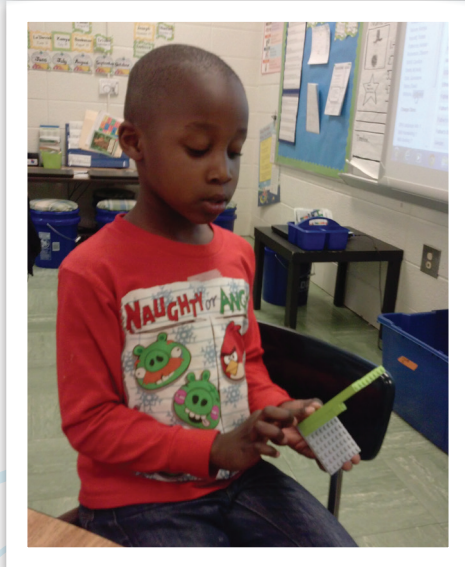


Real Teachers, Real Results: A Reflection on the Butterfly Activity

- **Teacher:** Alisha Bridges
- **Title:** LEGO® Lead Teacher
- **School:** Jesse S. Bobo Elementary, Spartanburg, SC
- **Activity:** Butterfly Lesson 2
- **Grade:** 1



Tell us about your experience delivering this lesson to your students.

Our students use MoreToMath on a regular basis; however, this particular lesson was one of their favorites. After I briefly used the teacher notes to introduce the concept, the students reviewed their tasks and immediately felt like they could be successful. I think the students were naturally drawn to the lesson because both the tools and the topic were very familiar to them. They've used LEGO® bricks and see them as fun and inviting materials. They also had experience with butterflies because we'd studied them in science. Being able to use MoreToMath and bring hands on to my Halves and Symmetry unit definitely supplied the engagement needed to cement their understanding. Since the students began with positive expectations, they really showed confidence in their approach to solving the problems.

How did your students respond to the butterfly lesson?

My students were impressed with their ability to mirror the butterflies shown, follow the complex directions, and produce a graph with ease. The learning linked effortlessly to the concepts we had been learning about and made the graphing meaningful and relevant to them. They really showed a lot of pride in their work.

What learning outcomes did your students experience in completing this lesson?

My students, even the ones who typically require extra one-on-one time, were quick and eager to pick up on the content this lesson presented. Suddenly, lightbulbs were going on and the students were literally constructing their own knowledge.



How did your students respond to the hands-on approach to math problem solving?

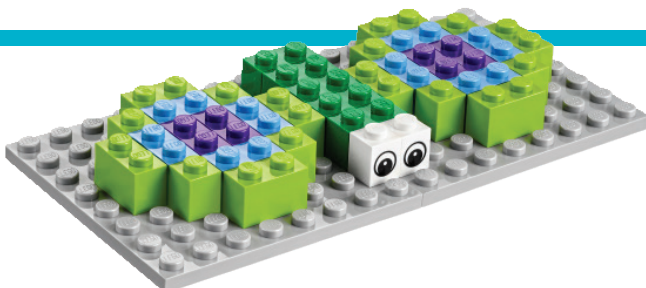
The hands-on approach to student learning had a huge impact on their performance. The students who are many times labeled as energetic or unfocused in class were the ones who were leaders in their groups. The tactile aspect of the brick really integrated well with the kinesthetic learning style that some youngsters require. The fact that the students are also asked to collaborate with peers on various sections of the worksheets also seemed to be a plus. The quiet student who is afraid to speak up in the whole-class setting feels comfortable asking questions of their partner, who is then able to explain. Through that peer-to-peer explanation, both students attain a deeper level of knowledge.

Did this solution enable you to effectively and easily assess your students' learning?

It was so easy to assess this lesson! I was able to quickly walk around the room and visually see who produced a symmetrical set of butterfly wings. I was also able to take up the worksheet that they used as a visual tracking tool through the lesson and check it for accuracy and ensure that it was complete.

Any aha moments you experienced during this lesson that you can share with us?

I think a valuable aspect of this lesson that can't be replicated with any other math manipulative is the ease in which students are encouraged to attend to details and persevere to solve mathematical problems. If a brick was horizontal versus vertical, or if it was placed one row lower than it should be, the students had to reassess and give it another attempt. The students really demonstrated positive attitudes and willingness to try and try again because it was LEGO, and LEGO means fun. They knew they could make a small adjustment and be successful.



education