

# THE AMAZING JOURNEY OF A BUTTERFLY

**Grade Level:** Special Education (Grade 2)

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**Length of Unit:** Ten Days (7 Lessons)

## I. ABSTRACT

Students will be introduced to the amazing journey of a butterfly utilizing a variety of multi-sensory techniques and approaches. The butterfly is an insect that undergoes a transformation in four stages known as a life cycle. The teacher will first introduce the unit by making a web on a K-W-L chart. (What we know, what we want to know, and what we want to learn). Through hands-on experiences, students will create a montage of artistic projects to display in the classroom and for Family Day. The students will have the opportunity to observe the metamorphosis of life caterpillars (10) as they change into butterflies. This encompasses the life cycle, comparing and contrast the body parts, symmetry and sequencing the stages. In mathematics, students will design a graph depicting the growth of the caterpillar, and measuring the distance of their journey from North America to Central America using inch-worms (math manipulatives).

In the visual arts and music modes, students will be introduced to pictures and songs about caterpillars and butterflies. The students will be exposed to many forms of literature including poems. The students will use the unit's vocabulary to write their observations of the growth of the caterpillar in a daily journal and during interactive writing sessions. Through the use of a personal computer, students will be able to draw/paint a butterfly focusing on symmetry. Students will also be able to visit various sites on the Internet that relate to the unit. As a cumulating activity, the students will have the opportunity to visit the area nursing home to read *The Very Hungry Caterpillar* by Eric Carle, release the butterflies and enjoy a variety of treats mentioned in the book (watermelon and other fruits, cupcakes, lollipops, and cheese). Through the use of a multi-disciplinary approach, the students will have a better understanding of the amazing journey of a butterfly!!!!!!

## II. OVERVIEW

A. Concept Objects for this unit:

1. Students will understand that there are four stages in the development of a butterfly.
2. Students will understand butterflies migrate during the winter.
3. Students will understand the concept of symmetry in a butterfly.
4. Students will be able to develop an appreciation for the butterfly

B. Content from the *Core Knowledge Sequence*:

1. *Hurt No Living Thing* by Christina Rossetti. (Page 83)
2. North America and South America. (Page 95)
3. Symmetry. (Visual Arts, page 99)
4. Create and interpret simple bar graphs. (Page 104)
5. Linear measure- measure and draw line segments in inches and centimeters. (Page 106)
6. Identify symmetry. (Page 107)
7. Spring: mating and hatching (caterpillar into butterfly). (Page 108)
8. From butterfly to butterfly: metamorphosis, larva. (Page 108)
9. Complete metamorphosis: some insects go through distinct stages of egg, larva, pupa, and adult. (Page 109)

C. Skill Objectives:

1. Students will be able to write a short creative story on The Amazing Journey of a Butterfly.
2. Students will be able to identify the caterpillar parts and associate the parts with names.
3. Students will be able to identify North and South America.
4. Students will be able to identify the directions north and south.
5. Students will be able to track the path of the monarch butterfly.
6. Students will be able to calculate how far the butterfly traveled
7. Students will be able to create a pasta replication of the life cycle of the butterfly.
8. Students will be able to design egg carton caterpillars
9. Students will be able to measure different lengths of butterflies in inches and centimeters.
10. Students will be able to match up the left wing to the right wing, drawing or pasting correct symmetrical picture.
11. Children will be able to create a bar graph depicting number of fruits eaten by the caterpillar.
12. Students will be able to identify the four stages of development of a caterpillar's life cycle.
13. Students will be able to sequence events in the Very Hungry Caterpillar.
14. Students will be able to create a book sequencing the days of week with the appropriate food.
15. Students will be able to act out story of the Very Hungry Caterpillar using cut outs on sticks. (Worksheet 5, 6)
16. The students will be able to tell the teacher what they know about caterpillars and butterflies.
17. The students will be able to ask questions about caterpillars and butterflies.
18. The students will be able to list on a K-W-L chart what they know about caterpillars and butterflies.

### III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Amosky, Jim. *Crinkleroot's Guide to Knowing Butterflies and Moths*. Simon and Schuster Books for Young Readers, 1996. ISBN 0-689-80587-X
2. Chinery, Michael. *Butterfly: Life Story*. Troll Associates, 1991. ISBN 0-8167-2101-7
3. Lasky, Kathryn. *Monarchs*. Harcourt Brace and Company, 1993. ISBN 0-15-255297-9
4. Legg, Dr. Gerald. *Lifecycles: From Caterpillar to Butterfly*. Franklin Watts, Inc., 1998. ISBN 0-531-144943-3
5. Penn, Linda. *Young Scientists Explore Insects*. Good Apple, Inc., 1983. ISBN 0-86653-070-3
6. Penn, Linda. *Young Scientists Explore Butterflies and Moths*. Good Apple, Inc., 1983. ISBN 0-86653-111-4
7. Scholastic. *The Life of a Butterfly*. Scholastic, 1995. ISBN 0-590-65999-5
8. Scholastic. *Butterflies: First Discovery Books*. Scholastic, 1995. ISBN 0-590-93781-2
9. Watts, Barrie. *Caterpillars*. Franklin Watts, Inc. 1989. ISBN 0-531-10791-1
10. A Manual for the Environmental Educator. *Monarch Butterfly Royal Mail*, National Conservation Training Center Publications Unit-Mailstop#15 Route 1, Box 166, Shepherdstown, WV 25443

B. For Students:

1. The students will have a basic understanding of the life cycle of the butterfly.

#### IV. RESOURCES

- A. Bonica, Diane. *Hand-Shaped Art*.
- B. Doerfler-Dall, Mary. *Happy Hats-Animals*.
- C. Gruber, Barbara and Sue. *Literature Library*
- D. Ling, Patricia. *Making for Spring and Summer*.
- E. Noah, Debbie. *Happy Hangers*.
- F. Penn, Linda. *Young Scientists Explore Butterflies and Moths*.
- G. Penn, Linda. *Young Scientists Explore Insects*.
- H. *Piggyback Songs*. Totline Newsletter.
- I. Sullivan, Diana Scholastic. *The Life of a Butterfly*.
- J. Sterling, Mary Ellen. *Thematic Unit Creepy Crawlies*.
- K. *Literature Activities for Young Children, Book 2*.
- L. *Super Workbook*. (Instructional Reproducibles)
- M. Thompson, Debbie. *Themes Through the Year*.
- N. Vansant, Rhonda. *Moths, Butterflies, Other Insects, and Spiders*.
- O. Warren, Jean. *Theme-A-Saurus*.
- P. Wise, Beth Alley. *Theme Units Kids Adore: from Ants to Zoos*
- Q. A Manual for the Environmental Educator. *Monarch Butterfly Royal Mail*.
- R. National Conservation Training Center, Publications Unit-Mailstop#15,  
S. Route 1, Box 166, Shepherdstown, WV 25443

#### V. LESSONS

##### **Lesson One: What we know, what we want to know, what we want to learn about butterflies.**

- A. *Daily Objectives*
  1. Concept Objectives:
    - a. Students will understand that there are four stages in the development of a butterfly.
    - b. Students will understand butterflies migrate during the winter.
    - c. Students will understand the concept of symmetry in a butterfly.
  2. Lesson Content:
    - a. Caterpillars and butterflies go through four stages of development: egg, caterpillar, chrysalis, butterfly.
    - b. Caterpillars go through a process called metamorphosis to become a butterfly.
  3. Skill Objectives:
    - a. The students will be able to tell the teacher what they know about caterpillars and butterflies.
    - b. The students will be able to ask questions about caterpillars and butterflies.
    - c. The students will be able to list on a K-W-L chart what they know about caterpillars and butterflies.
- B. *Materials*
  1. Wall chart
  2. Magic markers
  3. Caterpillar/butterfly puppet
  4. Pictures of the butterfly life cycle
  5. From caterpillar to butterfly chart
  6. Butterfly and caterpillar patterns
  7. Butterfly mini-book
- C. *Key Vocabulary*

1. The First (Egg) Stage, - a round or oval mass from which young animals hatch.
2. The Second (Larva) Stage- the stage early in an insect's life when it looks like a worm. A caterpillar is a larva of a butterfly or moth.
3. The Third (Pupa) Stage-a motionless stage of change just before adulthood in the life cycle of certain insects, such as a butterfly in its cocoon.
4. The Fourth (Adult) Stage-grown to full size mature.
5. Caterpillar- the furry, wormlike insect that is the first stage in the life of a butterfly or moth.
6. Chrysalis-the pupa of a butterfly encased in a cocoon.
7. Butterfly- an insect with a slender body and two pairs of large, colorful wings.
8. Metamorphosis-the series of stages in the development of some animals from their immature form into adulthood. Caterpillars change into butterflies through metamorphosis.

D. *Procedure/Activities*

1. Teacher displays the caterpillar/butterfly puppet to the students. It is a caterpillar that transforms into a butterfly by turning it inside out. Teacher then asks students if they know what it is, if they know anything about caterpillar/butterfly. Teacher makes a web on the chart paper and labels the center with the words CATERPILLAR/BUTTERFLY. Students then brainstorm what they know about caterpillar/butterflies and teacher makes a list on the chart paper.
2. Teacher will display pictures of the different stages and staple to bulletin board.
3. Pass out activity sheet of Butterfly Story and complete. (Worksheet 1)
4. Students then make a butterfly mini-book. (Worksheet 2)
5. Students color the caterpillar and butterfly patterns. (Worksheet 3, 4)

E. *Assessment/Evaluation*

1. Teacher will show different stages to the students. Students will be able to label the stages.
2. Students will be able to draw pictures of the four different stages.

**Lesson Two: The Very Hungry Caterpillar**

A. *Daily Objectives*

1. Concept Objectives:
  - a. Students will understand the four stages of a caterpillar's life cycle.
2. Lesson Content:
  - a. Caterpillars go through four stages of development: egg, caterpillar, chrysalis, butterfly.
  - b. Caterpillars go through metamorphosis to become a butterfly.
3. Skill Objectives:
  - a. Students will be able to identify the four stages of development of a caterpillar's life cycle.
  - b. Students will be able to sequence events in the Very Hungry Caterpillar.
  - c. Students will be able to create a book sequencing the days of week with the appropriate food.
  - d. Students will be able to act out story of the Very Hungry Caterpillar using cut outs on sticks. (Worksheet 5, 6)

B. *Materials*

1. *The Very Hungry Caterpillar* by Eric Carle.
2. Pictorial Story Map.
3. A Butterfly is Born. (cut and paste)

4. Caterpillar Words (phonics paper)
  5. Butterfly Book.
  6. The Life of a Butterfly (cut and paste)
  7. Fruit Number Words and Number Booklet
  8. The Very Hungry Caterpillar (matching)
  9. Caterpillar Sequence Cards
  10. Book Cover
  11. Crayons, paste, scissors, pencils, paper
  12. Story Time Props and Puppet
- C. *Key Vocabulary*
1. Egg - a round or oval mass from which young animals hatch.
  2. Larva Stage-the stage early in an insect's life when it looks like a worm. A caterpillar is a larva of a butterfly or moth.
  3. Pupa-a motionless stage of change just before adulthood in the life cycle of certain insects, such as a butterfly in its cocoon.
  4. Adult-grown to full size, mature.
  5. Insect-one of a large group of small animals, each having three pairs of jointed legs, no backbone, and a body with three main parts. Insects normally have two pairs of wings.
  6. Nectar - a sweet liquid found in many flowers.
  7. Feelers/antennae - the part of an animal's body that it uses for touch. There is one pair of long feelers on the head of an insect
- D. *Procedures/Activities*
- DAY ONE
1. Read the book *The Very Hungry Caterpillar* by Eric Carle.
  2. Review story with the class. Review what the caterpillar ate each day of the week. Make word cards for the days of the week and number words one through five, and the foods the caterpillar ate through.
  3. Color and cut out sequence cards to the story. (Worksheet 7)
  4. Have children complete a Fruit Number Words and Numbers Booklet. (Worksheet 8, 9, 10)
  5. Color, cut, and staple to make a mini-book about butterflies. (Worksheet 11)
  6. Color different size butterflies to hang in the room. (Worksheet 12)
- DAY TWO
7. Display the book *The Very Hungry Caterpillar* by Eric Carle.
  8. Ask children if they can retell the story.
  9. Make a chart showing the four stages of development. Have students recall names for the stages. Draw a picture for each stage.
  10. Caterpillar Words: Phonics paper on beginning consonants. (Worksheet 13)
  11. Sing a song about how a caterpillar becomes a butterfly: Life of a Butterfly. Sing it to the tune of "The Eensy Weensy Spider."(Worksheet 14)
  12. Reading and writing activity. Children have to fill in the blanks to a story, telling the story of a caterpillar, as it becomes a butterfly. (Worksheets 15-20)
- E. *Assessment/Evaluation*
1. Teacher will display pictures of the different stages and students will identify each stage and its name.
  2. Students will be able to recall story of *The Very Hungry Caterpillar* and act it out.

### **Lesson Three: See How Long, See How Many, and See How Beautiful!**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will understand the concept of symmetry in a butterfly.
  - b. Students will be able to develop an appreciation for the butterfly
2. Lesson Content
  - a. Identify symmetry.
  - b. Linear measure; measure segments in inches and centimeters.
  - c. Create and interpret simple bar graphs.
3. Skill Objectives
  - a. Students will be able to measure different lengths of butterflies in inches and centimeters.
  - b. Students will be able to match up the left wing to the right wing, drawing or pasting correct symmetrical picture.
  - c. Children will be able to create a bar graph depicting number of fruits eaten by the caterpillar.

B. *Materials*

1. Scissors and glue
2. Ruler (inch and centimeters)
3. Items for measuring: pencil, block, paper plate, and scissors, crayon, marking pen, piece of yarn, paper cup, and tape dispenser.
4. Pictures of butterflies (different variety)
5. Symmetry page
6. Measuring page
7. Graph page
8. Caterpillar measuring strip

C. *Key Vocabulary*

1. Symmetry-when you divide something directly in the middle, both sides mirror each other
2. Wingspan-length of a birds wing

D. *Procedure/Activities*

DAY ONE

1. Teacher will display to the students pictures of butterflies emphasizing the wings and how they are the same on both sides.
2. Teacher will hand out a paper showing four different butterflies with one wing shown. Students will paste on matching wing to make the butterfly look symmetrical. (Worksheet 21)
3. Teacher will hand out activity sheet "Symmetry in Flight". Students will color butterflies whose wing patterns match. (Worksheet 22)
4. Students will complete a butterfly drawing with a symmetrical design. (Worksheet 23)
5. Students will go on the computer. Go to Paint and draw a butterfly with symmetrical wings.

DAY TWO

6. Teacher will again display pictures of butterflies of different sizes and lengths.
7. Teacher will model measuring the butterflies in the book by using a ruler. Teacher will explain that the distance from one edge of a butterfly's wings to the other is called its wingspan.
8. Teacher will pass out a sheet with pictures of different butterflies.
9. Students will then measure the wingspan of these butterflies. (Worksheet 24)
10. Teacher will hand out another measuring paper to the students.

11. Students will cut out caterpillar measuring strip and with it measure objects listed: your hand, block, pencil, paper plate, scissors, your foot, crayon, marking pen, piece of yarn, your thumb, paper cup, and tape dispenser. Students will record how many caterpillars long each object is in a box. (Worksheet 25)

### DAY THREE

12. Teacher will display pictures of fruits used during the story of The Very Hungry Caterpillar.
  13. Have children recount story of the caterpillar and the number of fruits eaten.
  14. Classify the fruits according to shape, size and color.
  15. Hand out Fruit Graph. Have students display the fruits on the table.
  16. Color in each rectangle for each fruit on the graph according to its color. (Worksheet 26)
  17. Have students eat the fruit mentioned in the story.
- E. *Assessment/Evaluation*
1. Teacher will ask students what it means when both wings are the same.
  2. Teacher will ask students what is called the distance from wing to wing.
  3. Students will be given a random amount of candy fruit and they will create their own bar graph showing the number of each fruit they have. Then enjoy eating the fruit.

### **Lesson Four: From Caterpillar to Butterfly**

#### A. *Daily Objectives*

1. Concept Objectives
  - a. Students will understand the four stages of development of a caterpillar.
2. Lesson Content
  - a. From butterfly to butterfly: metamorphosis
  - b. Spring: mating and hatching (caterpillar into butterfly)
3. Skill Objectives
  - a. Students will be able to create a pasta replication of the life cycle of the butterfly.
  - b. Students will be able to design egg carton caterpillars.

#### B. *Materials*

1. Paper plates
2. Types of pasta to represent each stage of metamorphosis: pastina = egg,
3. Rigatoni = larva (or caterpillar), shell = pupa, bow tie = adult.
4. Glue and marking pens
5. Egg carton cut into sections of three
6. Powdered green tempera paint
7. Paint brushes
8. Pipe cleaners
9. Cotton balls

#### C. *Key Vocabulary*

1. Cocoon-a soft covering that a caterpillar builds around itself while it changes into a moth or butterfly.
2. Protective shell-a hard like substance providing protection against harm.

#### D. *Procedure/Activities*

1. Read the pop-up book *Caterpillar to Butterfly* by Elizabeth Rodger.
2. Retell the development of the caterpillar with the students having them give much of the information.
3. Write a short story of the life cycle of the butterfly using Interactive Writing (students take turns writing on chart paper by sharing the pen.)

4. Read *Charlie the Caterpillar* by Dom DeLuise.
  5. Discuss how Charlie felt being different and how hurt he felt that no one would play with him because of his appearance.
  6. Students will make a pasta replication of the life cycle of the butterfly.
  7. Pass out small paper plates and pasta representing each stage of development.
  8. Children divide the plate into four sections, label each one, and glue a piece of pasta in the correct section.
- E. *Assessment/Evaluation*
1. Students will use models that were made to explain each stage of development.

### **Lesson Five: Where Are All the Butterflies Going?**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will understand butterflies migrate during the winter.
    - b. Students will be able to develop an appreciation for the butterfly
  2. Lesson Content
    - a. North America and South America
  3. Skill Objectives
    - a. Students will be able to identify North and South America.
    - b. Students will be able to identify the directions north and south.
    - c. Students will be able to track the path of the monarch butterfly.
    - d. Students will be able to calculate how far the butterfly traveled.
- B. *Materials*
1. Globe
  2. Floor Map of North and South America
  3. Book *The Lamb and the Butterfly* by Arnold Sungaard.
- C. *Key Vocabulary*
1. Migrate/migration-to leave one place and go to another.
  2. Globe-a representation of the earth or a map of the world on a large ball.
  3. Maps-a drawing of all or part of the earth's surface, including countries, cities, mountains, oceans, rivers. North - the direction opposite south and to the left when you face east.
  4. South - the direction to the right of someone watching the sunrise.
  5. Tracking - a trail or path
  6. Calculate - to estimate-to figure out by using addition, subtraction, multiplication or division.
- D. *Procedure/Activities*
1. Teacher reads the book *The Lamb and the Butterfly* by Arnold Sungaard.
  2. Explain to children that monarch butterflies fly to warm climates in the fall to escape the cold. This is called migration.
  3. Answer any questions students may have about migration.
  4. Using a floor map of North and South America, have students find a summer spot up north and warm winter location in the south. Working together, students will track the path of the migrating monarchs. Calculate how far the butterflies traveled.
- E. *Assessment/Evaluation*
1. Given a map of North and South America, students show the paths of monarch butterflies follow to their winter homes. Answer questions on map. (Worksheet 27)

## **Lesson Six: Body Parts**

### **A. Daily Objectives**

1. Concept Objectives
  - a. Students will understand the concept of symmetry in a butterfly.
  - b. Students will be able to develop an appreciation for the butterfly
2. Lesson Content
  - a. Identify body parts of the caterpillar and butterfly.
3. Skill Objectives
  - a. Students will be able to identify the caterpillar parts and associate the parts with names.
  - b. Students will be able to identify the butterfly parts and associate them with names.

### **B. Materials**

1. Crayons, pencil, markers,
2. Reproducible sheets of caterpillar and butterfly body parts.

### **C. Key Vocabulary**

1. Scales - a thin, flat coating
2. Wing - the movable body parts on insects that allow them to fly.
3. Antenna - one of a pair of long feelers on the head of an insect.
4. Head - the top or upper part of the body.
5. Leg - body part that an animal stands on.
6. Thorax - the part of the body of an insect between the head and the abdomen, including the legs and wings.
7. Abdomen - the third and last section of the body of an insect.

### **D. Procedures/Activities**

1. Teacher displays a large picture of a caterpillar. Ask students help to try to label parts of the caterpillar. What do they think they are?
2. Label body parts. Discuss each one. Pass out activity sheet on finding the parts of the caterpillar. Follow directions on sheet helping students if they need help. (Worksheet 28)
3. Teacher displays a large picture of a butterfly. Ask students again to try and label parts of the butterfly. What do they think they are? Label the body parts to the butterfly. Discuss. (Worksheet 29)
4. Pass out activity sheet on Butterfly Body Parts and follow directions. (Worksheet 30)

### **E. Assessment/Evaluation**

1. Given plastic caterpillars and butterflies, students will be able to identify body parts of the caterpillar and butterfly.
2. Given an activity sheet of a caterpillar and butterfly, students will be able to fill in body parts. (Worksheet 31)

## **Lesson Seven: Creative Writing on Butterflies**

### **A. Daily Objectives**

1. Concept Objectives
  - a. Students will be able to develop an appreciation for the butterfly.
2. Lesson Content
  - a. Writing complete sentences encouraging creativity and requiring correct use of conventions (capitalization, correct spelling, end punctuations).
3. Skill Objectives
  - a. Students will be able to write a short creative story on The Amazing Journey of a Butterfly.

- B. *Materials*
  - 1. Pencil and paper.
  - 2. Pictures of caterpillars and butterflies.
  - 3. Books for students to view.
  - 4. Picture dictionaries.
- C. *Key Vocabulary*
  - 1. Vocabulary from previous lessons.
- D. *Procedures/Activities*
  - 1. Display pictures and books of caterpillars and butterflies.
  - 2. Inform students that they will write a creative story on a caterpillar and butterfly.
  - 3. Hand out paper and pencils and dictionaries.
  - 4. As children are writing, teacher walks around helping students.
- E. *Assessment/Evaluation*
  - 1. When stories are completed, students will share their stories with the class. Teacher will determine if students grasp concepts by listening to their stories. (Worksheets 32, 33)

## VI. CULMINATING ACTIVITY

- A. Teacher will have six centers located in the classroom. Students will be grouped into four. The centers will be an assessment as well as a culminating activity.
- B. The centers will be as follows:
  - 1. Life Cycle
  - 2. Mobiles
  - 3. Butterfly Hat
  - 4. Songs and Poems
  - 5. The Very Hungry Caterpillar Game
  - 6. Coloring pictures of caterpillars and butterflies
- C. Each center will have supplies available for the students. Scissors, glue, and crayons will be at centers. Teachers and teacher's assistants will be located at each center to assist students in activity.
- D. The Butterfly Garden Kit from Insect Lore. Includes 10 caterpillars-children watch the life cycle take place. Great activity for recording observations, predictions, and graphing of predictions.

## VII. HANDOUTS/STUDENT WORKSHEETS

- A. (Distributed at session only)

## VIII. BIBLIOGRAPHY

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- H. Doerfler-Dall, Mary. *Happy Hats-Animals*. Teacher Created Materials, Inc. ISBN 1-55734-182-6
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- X. *Super Workbook*. Instructional Fair, Inc., 1995. ISBN 1-56822-212-2
- Y. Thompson, Debbie. *Themes Through the Year*. Teacher Created Materials Inc., 1993. ISBN 1-55734-146-X (pages 355-363)
- Z. Vansant, Rhonda. *Moths, Butterflies, Other Insects, and Spiders*. McGraw Hill, ISBN 0-07-017907-7
- AA. Warren, Jean. *Theme-a-Saurus*. Totline Publications. 1989. WPH 1001
- BB. Watts, Barrie. *Caterpillars*. Franklin Watts, Inc., 1989. ISBN 0-531-10791-1
- CC. Whayne, Susanne. *The Big Butterfly Book*. Troll Associates, 1995. ISBN 0-8167-3697-9
- DD. A Manual for the Environmental Educator. *Monarch Butterfly Royal Mail*, National Conservation Training Center Publications Unit-Mailstop#15. Route 1, Box 166, Shepherdstown, WV 25443

Games, Video, Website:

1. The Very Hungry Caterpillar Game. Match colors and create a beautiful butterfly. A game by Martine Redman. Briarpatch, Inc., 1995.
2. The Very Hungry Caterpillar and other stories by Eric Carle. VHS.
3. The Very Hungry Caterpillar Coloring Book by Eric Carle. Scholastic.
4. The Butterfly Website: <http://mgfx.com/butterfly/>