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<tr>
<td>Carousel &gt;&gt; Go around to different charts and add information (butterflys)</td>
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<tr>
<td>Reflection</td>
<td>DQ2, E13</td>
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<tr>
<td>Journal what they learned and how did it. (Evaluate)</td>
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<tr>
<td>Daily Progress Monitoring Assessment</td>
<td>Exit Ticket Questions: 2 Questions (attached)</td>
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<td>Will be based on journals &amp; exit ticket data.</td>
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Based on the results from your Daily Progress Monitoring Assessment, what concepts need to be revisited in the next lesson?

Secondary Science Curriculum  
J. Ferguson

- **Unit Goal:** Student will understand that the theory of evolution is supported by multiple forms of evidence and natural selection is a primary mechanism leading to change over time in organisms.

- **Standard/Benchmark:** SC.7.L.15.2: Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

- **Students will understand that the impact of genetic variation and environmental change on the survival of a species and the role of adaptations in a species survival.**

- **Essential Questions:**
  - How do new species form?
  - What factors affect biodiversity?
  - Why do species go extinct?

- **Connecting Concepts:**
  - **Bellringer on the pre-reading of Chap. 11 Lesson 1203**
  - Biodiversity & Extinction
  - **pages 384-393 (2) 389-393**
  - Darwin's Theory

- **Question:**
  - What animal alive today only lives 2-5 weeks?