

# GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



## LESSON 25

*All About Butterflies*

**Unit:**  
**ANIMAL SCIENCE**

### PRECEPTS

A. Action

- A1. Work independently and in groups to get things done



**Lesson Type:**  
*Large Group*

### NATIONAL STANDARDS

NS.K-4.1 Science as Inquiry

### STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Construct a butterfly net.
2. Catch a butterfly.
3. Observe and describe the differences among butterfly





## TIME

Instruction time for this lesson: **45 minutes.**



## RESOURCES

<http://www.klru.org/butterflies/>

A public television station website with butterfly resources and lessons.



## TOOLS, EQUIPMENT AND SUPPLIES

- ✓ **PALS.25.AS.A** – 1 per student
- ✓ **PALS.25.Rubric.A** – 1 per student
- ✓ **coloring supplies** – crayons, colored pencils or markers
- ✓ **hangers** – 1 per group of 3 students
- ✓ **netting** – approximately 1 yard per group of 3 students
- ✓ **dowel rod** (approximately 3 feet long) -- 1 per group of 3 students
- ✓ **duct tape or heavy masking tape**



## KEY TERMS

The following terms are presented in this lesson and appear in ***bold italics***:  
***characteristics***

## INTEREST APPROACH

*Students will begin today's lesson by performing a "brain dump" by writing all of the information they know about butterflies on a paper.*



Raise your hand if you know what a butterfly is. Great! I thought most of you would be familiar with the butterfly, as many of us are fascinated with them.



Think of all of the information you know about a butterfly; what they look like, what actions they make, etc. When I say WRITE, take out a piece of paper and a writing utensil and "dump" all of the information you know about butterflies onto the paper. What questions are there?

## WRITE!

*Evaluate the students' progress and move on when several have finished writing.*



Show me what you know! Who will share first?

*Have students share their base knowledge of the butterfly.*



Great job! By the end of the day you will know even more about butterflies, as well as how to construct a net and ways to describe their **characteristics**. Let's get started!

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

### OBJECTIVE 1. | Construct a butterfly net.



*Each group of three students will create a butterfly net to use outside to catch a butterfly. If you prefer, students can work individually, you'll simply have to obtain additional supplies for the project.*



In order to study butterflies, we need some that we can observe. To prepare for our butterfly hunt, we will create a butterfly net to catch butterflies.

Line up by hair color, the lightest to my left and the darkest to my right. *(Or use your own method to divide the groups.)* Next divide the students into groups of three.

Lead your group to an area in the room where you will work. *(Or assign groups to certain work stations around the room.)*

#### I. Butterfly Net Construction

A. Obtain the needed materials (1 per group or 1 per individual).

1. 1 yard of netting
2. 1 dowel rod 3 feet long
3. 1 hanger
4. strong tape
5. thread and needle

- B. Re-form the hanger by making a circle out of the large opening and straightening the hook.
- C. Attach the straightened hook to one end of the dowel rod with strong tape
- D. Fold your netting in half.
- E. Cut the netting diagonally, keeping the side with the fold.
- F. Stitch the diagonal with the needle and thread.
- F. Loop the open end of the net over the hanger and stitch around the top.



Congratulations! Your nets are done!

## OBJECTIVE 2. | Catch a butterfly.



*Prepare your students to go on a butterfly hunt.*



To prepare for our butterfly hunt, I have some tips for butterfly hunting to share with you.

- II. Tips for butterfly hunting
  - A. Always approach the butterfly from behind.
  - B. Swoop your net across the butterfly, and then twist it closed so butterfly does not escape.
  - C. Keep the butterfly in the net, and do not handle it, as its wings are extremely delicate.
  - D. Watch out carefully for others around you as to not startle them or hit others with your net.
  - E. Stay within the boundaries set by the facilitator.



What questions are there? Let's go hunting.



*Carefully supervise the students on their hunt. Think about what the first groups will do until the others are done. You may want to take a container to hold some butterflies in so they can keep hunting.*

### OBJECTIVE 3. | Observe and describe the differences among various butterflies.



*Students will make observations about their butterfly and describe its unique characteristics.*



You did an amazing job on the butterfly hunt! Next we will take some time to observe and describe our butterflies.

#### III. **Characteristics** – features that distinguish it from others.

- A. Wings – forewing, hindwing, and margin and base of wing
- B. Antennae
- C. Eyes
- D. Proboscis (Tongue)
- E. Thorax
- F. Abdomen



Using PALS.25.AS. A, draw the defining **characteristics** of your butterfly, and then color the butterfly on this page to match the one you caught. Pay special attention to each of the parts discussed.



*Provide time for students to color their butterflies.*



## REVIEW / SUMMARY / EVALUATION



As a review, play butterfly charades with the class. Write the following words on a writing surface in the front of the room:

Wings  
Antennae  
Eyes  
Proboscis (Tongue)  
Thorax  
Abdomen



Raise your hand if you have played charades before. How does it work?

*Actions, not words, are used to act out the word given in the front of the room.*



I will demonstrate. I am going to act like one of the words on the board, and you will guess which one it is.

*Act out one of the words. You can have the student who gets it right go next. Continue the game until all the words have been guessed or time is up.*

## APPLICATION



**Small Group Suggestion:** *Construct a butterfly observation net to hang in the classroom and keep the butterflies in. Directions are available at <http://www.klru.org/butterflies/>*



**One-on-One Suggestion:** *Read together “The Very Hungry Caterpillar.”*



## EVALUATION

Utilize the rubric on PALS.25.Rubric.A. Have students write a story about a student that goes on a butterfly hunt. The following information should be included:

1. How to make a net.
2. How to catch a butterfly.
3. **Characteristics** that distinguish butterflies from other insects and from each other.

### ANSWERS TO EVALUATION:

Use the rubric on PALS.25.Rubric.A to evaluate the student stories.

## PALS.25.RUBRIC.A

|                                              | 1-2 points                                                                            | 3-4 points                                         | 5 points                                                                                                               |
|----------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| How to make a net                            | Some information about directions are included, but major steps are missing.          | Basic instructions are included.                   | Clear instructions given. Someone could build a net from these directions.                                             |
| How to catch a butterfly                     | Some information about catching butterflies is included, but major steps are missing. | Basic instructions are included.                   | Detailed instructions are included that could help someone successfully catch one if those instructions were followed. |
| Characteristics that distinguish butterflies | Unclear information about butterfly characteristics is included.                      | Basic distinguishing characteristics are included. | Clear distinguishing characteristics are included, such as parts and color patterns.                                   |
| Writing quality                              | Several major grammatical errors.                                                     | Minor grammatical errors.                          | Clear voice is present with little or no grammatical errors.                                                           |

## PALS.25.AS.A

Directions: Draw and color the butterfly on the page to look like the one you caught in the butterfly hunt.

### Butterfly

