Butterflies

GET READY TO WATCH
Before viewing the program, find out what students know about butterflies and what questions they still have. Record their ideas and questions on a large piece of paper cut in the shape of a butterfly.

Discuss places people can go to see butterflies in nature.

 Invite students to tell about the most beautiful butterfly they have ever seen. What did it look like? Where did they see it?

TALK ABOUT
After watching, ask students why they think people like butterflies so much.

Discuss the importance of setting butterflies free after they have hatched from caterpillars in jars or cages.

Talk about what we might learn from tagging monarchs.

CURRICULUM INTEGRATION ACTIVITIES

Science
Have students use print resources to identify butterflies they saw in the program.

Reinforce the science concepts in the program by comparing and contrasting butterflies with other animals. For example, discuss how mammals and birds camouflage themselves; make a list of animals that migrate; or identify animals that lay eggs.
Make a “Five Senses” chart comparing a butterfly and a child.

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<thead>
<tr>
<th>5 Senses</th>
<th>Butterfly</th>
<th>Child</th>
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</thead>
<tbody>
<tr>
<td>See</td>
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<td>Hear</td>
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<td>Smell</td>
<td>Antenna</td>
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<td>Touch</td>
<td>Feet</td>
<td>Tongue</td>
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Tie science research into math by having students make a timeline of a butterfly’s life. Have them each choose a butterfly and research its life cycle—where it lays its eggs, what the caterpillar looks like and what it eats, what the chrysalis looks like, and finally, the butterfly. Have students draw the stages on a strip of paper that has been folded into four parts.

Language Arts
Brainstorm a list of words that describe butterflies. Recall that Celia said they were “flying flowers.” What else might they be compared to? Have students speculate as to how they came to be called “butterflies.”

Have students perform a stick puppet play about the life cycle of a butterfly. Photocopy the patterns at the back of this chapter. Have students color them and cut them out, and then glue them onto craft sticks. Have them write (or dictate) a simple script in which the egg, the caterpillar, the chrysalis, and the butterfly each “tells” something about itself.

Math
Have students describe the patterns of color, shape, and design they see on the wings of butterflies and moths from photographs. Take note of any “false eyes” and discuss the purpose of these markings (to confuse enemies).

Reinforce the concept of symmetry by noticing not only the wings, but also the placement of the legs and antennae on the body.

Create and duplicate natural patterns. Put the students with partners and give them a copy of the blank butterfly. Have each of the partners work on only one wing of their butterfly to create a pattern. When that wing is finished, the two students in each pair trade butterflies, and their partner finishes the butterfly by reproducing the pattern as closely as possible.

Social Studies
Locate the migration routes of monarch butterflies on a map of North America.

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Art

**Make paint blob butterflies.** Fold a piece of 9” x 12” construction paper in half. When it is folded, use a pencil to draw half a butterfly, with the body along the fold. Trace over this outline with a black crayon, pressing rather firmly. Open the folded paper and refold it with the outlined butterfly on the inside. Rub the paper with the rounded end of a pair of scissors or other blunt object. (Use firm pressure without tearing the paper.) Rub over the entire outline. Open the paper to find the other half of the butterfly outlined, and trace over the line with a black crayon. Put small blobs of tempera paint on only one side of the butterfly. Fold the other side on top of the paint and press down. Open the paper to find a colorful butterfly. When the paint dries, cut the butterfly out along the black outline.

**Make tissue paper butterflies.** Students will need tissue paper in different colors and a clip-type clothespin. Cut tissue paper into 6” squares. Have students paint the clothespins with black paint, and allow to dry. Fold the tissue paper in half and cut an outline of a butterfly wing. (You may wish to use two or three layers of tissue paper for a colorful effect.) Use the clothespin as the butterfly’s body to clip the pieces of tissue paper together. Add pipe cleaner or yarn antennae if desired. Suspend the butterflies from the ceiling at different heights so the class can enjoy butterflies floating about the room.

◆ CRINKLEROOT SAYS, “DO YOU WANT TO KNOW MORE?”

Check out your local library or bookstore for these books about butterflies:


Sandved, Kjell B. *[The Butterfly Alphabet]*. Scholastic, 1996.

Whaley, Paul. **Butterfly & Moth.**


**Additional resources**

**Bugs.** Reading Rainbow video. GPN.

**The Butterfly Website Picture Galleries.** Internet site:
http://mgfx.com/butterfly/gallery/index.htm

**Project Monarch Butterfly.** Internet site:
http://adm-server.ngpc.state.ne.us/monarch/monarch.html
REPRODUCIBLE #03

Stick Puppet Patterns

Egg

Caterpillar

Butterfly

Chrysalis