

Blending Butterflies



Grades: 2-8

TEKS:

- 2: 2A, 9A, 10A
- 3: 2A, 9A, 10A
- 4: 2A, 10A, 10B
- 5: 2B, 9A, 10A, 10B
- 6: 2A, 12E
- 7: 2A, 10A, 14A
- 8: 2A

Topics:

- Adaptations
- Habitats and Ecosystems
- Predator/Prey
- Properties/Characteristics

Methodologies:

- Craft
- Investigating/Experiment
- Observations/Qualitative/Quantitative
- Poster/Visual Aid

Setting: Classroom

Activity Time: two 30-45 minute periods

Additional Subject: Art

Written by Jennifer Page and adapted by Texas Wildlife Association

Objective:

Students will explore and simulate camouflage in butterflies.

Materials:

Provided

- Activity Page
- Camouflage 101 Template

Not Provided

- Colored pencils or crayons
- Tape

Vocabulary:

adaptation, camouflage, habitat, inherited trait, offspring, predator, survive



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Background:

Traits are characteristics that are inherited or passed from a parent to its offspring, or young. An inherited trait that helps a living thing stay alive, or survive, is also known as an adaptation. Camouflage is an adaptation that makes it very hard to see an animal in its natural habitat or the specific environment where it lives. Camouflage is an important factor in some animals' survival by allowing them to hide from their predators. Camouflage is also a trait beneficial to predators, allowing them to blend in while hunting their prey. An animal that is well camouflaged in its environment has a better chance to survive, reproduce, and pass its color pattern on to its offspring.

Activity Preparation:

- Make copies of the Activity Page and template for each student.
- Cut the butterflies out from the template for students or provide them with scissors and instruct them to do so at the appropriate time during the lesson.

Procedure:

Day 1:

Discussion

1. Engage students by asking if they can give you an example of camouflage. Allow several responses and then tell them that the lesson is about different types of camouflage.
2. Read the *Background* section of the lesson to provide information about camouflage and to introduce the lesson's vocabulary.
3. Project the *Camouflage 101* document and briefly discuss each type of camouflage. For older students, stress each example of camouflage as being an inherited trait passed from parent to offspring as an adaptation needed for survival.

Activity A: Creating Butterflies

1. Provide every student with a butterfly template.
2. Instruct students to design their butterfly so that its camouflage allows it to hide somewhere in the classroom, making the butterfly as invisible as possible.
3. When complete, students may tape their butterfly in its "hiding spot."

Day 2:

Activity B: Finding Butterflies

1. Provide every student with the activity page.
2. Instruct students to look around the classroom and count the number of butterflies they can see and write the number on their activity page.
3. Inform students of the total number of butterflies in the classroom and have them complete the

rest of the activity page.

4. When complete, allow older students to share responses regarding the types of camouflage for the specific habitats on the worksheet.

Wrap-up

1. Review the meaning of camouflage as an inherited adaptation that butterflies need for survival from predators.
2. Ask students if they have ever heard the term “steward.” Introduce or review it as a person responsible for overseeing and protecting something, such as butterflies. Ask students to describe ways they can become stewards for butterflies.

Extension

Have older students research the impact of environmental change on adaptations

Have older students research other examples of camouflage in the local environment.