Lesson Plan

Grade:1st (Ages 6-7)

Theme: Butterfly Homes and Special Family Treasures

Theme:Bella Brown–Grandma's Missing Butterfly Locket by J.W. Zarek

Learning Objective/s

At the end of this lesson, students will be able to:

1. Identify the habitats of the four butterflies from the story (China: mountain, Japan: forest, Colombia: jungle, Arkansas: garden).
2. Use habitat vocabulary (forest, garden, jungle, mountain) to describe butterfly homes.
3. Compare and contrast two butterfly habitats, identifying similarities and differences.
4. Connect the butterfly locket to the concept of special family treasures.
5. Write 2-3 simple sentences using sentence frames to describe a butterfly habitat and a family treasure.
6. Create a simple habitat drawing with labeled parts (e.g., trees, flowers).
7. Connect butterfly homes to their own special places and family treasures.
8. Categorize habitats by land, water, and climate (e.g., jungle as a wet land habitat).
9. Identify the "fl" blend in butterfly-related words (e.g., flutter, fly).

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Materials Needed

- LBella Brown–Grandma's Missing Butterfly Locket book
- Chart paper and markers (for habitat comparison chart)
- Pictures of the four butterfly habitats: mountain (China), forest (Japan), jungle (Colombia), garden (Arkansas)
- Crayons or markers for drawing and labeling
- Word cards: “forest,” “garden,” “jungle,” “mountain” (with pictures)
- Phonics cards: words with the "fl" blend (e.g., flutter, fly, flower)
- Visual schedule cards showing each activity (e.g., pictures for reading, writing, drawing)
- Optional: Small butterfly stickers (as a reward, connecting to the story’s locket)

Vocabulary Focus

- Habitat
- Forest
- Garden
- Jungle
- Mountain
- Special
- Treasure
- Locket
- Land
- Water
- Climate
- Flutter
- Fly

Morning Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards.
Say, Today we're going to learn about butterfly homes and special family treasures!
Show the cover of Bella Brown–Grandma's Missing Butterfly Locket and ask, What kind of home do you think a butterfly might have? Do you have a special treasure at home?
Introduce the topic: Bella and her grandma see butterflies in different homes around the world, and they have a special treasure–a butterfly locket. Let's find out more!

Phonics Warm-Up: Show phonics cards with "fl" words (flutter, fly, flower).
Say, Listen to the 'fl' sound in 'flutter.' Can you say 'flutter'? What other words have 'fl'? (e.g., fly, flower).

Read-Aloud: Butterfly Habitats (10 minutes)

Read the parts of the book where Bella and Grandma Yetta encounter butterflies in China (red butterfly, mountain), Japan (white butterfly, forest), Colombia (blue butterfly, jungle), and Arkansas (orange/black butterfly, garden).
Pause at each location to show the corresponding habitat picture and introduce vocabulary: In China, the red butterfly lives on a mountain–a tall, rocky place. In Japan, the white butterfly lives in a forest with lots of trees.
After reading, highlight the locket: Grandma gives Bella a special treasure–a butterfly locket. It reminds them of their adventures. What makes a treasure special?
Create a simple chart on chart paper: Butterfly Homes with columns for location, habitat, and butterfly color

Habitat Comparison Activity (10 minutes)

Choose two habitats to compare (e.g., jungle in Colombia and garden in Arkansas).
Draw a simple Venn diagram on chart paper with two circles labeled *Jungle* and *Garden* and a shared middle section.
Show the pictures and ask, What's the same about these butterfly homes? What's different?
Guide students to identify similarities (e.g., Both have flowers) and differences (e.g., The jungle is wet; the garden is drier).
Introduce basic categorization-The jungle and garden are both on land, not water.
The jungle has a wet climate, but the garden is drier. Climate means the weather in a place!
Add their ideas to the Venn diagram (e.g., flowers in the middle, wet under jungle, drier under garden).

Writing & Drawing: Butterfly Homes (10 minutes)

Distribute the writing sheet with sentence frames and drawing space.
Say, Let's pick a butterfly home to write about and draw!
Model using the sentence frames: The blue butterfly lives in a jungle. It has trees.
Have students choose a habitat (mountain, forest, jungle, or garden) and write 2-3 sentences
The ____ butterfly lives in a ____. It has ____.

Then, guide them to draw their habitat and label two parts (e.g., trees, flowers).
Support early writers with a word bank (e.g., red, blue, forest, jungle, trees, flowers). Circulate to assist with spelling and labeling.

Connecting to Special Places & Treasures (10 minutes)

Say, Butterflies have special homes, just like we have special places! Where's a special place you like to go? (e.g., park, grandma's house).

Then, connect to the locket: Bella's locket was a special treasure from her grandma. Do you have a special treasure?

Have students write one more sentence on their sheet
My special treasure is ____. (e.g., My special treasure is my teddy bear.)

Encourage them to share with a partner: Tell your partner about your special place or treasure!
Draw connections: Just like the butterflies have homes that fit them, our special places and treasures are important to us.

Closing Circle: Reflection (5 minutes)

Gather students with their writing sheets and ask, What's one butterfly home you learned about today? What makes your special treasure important?
Review the phonics focus: Let's say our 'fl' words again: flutter, fly, flower!

Celebrate their work: You're butterfly habitat experts and treasure keepers, just like Bella!
Give each student a butterfly sticker, saying, "This is a little treasure to remind you of our butterfly adventure!"

Assessment and Extension

Assessment

- Note if students use habitat vocabulary (forest, garden, jungle, mountain) correctly during the read-aloud and comparison activity. Observe participation in the phonics warm-up (identifying "fl" blend).
- Review writing sheets for accurate habitat descriptions (2-3 sentences using sentence frames) and labeled drawings (at least two parts). Check the family treasure sentence for personal connection.
- Assess contributions to the Venn diagram for accurate similarities and differences.
- Listen for understanding of land, water, and climate during the habitat discussion (e.g., The jungle is a wet land habitat).

Extension

- Create a class Butterfly Habitat Book by compiling students' drawings and sentences.
- Explore another habitat type (e.g., a pond as a water habitat) and compare it to the story's habitats.
- Have students bring in a photo or drawing of their special treasure to share in a follow-up discussion.

Modifications for Different Learners

- For Students Who Need Additional Support

Provide pre-drawn habitat templates with one labeled part (e.g., “trees”). Simplify writing to one sentence per section (e.g., “The butterfly lives in a jungle.”). Use verbal responses for the comparison activity.

- For Advanced Learners

Encourage writing additional sentences (e.g., “The jungle is wet.”). Add a third habitat to the comparison (e.g., forest). Ask them to categorize another habitat (e.g., “Is a desert a land or water habitat?”).

- For English Language Learners (ELLs)

Pair vocabulary with pictures (e.g., show a tree for “forest”). Offer sentence starters in their native language if possible. Allow pointing or drawing to share ideas during discussions.

- For Kinesthetic Learners

Add a movement break (e.g., “Flutter like a butterfly to your seat!”). Let them act out a habitat (e.g., “Pretend you’re a butterfly flying in a jungle!”). Use physical objects (e.g., toy trees) for the comparison activity.