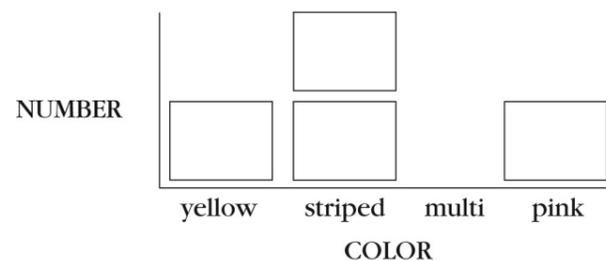


ARTS

OBJECTIVE: Make a caterpillar.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: egg cartons, chenille stems, colored circle stickers, paint
PROCEDURE: Prior to the lesson, collect egg cartons and cut the coned part of the egg cartons lengthwise and discard the lids. Each student will need one strip of cones for this activity. Pass out one strip of cones to each student and tell the students that this is the body of their caterpillar. Have the students paint the cartons, and when dry, decorate with different color circle stickers. Using different color chenille stems, make antennae by sticking them through one end of the carton and bending or spiraling on the outside. The chenille stems can be cut and used as caterpillar feet. An extension activity could include patterning with the circle stickers (AB pattern – red, blue, red, blue). Display the finished caterpillars in the school showcase.

MATH/SOCIAL STUDIES

OBJECTIVE: Graph a list of butterfly colors.
SUGGESTED TIME FRAME: 25 minutes
ADDITIONAL MATERIALS: white paper cut into 3" squares, markers, nonfiction books on butterflies, masking tape
PROCEDURE: Discuss what some butterflies look like with your students. Using butterfly books, show pictures to the class so they can see that some butterflies are all one color while other butterflies are covered in different colors. Give each student a 3" square piece of white paper. Have the students find a favorite picture of a butterfly in one of the books and have them draw a butterfly and color it on the white square. When the students are done drawing and coloring, graph the colors. On the board or floor, use masking tape to make a large L. On one side, write the label NUMBER and on the bottom, write the label COLOR. Have the students place their square in the appropriate column. When the graph is completed, ask "more" and "less" questions and have the students take turns making up number stories based on the graph information.



LANGUAGE ARTS/ARTS

OBJECTIVE: Write and illustrate sentences using compound words.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: note cards, markers, paper, crayons
PROCEDURE: Prior to the lesson, write each of the following words on a separate note card: butter, fly, house, boat, class, room, cow, boy, in, to, thanks, giving, book, mark, news, paper, mail, box, finger and nail. Give each student one card. Ask the students to walk around the room and quietly try to find the person with the other card that will make a compound word when paired with their card. Once all the pairs have been made, have the students write the compound word at the top of a piece of paper. Under the compound word, have the pair of students write a sentence using each word separately and a sentence using the compound word. Illustrate each sentence.

BUTTERFLY
 I put butter on my toast.
 A fly landed on my plate.
 I caught a butterfly in my net.

ARTS/WRITTEN LANGUAGE

OBJECTIVE: Write and act out a play about the caterpillar becoming a butterfly.
SUGGESTED TIME FRAME: 45 minutes
PROCEDURE: As a whole class, discuss/review the life cycle of a butterfly (egg, caterpillar, chrysalis, butterfly). Then divide the students into groups of four or five. As a group, have students write a play about a caterpillar turning into a butterfly. Include the caterpillar's feelings and actions. When the play is written, make any necessary props. Have each group of students act out their skits for the rest of the class. Using parent volunteers in each group would be beneficial.

Reorder Number

GP860

1.1



Project Ideas • Cross Curricular Links • Activity Sheets

Butterfly Softies (Pk/100)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Assorted Neon Felt Sheets
- Magnetic Strips
- Glue
- Lacing
- Fiberfill
- Patterns (wings, bodies, trims)
- Tablecloth

YOU WILL NEED:

- Pencil
- Ruler
- Scissors
- Clothespins
- Masking Tape
- Hot & Cold Water

AGE GROUP: 8 and up
PROJECT TIME: 60 minutes

INSTRUCTIONS:

1. a.) Cut each piece of felt into quarters.
 b.) Cut out the paper patterns for the butterfly (copy before cutting shapes).
 c.) Decide which color of felt you would like to use for each part of butterfly.
 d.) Tape each paper pattern piece onto one quarter piece of felt (see Figure 1 on page 2).
 e.) Cut out all of the pieces of felt. Set aside all of the smaller trim pieces. Repeat this process for the other side of butterfly wings.
2. a.) Select two matching colors for the butterfly wings. Mix and match felt colors for the center butterfly body and small trim pieces.
 b.) Place the center body and trim pieces onto the felt butterfly wings (see Figure 2).
 c.) Glue body and trims in place on the butterfly wings. Let dry.
3. a.) Measure and cut the black lacing into 12" lengths. Each butterfly requires two 12" lengths of lacing.
 b.) Tape one end of a length of lacing to the end of a pencil.
 c.) Wrap the lacing tightly around the pencil four times and tape down (see Figure 3).
 d.) Carefully submerge the wrapped lacing and pencil into the hot water for about 20 seconds.
 e.) Remove the lacing and pencil and submerge into cold water for 20 seconds. Dry the lacing with a paper towel.
 f.) Carefully remove the tape from around the pencil and lacing. If the lacing has not curled tightly enough, repeat steps 3b-3f, using hotter water. The lacing will be the antennae.

SEE INSIDE FOR ADDITIONAL INSTRUCTIONS.

Teaching Activities Inside

INSTRUCTIONS (CONTINUED)

4. a.) Turn both sides of the butterfly so that the decorated side is face down.
 b.) Apply a line of glue down the center of each set of wings.
 c.) Lay the curled lacing length onto the line of glue, making sure the curled ends of antennae are at top (see Figure 4).
 d.) Place the other butterfly wing on top. Be sure decorated side is facing up. Secure the center body and lacing as it dries by attaching some spring clothespins to all glued areas until dry.
5. a.) Separate the top and bottom wings on one side.
 b.) Apply a line of glue along the inside edge of the bottom wing, leaving 1/2" opening at the top.
 c.) Repeat the same process for the wings on the other side. Let dry.
 d.) Use a pencil to gently push small balls of fiberfill into the wings at the opening at top.
 e.) Fill the wings just full enough so they are slightly rounded. Glue the openings closed and clip with a spring clothespin until dry.
6. a.) Use the butterfly as a bookmark.
 b.) Use butterfly as a magnetic note holder. Measure and cut magnet strip onto 1" pieces. Remove the protective paper backing and press the sticky side of tape to the center back of stuffed butterfly.

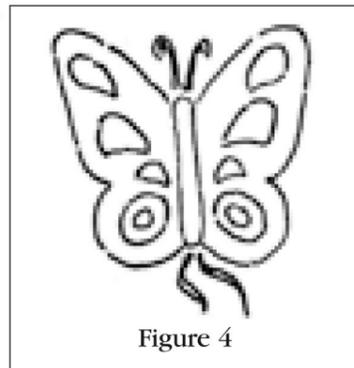
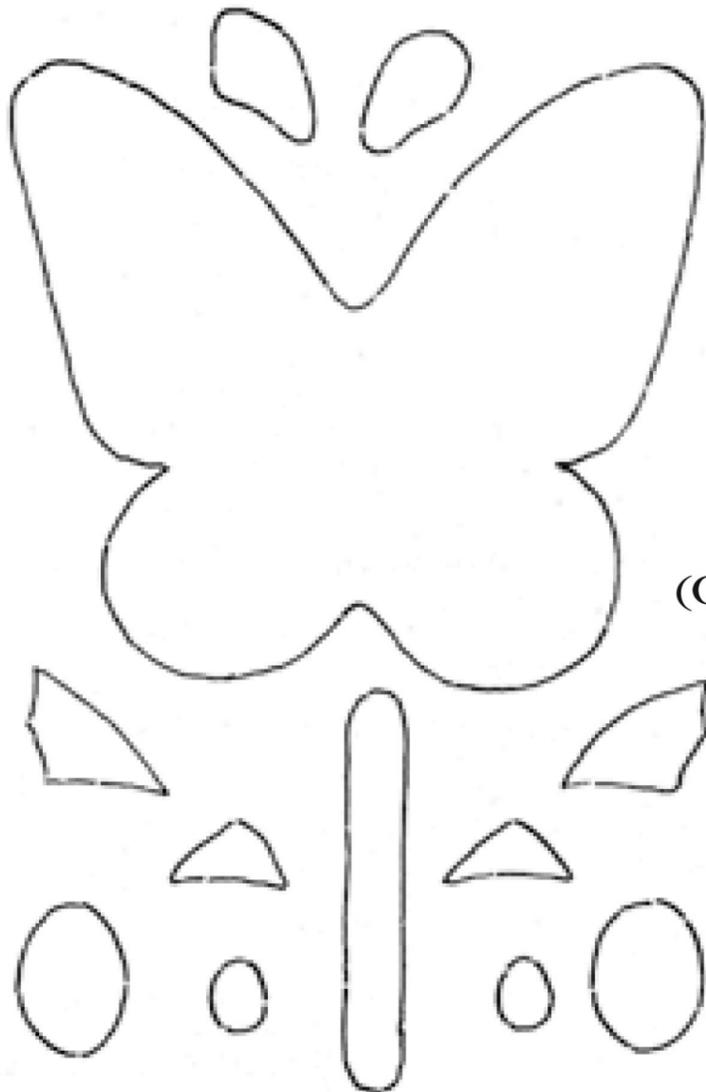


Figure 4

Figure 1 PATTERNS

(Copy before cutting shape)

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LANGUAGE ARTS

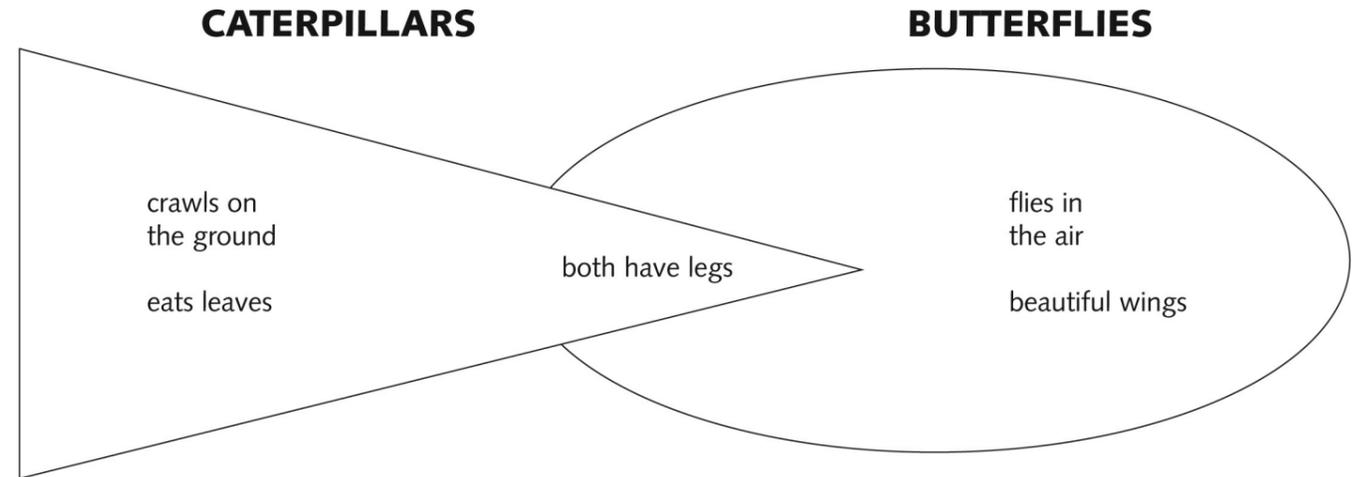
OBJECTIVE: Compare and contrast caterpillars and butterflies.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: board, colored chalk, tape, index cards

PROCEDURE: As a class, list attributes of caterpillars and another list of attributes of butterflies on the board. Divide class into two groups. Have one group use a green marker to write caterpillar attributes on index cards. Have the other group use a red marker to write

each butterfly attribute on index cards. On the board, draw a large circle with red chalk with the label: BUTTERFLIES and a large green intersecting triangle with the label: CATERPILLARS. Highlight the intersection with purple chalk so the students can clearly see when the attributes would be the same for both the caterpillar and the butterfly. Have each group come up and tape their index cards in the appropriate shape. When finished, discuss the representation of the diagram.



SOCIAL STUDIES

OBJECTIVE: Write and draw a butterfly's life cycle.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: large paper plates, crayons, markers, scissors, ruler

PROCEDURE: Discuss the four cycles of a butterfly's life with your students. Write EGG, CATERPILLAR, CHRYSALIS and BUTTERFLY on the board, discuss what each word means and draw a simple picture for the students. Pass out two paper plates to each student. Have the students use a dark marker and a ruler to divide one plate into four equal parts. In each section of the plate, have the students write the four cycles of the

butterfly. Beginning in the upper right quadrant, ask the students to draw an egg (of a butterfly) and write EGG. In the lower right quadrant ask the students to draw a caterpillar and write the label CATERPILLAR. In the lower left quadrant draw a chrysalis with the label CHRYSALIS and in the upper left quadrant, draw a butterfly with the label BUTTERFLY. Encourage the students to add colorful detail to each of their pictures. On the second paper plate, have the students cut out one fourth of the plate and fasten the two plates together. Write the title: A BUTTERFLY'S LIFE CYCLE on the top plate.

