DIGITAL Learning

Butterflies
an interactive virtual workshop

Digital Learning
Puppet Templates & Study Guide
K-2nd Grade

Digital Learning
at The Center for Puppetry Arts

presents

Butterflies

an interactive virtual workshop

Puppet Templates & Study Guide
Grades K - 2

The Center for Puppetry Arts

1404 Spring Street, NW at 18th • Atlanta, Georgia USA 30309-2820
www.puppet.org

Dear Educator,

We are scheduled for an **Butterflies** videoconference with your group. Below are the directions for preparations required to participate in the program:

1. Review the materials list on the next page of the study guide. Each student needs these materials.

2. Trace templates onto construction paper and cut out. The dots and spots should be traced onto a different color than the wings.

3. Please bring all pre-cut pieces and other materials to the program. It is helpful if each student has a bag with their own puppet parts. Paper lunch bags or plastic sandwich bags work well.

4. Pass out all materials before the program begins, including glue, tape and scissors. It is helpful if each student has their own glue stick or bottle. Have four strips of tape about the size of a bandaid pre-cut for each student on the edges of the desks or attached to a yardstick for instructor-monitored tape distribution.

5. We will lead all students through the puppet building steps and learning activities. **The program does not allow time for students to cut out materials.**

 The additional activities in the study guide are for you to use at your discretion either before or after the program. We will be doing different activities with the students during the program. Please let us know if you have any technical questions or need more information about how to prepare. You may contact us via email or at the phone number below.

We look forward to connecting with you!

The Digital Learning Team
Center for Puppetry Arts
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DigitalLearning@puppet.org
1404 Spring St. NW at 18th
Atlanta, GA 30309-2820 USA

Program Activity: Butterfly Puppet

Materials List:

Each student will need the following materials*:

- 1 Wing (cut from template)
- 1 each Head, Thorax, Abdomen (cut from template)
- 4 Spots & 4 Dots (cut from template)
- 1/2 of a pipe cleaner/chenille stem
- 1 craft stick (large size preferred, but standard is fine)
- Extra construction paper
- Scissors
- Glue
- Tape

Reminder: Templates must be pre-cut before the program.

Butterfly Body Templates (1 ea)

Spots and Dots (4 ea)
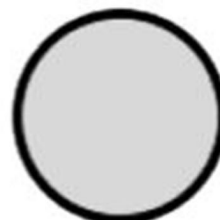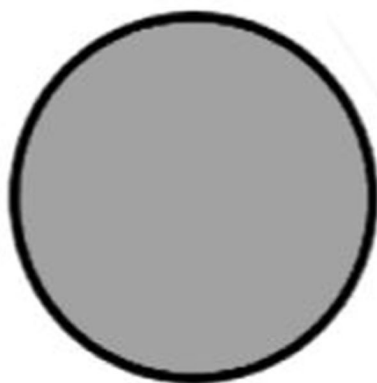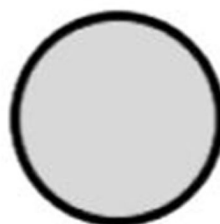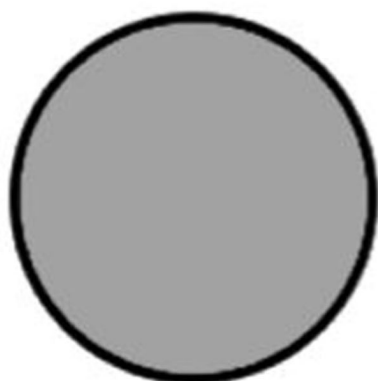
Wing Design
Template

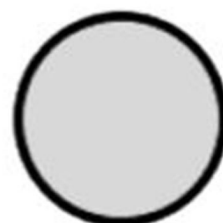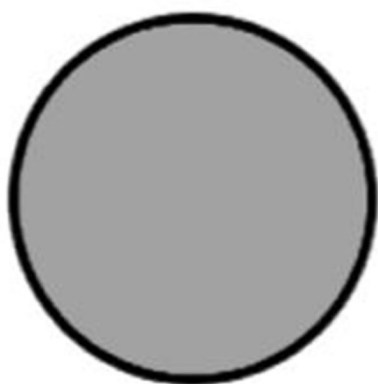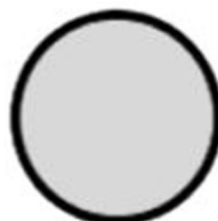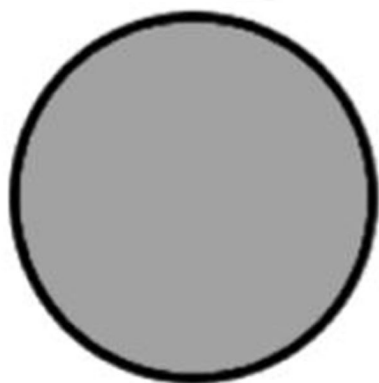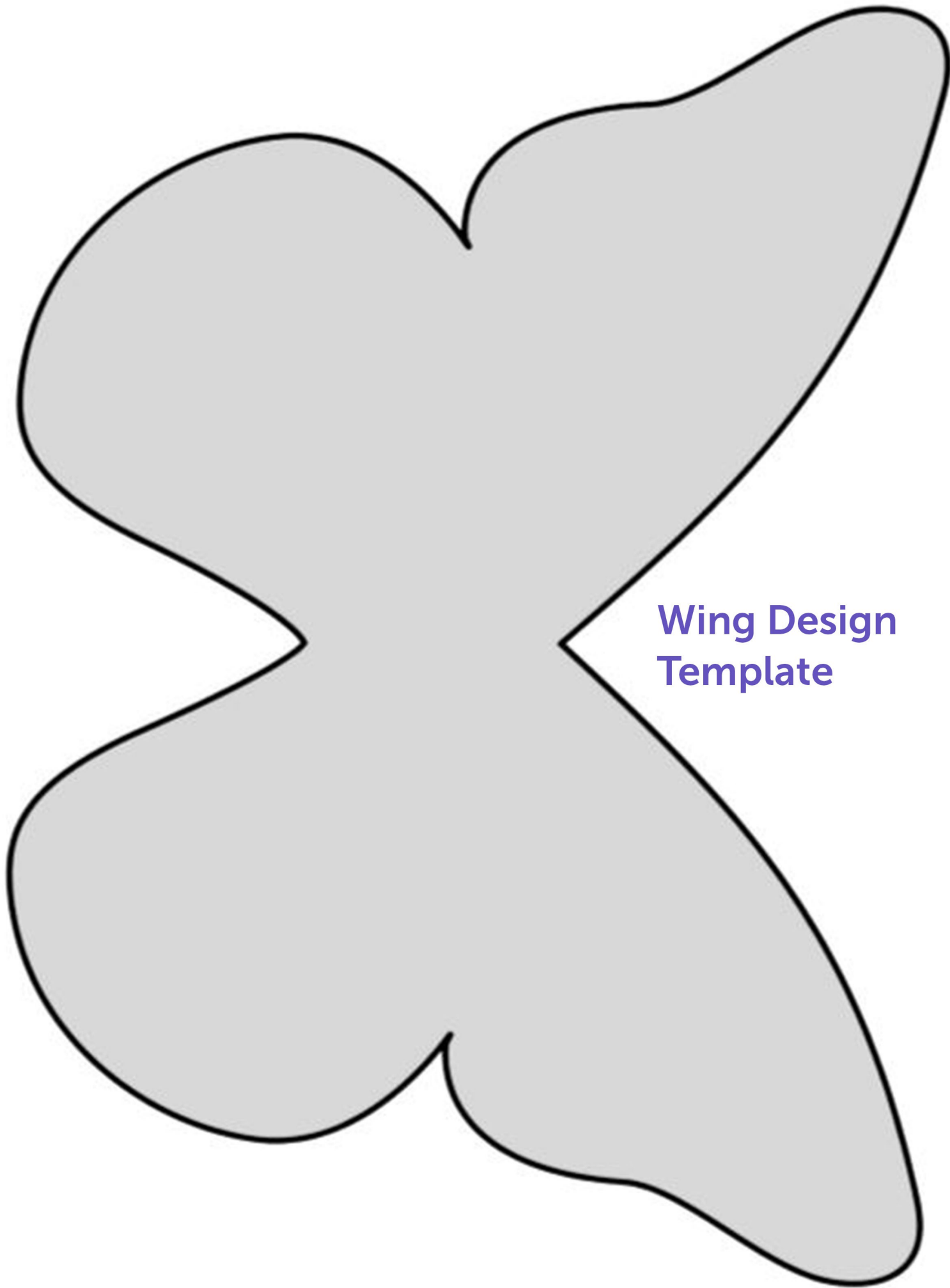# Classroom Activities
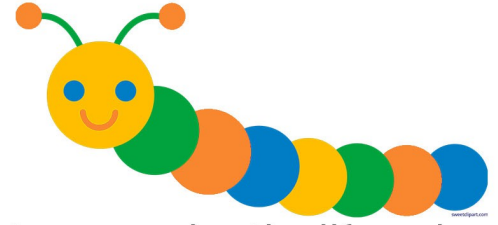
Activity 1: Kinesthetics & Caterpillars

Objective:

Students will participate in kinesthetic movements to memorize the lifecycle of a butterfly.

Materials:

A copy of the poem "Roly-Poly Caterpillar" (printed below), butterfly puppet.

Procedure:

• Read the poem aloud.

• Have the students memorize the words and movements.

• Recite the poem and movements together as a class.

• Students can use the puppets they build during the program for the grand finale.

Roly-Poly Caterpillar

Roly-Poly caterpillar

Into a corner crept

spun around himself a blanket

(Spin around)

Then for a long time slept

(Lean head on folded hands)

Roly Poly caterpillar, wakening by and by

(Stretch)

Found himself with beautiful wings changed to a butterfly!

(fly your puppets for a grand finale!)

Activity 2: Patterns, Relations, & Functions

Objective:

Students will sort items and create patterns using geometric symbols.

Materials:

Assorted pasta (Bowtie/farfalle, elbow macaroni, shell pasta, dried beans), Paints, markers, crayons, etc., construction or copy paper, glue

Procedure:

• Label four containers with each of the four stages in a butterfly's lifecycle - egg, caterpillar, chrysalis, and butterfly.

• Select pasta shapes to represent each of the four stages - egg (dried bean), caterpillar (macaroni), Chrysalis (shell), butterfly (farfalle)

• Draw a key on the board to remind students what each item represents:

EGG   CATERPILLAR   CHRYSALIS   BUTTERFLY
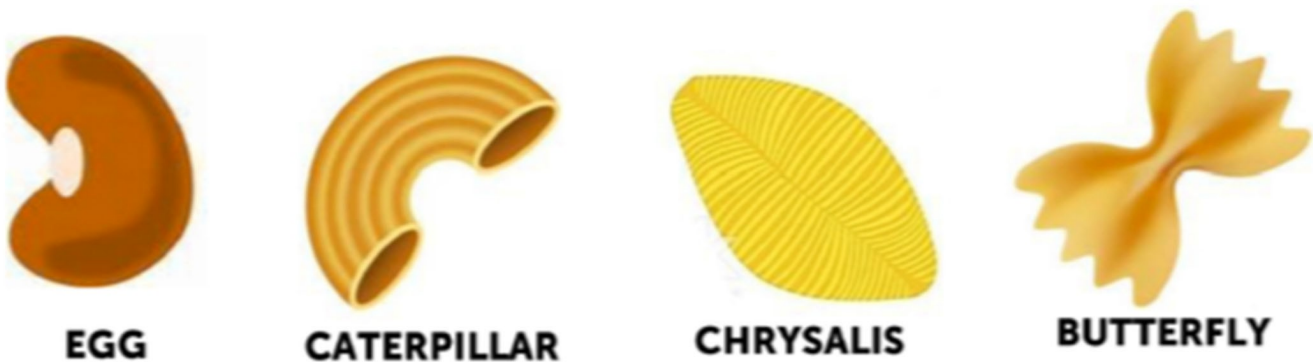
• Have the students paint or color the pasta as they choose. Explain that caterpillars and butterflies come in many different colors and sizes.

• Have students sort the pasta into the labelled containers.

• Use the pasta shapes to create patterns. Draw patterns on the board and ask students to duplicate them with their pasta pieces. Example:

• Finally, have students create their own patterns on a piece of paper. Glue the patterns to the paper if you wish.

Activity 3: Symmetry

Objective:

Students define *__symmetry__* and apply knowledge to create symmetrical patterns.

Materials:

1 copy of blank butterfly wings template (above) per student, Cut-out geometric shapes (optional), Paints, markers, crayons, etc, Pictures or flashcards representing symmetrypatterns.

Procedure:

• Distribute materials and explain that the colors and markings on a butterfly's wings are symmetrical.

• Show photo examples of symmetry in nature and ask students to define it.

• Use geometric shapes and/or drawing supplies to decorate the butterflies using symmetry.

Other Resources

Websites to Explore

www.monarchwatch.org

Observe the different stages of the butterfly through colorful photographs at the University of Kansas Monarch Watch website. The site provides a network to help raise, tag and track the migration of monarch butterflies across North America every fall.

www.kidsbutterfly.org

The Children's Butterfly Site is a project of the Butterfly and Moth Information Network. It includes coloring pages, butterfly and moth photos from around the world, and answers to common questions about butterflies and moths.

www.naba.org

North American Butterfly Association educates the public about the joys of non-consumptive butterflying, including listing, gardening, observation, photography, rearing and conservation.

https://www.burpee.com

Order seeds for your butterfly garden!

Books

- Carle, Eric. *The Very Hungry Caterpillar*. The Putnam Publishing Group, September 1971.

- Jimenez, Francisco. *La Mariposa/Butterfly*. Houghton Mifflin Co., September 1998.

- Rosenblatt, Lynn. *Monarch Magic! Butterfly Activities and Nature Discoveries*. Mindstir Media 2018.

- Kennedy, John. *Puppet Mania!* North light books, April 2004

Academic Standards supported by this program:

Speaking and Listening

CCSS.ELA-LITERACY.SL.K.1

CCSS.ELA-LITERACY.SL.K.2

CCSS.ELA-LITERACY.SL.K.3

CCSS.ELA-LITERACY.SL.K.4

CCSS.ELA-LITERACY.SL.K.5

CCSS.ELA-LITERACY.SL.K.6

CCSS.ELA-LITERACY.SL.1.1.A

CCSS.ELA-LITERACY.SL.1.1.B

CCSS.ELA-LITERACY.SL.1.1.C

CCSS.ELA-LITERACY.SL.1.2

CCSS.ELA-LITERACY.SL.1.3

CCSS.ELA-LITERACY.SL.1.5

CCSS.ELA-LITERACY.SL.1.6

CCSS.ELA-LITERACY.SL.2.1

CCSS.ELA-LITERACY.SL.2.1.A

CCSS.ELA-LITERACY.SL.2.1.B

CCSS.ELA-LITERACY.SL.2.1.C

CCSS.ELA-LITERACY.SL.2.2

CCSS.ELA-LITERACY.SL.2.3

CCSS.ELA-LITERACY.SL.2.5

CCSS.ELA-LITERACY.SL.2.6

Mathematics

CCSS.MATH.CONTENT.K.G.A.1

CCSS.MATH.CONTENT.K.G.A.2

CCSS.MATH.CONTENT.K.G.A.3

CCSS.MATH.CONTENT.K.G.B.4

CCSS.MATH.CONTENT.K.G.B.5

CCSS.MATH.CONTENT.K.CC.B.4

CCSS.MATH.CONTENT.K.CC.B.4.A

CCSS.MATH.CONTENT.K.CC.B.4.B

CCSS.MATH.CONTENT.K.CC.B.4.C

CCSS.MATH.CONTENT.K.MD.A.1

CCSS.MATH.CONTENT.K.MD.A.2

CCSS.MATH.CONTENT.1.MD.A.1

CCSS.MATH.CONTENT.1.MD.C.4

CCSS.MATH.CONTENT.2.MD.A.3

Next Generation Science Standards

K-LS1 From Molecules to Organisms:

K-LS1 From Molecules to Organisms:

K-ESS3 Earth and Human Activity

1-LS1-1 From Molecules to Organisms

1-LS1-2 From Molecules to Organisms

1-LS3-1 Heredity: Inheritance and Variation of Traits

3-LS1-1 Molecules to Organisms:Structures and Processes

3-LS2 Ecosystems: Interactions, Energy,and Dynamics

3-LS3-1 Heredity: Inheritance and Variation of Traits

3-LS3-2 Heredity: Inheritance and Variation of Traits

3-LS4-2 Biological Evolution: Unity and Diversity

Georgia Pre-K Standards (GELDS)

Physical Development and Motor Skills

Social & Emotional Development

Approaches to Play and Learning

Communication, Language, and Literacy

Cognitive Development and General Knowledge

ISTE Standards

Empowered Learner, Digital Citizen, Knowledge, Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator

Visual Arts: Creating

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work

Refine and complete artistic work.

Visual Arts: Presenting

Select, analyze, interpret artistic work for presentation.

Develop and refine artistic work for presentation.

Convey meaning via presentation of artistic work.

Visual Arts and Theatre: Connecting

Relate knowledge, personal experiences to make art.