Discovering Butterflies – Grades: pre-K and up

Purpose:
To introduce and expose kids to butterflies and plants. They should leave with a reasonable idea of: What butterflies are; What they eat; What they look like; Why they are important to us.

Indoor 4-H Children's Garden

1. Brief introduction of the indoor garden (5 minutes)
2. Observe, explore and interact with the butterflies by breaking into small groups to explore the garden.
3. Groups are given pictures of butterflies in different stages of the life cycle – they then explore the garden looking for these things.
4. Groups are given magnifying glasses to continue their explorations
5. Guiding questions on note cards will be provided to teachers and parents to help keep both the children and teachers/parents involved.
6. 3x5 cards for wonder questions

Curiosity Classroom

1. Reflection/ conversations with the students and parents/teachers. Inquire what they saw, what was cool, what was interesting, what was new or surprising, and what they learned.
    a. Summarize with butterfly model, costume, felt board
2. Have the children draw their favorite butterfly, favorite thing in the garden, etc. or use butterfly wonder pages and write down ideas about the questions
3. The children will examine specimens under the microscopes/hand lens.
4. The children will leave a handprint butterfly for the giant flower in the classroom.
5. Write Wonder Questions

Other:

Butterfly story – we will have a number of books on hand
Song and Dance – a list will be provided

Curriculum Standards and Benchmarks:

Discovering Butterflies
Science

Strand I. Constructing New Scientific Knowledge
Elementary:

1. Generate questions about the world based on observation.
   Key Concepts: Questions lead to action, including careful observation and testing.
3. Manipulate simple devices that aid observation and data collection.
   Tools: Various data collection tools suitable for this level, such as hand lenses, wind direction indicators…

Strand II. Reflecting on Scientific Knowledge
Elementary:

2. Show how science concepts can be illustrated through creative expression such as language art and fine arts.
   Key Concepts: poetry, expository work, painting, drawing, music, diagrams, graphs, charts.
4. Develop an awareness of and sensitivity to the natural world.
   Key Concepts: Appreciation of the balance of nature and the effects organisms have on each other, including the effects humans have on the natural world.

Strand II. 2- Organization of Living Things
Elementary:

1. Explain characteristics and functions of observable body parts in a variety of animals.
   Key Concepts: Observable characteristics- fur, scales, feathers, horns, claws, eyes, quills, beaks, teeth, skeleton, muscles, exoskeleton; functions- insulation, support, movement, food-getting, protection.

2. Compare and contrast (K-2) or classify (3-5) familiar organisms on the basis of observable physical characteristics.

Key Concepts: Plant and animal parts- backbone, skin, shell, limbs, roots, leaves, stems, flowers, feathers, scales.