### Setting the stage:

- Create a book corner with a variety of books about birds, bats, bees, and butterflies. Ask your media specialist for assistance to help gather the collection.
- Display pictures of a variety of birds, bats, bees, and butterflies on a bulletin board to encourage discussions.
- If possible, secure larvae for Painted Lady or Monarch butterflies as well as the appropriate environment in which they can develop. Allow two to three weeks for the butterflies to emerge.

### Topics for Discussion:

- After viewing **And Still The Turtle Watched**, discussed how the bald eagle restoration project described in the program helps ensure that eagles will be preserved. Why did the people involved in the project feed the baby eagles with an eagle puppet? Why is it important to let trained professionals care for wild animals?
- After viewing **Stellaluna**, ask the students what they know about bats. Write their ideas on a chart so more facts can be added as they learn more about bats.
- Discuss some of the myths and misconceptions about bats. How might they have been created?
- Have students compare and contrast birds and bats. Record their observations on a Venn diagram.
- After viewing **The Life Cycle Of The Honeybee**, discuss how bees working together in a community is similar to people working cooperatively in a community. Talk about activities at home that are made easier by members of the family working together to complete them. Extend this discussion to include classroom activities.
- After viewing the butterfly segment in **Bugs**, discuss the migration made by monarch butterflies every year to Mexico.

### Activities to get started:

- Make pinecone bird feeders by spreading ¼ cup of peanut butter on each pinecone and rolling in birdseed. Attach strings to the pinecones and put in plastic bags to send home for the students to hang from trees.
- Construct a life cycle of the butterfly by cutting construction paper into strips of 3 inches by 8 inches and dividing the paper into four equal sections by folding it twice. Cut a leaf shape from green construction paper and glue it to the first section. Glue one pea on the leaf to represent the egg. On the second section, glue some short pieces of green yarn for grass and one spiral pasta onto the yarn to represent the caterpillar. On the third section glue one small twig and one shell pasta to the twig to represent a chrysalis. For the last section, color one bow tie pasta with a marker, and twist a small piece of pipe cleaner around it. Glue this pasta to the last section to represent the butterfly. Discuss with the students the life cycle of the butterfly.
Activities to get started, con’t.:

- Play an M&M camouflage game by mixing M&M’s and candy corn in a bowl. (The corn candy camouflages the yellow and orange M&M’s.) Ask each student to pick out the first five M&M’s they see. Instruct the students not to eat the candy until the activity is concluded. Once each student has chosen his or her M&M’s, make a class tally of the number of each color chosen. In most cases the orange and yellow M&M’s will have lower numbers because they blend in with the corn candy. Discuss why some colors were chosen more often than others. Talk about how camouflage helps protect insects and animals in nature.

- Help the children to understand what echolocation is by playing a game called “Right Hear”. Practice echo clapping by clapping a simple pattern and asking the children to repeat it. Explain that echoes sound similar to this and that echoes help bats locate insects to eat. Choose two children to be insects and one child to be the bat. Blindfold the bat and have the rest of the children stand in a circle around the insects and bat. The bat must try to find the insects using echolocation. The bat claps and the insects must echo the clap back to the bat. After they clap, the insects may each move two steps around the inside of the circle. The bat can clap as often as he or she wishes. Once the bat touches or “catches” one of the insects, the bat and that insect each choose a child from the circle to take their place.

- Have the class collect “bat facts” from books they have read and write them on cutouts of bats. Hang these in the classroom upside down. Make sure the students write their bat facts upside down on the cutouts. The information in the back of the book *Stellaluna* will be helpful for this activity.

- Have the class put together a mural showing the process of making honey beginning with the flower and ending at the table. Identify the steps involved and assign each small group a step to illustrate. When the groups are finished, put the mural together to show the entire process.

- On a large paper or bulletin board, have students make a cross section of a beehive. They will need to use information they have learned about the different types of bees that live in the hive and what their roles are. Have them include different types of cells as well, such as pollen cells, honey cells, egg cells, and brood cells where the larvae are raised. Don’t forget to show the bees at work.

- If butterfly larvae are available, place them in an appropriate environment in which they can develop. Encourage students to carefully observe the changes and keep a journal of their observations. Students may wish to make their own book about the life cycle of the butterfly.

- Ask each student to select a bird, bat, bee, or butterfly they would like to learn more about. Provide time and materials for them to research. Be sure to allow time for students to share their research with others.