Lesson Plan

Grade:2nd (Ages 7-8)

Theme: Butterfly Sensory Exploration and Family Connections

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. Use adjectives to describe sensory experiences in butterfly habitats.
2. Categorize sensory details in a chart for the story's settings (China, Japan, Colombia, Arkansas).
3. Compare sensory experiences across two butterfly habitats.
4. Connect the butterfly locket to their own family traditions and keepsakes.
5. Write two descriptive paragraphs using sensory language: one about a butterfly setting and one about a special family object.
6. Identify the "ch" digraph in words related to the story (e.g., chimes, cherry).
7. Use new descriptive vocabulary (e.g., tinkling, fragrant, heavy) in writing and discussion.

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Materials Needed

- Bella Brown–Grandma's Missing Butterfly Locket book
- Chart paper and markers (for sensory chart)
- Sensory chart template (columns: See, Hear, Smell, Feel; rows: China, Japan, Colombia, Arkansas)
- Student writing paper (with space for two paragraphs and illustrations)
- Word bank cards: sensory adjectives (e.g., tinkling, fragrant, heavy, soft, bright)
- Phonics cards: words with the "ch" digraph (e.g., chimes, cherry, chirp)
- Visual schedule cards showing each activity (e.g., pictures for reading, charting, writing)
- Optional: Small butterfly stickers (as a reward, connecting to the story's locket)

Vocabulary Focus

- Sensory
- Habitat
- Adjective
- Tinkling
- Fragrant
- Heavy
- Soft
- Bright
- Chimes
- Cherry
- Tradition
- Keepsake

Morning Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards.
Say, Today we're going to explore butterfly habitats with our senses and think about special family keepsakes!
Show the cover of Bella Brown–Grandma's Missing Butterfly Locket and ask, What senses do you use to explore the world? We see, hear, smell, and feel things!
Introduce the topic: Bella and her grandma use their senses to experience butterflies in different places, and they share a special locket. Let's dive into their adventure!
Phonics Warm-Up: Show phonics cards with "ch" words (chimes, cherry, chirp). Say, "Listen to the 'ch' sound in 'chimes.' Can you say 'chimes'? What other words have 'ch'?" (e.g., cherry, chirp).

Read-Aloud: Sensory Experiences (10 minutes)

Read the parts of the book that highlight sensory descriptions: the tinkling wind chimes in Japan, the fragrant cherry blossoms, the heavy weight of the Blue Morpho in Colombia, and the soft fluttering of Monarchs in Arkansas.
Pause at each location to emphasize sensory language: In Japan, Bella hears the 'tinkling' wind chimes–what does 'tinkling' sound like? It's a light, ringing sound!" After reading, highlight the locket: Grandma gives Bella a butterfly locket as a special keepsake. It reminds them of their adventures. What's a keepsake you have from your family?
Display the sensory chart template on chart paper and explain: We'll use this chart to organize what Bella and Grandma see, hear, smell, and feel in each place.

Sensory Chart & Comparison (10 minutes)

Guide students to fill in the sensory chart as a class. For each location, ask, What did Bella see? Hear? Smell? Feel?
Record responses with adjectives (e.g., Japan: Hear–"tinkling chimes"; Smell–"fragrant blossoms"; Colombia: Feel–"heavy Blue Morpho").
Then, compare two habitats (e.g., Japan and Colombia): In Japan, Bella hears tinkling chimes, but in Colombia, she feels the heavy Blue Morpho. How are these sensory experiences different? Japan is about sound and smell, while Colombia is about touch!
Highlight similarities (e.g., Both places have bright colors to see)

Encourage students to use the word bank (tinkling, fragrant, heavy, soft, bright) to describe each sense.

Writing: Descriptive Paragraphs (15 minutes)

Distribute writing paper and say, Let's write two paragraphs using sensory language! First, pick a butterfly setting to describe. Then, write about a special family keepsake.
Model the first paragraph: In Japan, I see bright white butterflies fluttering. I hear tinkling wind chimes. It smells fragrant like cherry blossoms.

Students write their first paragraph using the sensory chart and word bank: In ____, I see ____. I hear ____. It smells ____.
For the second paragraph, model: "My special keepsake is my grandma's soft scarf. It feels warm and smells like her perfume.
Students write: My special keepsake is ____. It feels ____ and smells ____.
Encourage illustrations for each paragraph (e.g., the setting, the keepsake).

Peer Sharing (5 minutes)

Pair students to share their writing. Say, Read your paragraphs to your partner.
Listen for sensory words like 'tinkling' or 'soft.' Tell your partner one sensory word you liked!" Circulate to observe sharing and note use of descriptive language.
Encourage positive feedback: I liked how you said the jungle smells 'fresh'–that makes me imagine it!

Closing Circle: Reflection (5 minutes)

Gather students with their writing and ask, What sensory words helped you imagine the butterfly habitats? How does your family keepsake connect you to your family, like Bella's locket does?
Review the phonics focus: Let's say our 'ch' words again: chimes, cherry, chirp

Celebrate their work: You're sensory explorers and memory keepers, just like Bella!

Give each student a butterfly sticker, saying, "This is a little keepsake to remind you of our butterfly journey!"

Assessment and Extension

Assessment

- Note if students identify sensory descriptions during the read-aloud and use adjectives in the sensory chart. Observe participation in the phonics warm-up (identifying “ch” digraph). Monitor peer sharing for use of sensory language and engagement.
- Review the two paragraphs for use of sensory language (at least two senses per paragraph) and descriptive adjectives (e.g., tinkling, fragrant). Check if the family keepsake paragraph reflects a personal connection.
- Assess contributions to the sensory chart and comparison discussion for accurate categorization and identification of similarities/differences.

Extension

- Create a class “Sensory Butterfly Book” by compiling students’ setting paragraphs and illustrations.
- Explore sensory experiences in a new habitat (e.g., a desert) and write a third paragraph.
- Have students interview a family member about a keepsake and share the story in a follow-up session.

Modifications for Different Learners

- For Students Who Need Additional Support

Provide sentence starters for the paragraphs (e.g., In Japan, I see…). Simplify the sensory chart to two senses (see, hear). Allow verbal sharing instead of written feedback during peer sharing.

- For Advanced Learners

Encourage adding a third sense to each paragraph (e.g., I feel…). Challenge them to compare all four habitats in a written summary. Ask them to use additional adjectives beyond the word bank.

- For English Language Learners (ELLs)

Pair sensory vocabulary with gestures (e.g., mime tinkling). Offer a bilingual word bank if possible. Allow drawing or verbal responses during the sensory chart activity.

- For Kinesthetic Learners

Add a movement break (e.g., Flutter like a butterfly to your seat!). Let them act out sensory experiences (e.g., Pretend you're hearing tinkling chimes!). Use physical motions during phonics (e.g., clap for "ch").