# Explaining life cycles

## Year 2 - Science

### Australian curriculum Learning objectives

* [ACELY1646](http://www.australiancurriculum.edu.au/Elements/ACELY1646)[[1]](#footnote-1): [Listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Listen)[[2]](#footnote-2) to and respond orally to [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts)[[3]](#footnote-3) and to the communication of others in informal and structured classroom situations.
* [ACELY1650](http://www.australiancurriculum.edu.au/Elements/ACELY1650):[[4]](#footnote-4) Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies)[[5]](#footnote-5) to understand and discuss texts listened to, viewed or [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read)[[6]](#footnote-6) independently.

### Resources required

* Captioned online videos, [*Life cycle of the Monarch Caterpillar*](http://bit.ly/Pg2bdw)*[[7]](#footnote-7)* and facilities to watch them.
* [Butterfly life cycle images and worksheet](http://www.capthat.com.au/sites/www.capthat.com.au/files/Explaining%20life%20cycles%20worksheet.docx)[[8]](#footnote-8).

Lesson outcome: students investigate different processes and consequences of chemical bonding.

#### Lesson outline:

1. Teacher shows class a photograph of a butterfly on the IWB. Teacher asks students what the insect is called. Teacher then asks class if anyone can *explain* how this butterfly becomes the butterfly. Teacher and students discuss suggestions.
2. Teacher introduces video – *Life cycle of the Monarch caterpillar*; following the caterpillar which hatches from the egg, grows and changes into a butterfly. Teacher plays video to class.
3. Teacher displays life cycle images (attached) and asks students to help place the images in order from beginning to end of life cycle.
4. Teacher leads a discussion with students to decide on correct order. Students then take turns to reposition images into order.
5. Teacher asks students HOW the cycle begins again. It is expected students will explain that the butterfly needs to lay eggs for the cycle to be continued.
6. Teacher shows the student worksheet to class. Students are required to cut and paste the butterfly images into correct chronological order.
7. Teacher and students review butterfly lifecycle. Teacher displays a selection of completed worksheets - students and teacher check the activity sheet has been completed correctly.
8. Teacher reads *The Very Hungry Caterpillar* story to the class. Teacher asks, ‘We just learned about butterflies. Who can explain to me why the caterpillar would be so hungry?’

### Homework/extension

The class may also wish to watch another class’s video on their [caterpillar-to-butterfly project](http://www.overstream.net/view.php?oid=tteztarasvm0&query=butterfly&s=search&pt=1&pn=1&pc=1&pu=1&pl=-1&related=search&skip=2)[[9]](#footnote-9). Students can design a safe, natural shelter for the butterfly cocoon to form under/in.

### Opportunity for further activity

Students can create a butterfly lifecycle artwork - enlarging images used in display, trace in crayon and add background, then give the page a watercolour wash.

1. http://www.australiancurriculum.edu.au/Elements/ACELY1646 [↑](#footnote-ref-1)
2. http://www.australiancurriculum.edu.au/Glossary?a=E&t=Listen [↑](#footnote-ref-2)
3. http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts [↑](#footnote-ref-3)
4. http://www.australiancurriculum.edu.au/Elements/ACELY1650 [↑](#footnote-ref-4)
5. http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies [↑](#footnote-ref-5)
6. http://www.australiancurriculum.edu.au/Glossary?a=E&t=read [↑](#footnote-ref-6)
7. http://bit.ly/Pg2bdw [↑](#footnote-ref-7)
8. http://www.capthat.com.au/sites/www.capthat.com.au/files/Explaining%20life%20cycles%20worksheet.docx [↑](#footnote-ref-8)
9. http://www.overstream.net/view.php?oid=tteztarasvm0&query=butterfly&s=search&pt=1&pn=1&pc=1&pu=1&pl=-1&related=search&skip=2 [↑](#footnote-ref-9)