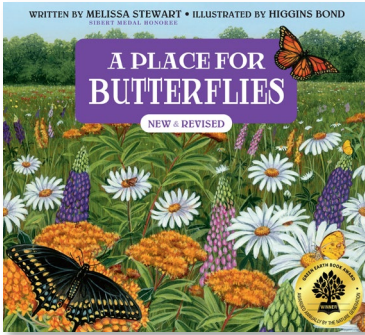


TEACHER'S GUIDE



A Place for Butterflies (Third Edition)

by Melissa Stewart | illustrated by Higgins Bond

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AR • RC • Lexile • GRL P; Gr 3

ABOUT THE BOOK

Sometimes people do things that make it hard for other creatures to survive. *A Place for Butterflies* clearly yet gently explains some of the ways human action and inaction can affect butterfly populations.

This book focuses on eleven North American butterfly species and shows each one in its natural habitat. Simple text describing each butterfly's food sources and struggle to survive is perfect for young children reading on their own. Sidebars with additional information extend the usefulness of the book to older children and to young children reading with a teacher or parent. Sections at the beginning and end of the book include information about the life cycle of butterflies, their role in the food chain, and simple things readers can do to help protect and preserve butterflies. The endpapers feature range maps for all of the butterfly species discussed in the book.

A Place for Butterflies opens readers' minds to a wide range of environmental issues, and its concrete examples of cause and effect show children how the choices we make can have far-reaching consequences for butterflies and other creatures that share our world.

SKILLS REINFORCED

- Compare and Contrast
- Cause and Effect
- Sorting and Sequencing

THEMES

- Butterflies and insects
- Animal adaptations
- Endangered species
- Interdependence of living things
- Habitats
- Life cycles
- Human impact on the environment

TEACHING SUGGESTION

The two levels of text in this book make it ideal for Reading Buddy programs, which are now popular in many schools. For more information, please visit: <https://melissa-stewart.com/wp-content/uploads/2024/06/scirdbuddies.pdf>.

BEFORE YOU READ**Grades K–2**

- After looking at the cover of the book and reading the title, ask students what they think *A Place for Butterflies* will be about. Write their responses on chart paper.
- Provide a list of vocabulary words and discuss their meanings.
- Look at the range maps on the endpapers and work with students to identify butterflies that live in your area.

Grades 3–5

- Ask students to predict the main idea of *A Place for Butterflies*. Write their responses on chart paper.
- Have the students discuss the following questions in small groups. Before reading the book, compile the groups' answers on chart paper.
 1. What human actions positively affect butterfly survival? Explain how.
 2. What human actions negatively affect butterfly survival? Explain how.
 3. List some habitats where you might find butterflies.
 4. Does the survival of butterflies affect the survival of plants and other animals? Explain why or why not.
- Provide a list of vocabulary words. Encourage students to buddy up and work together as they look up the words and write their definitions.

AS YOU READ**Grades K–2**

Ask students to think about the main idea of the book.

Grades 3–5

- Encourage students to think about the main idea of the book. Do they hear details that can support that main idea? They may want to make notes on a piece of paper.
- Students should also think about the ideas you recorded on chart paper. Are there things they would like to change or add? They may want to make notes on a piece of paper.

AFTER YOU READ**Grades K–2**

- Ask students to identify the main idea of *A Place for Butterflies*. Work with them to find details that support that idea. List them on chart paper.

- Choose two butterflies in the book and ask students to compare them. Students should consider each butterfly's body size and coloring as well as its range, habitat, and food sources. Explain the usefulness of a Venn diagram (overlapping circles showing similarities and differences) and lead students in creating one.

Grades 3–5

- Ask students to identify the main idea of *A Place for Butterflies* and recall details that support the idea. List them on chart paper.
- As a class or in smaller groups, have students add new information or erase incorrect information you recorded earlier on chart paper.

CLASSROOM ACTIVITIES**SCIENCE****Grades K–2**

- Using information in *A Place for Butterflies*, invite students to work in pairs or small groups to create 11×17-inch posters that show how people in your community (including the students themselves) can help local butterflies live and grow.
- Young children can often see and evaluate the actions of others, but they may have trouble understanding the impact of their own behaviors. And yet, they need that awareness before they can get involved in meaningful conservation.

To help students develop their thinking in this direction, encourage them to discuss how they might be harming the environment without even realizing it. They can use some examples from *A Place for Butterflies* as thought starters. Then encourage students to suggest ways they might change their behavior to help protect animals and preserve natural environments in your community.

- Invite students to pretend they are butterflies. Ask them to describe what it feels like to flit through the air. Then ask what they wish people would do to help them live and grow. Consider recording video of a few children's responses with your phone and then sharing them for the whole class.

Grades 3–5

- Sing Melissa Stewart's Butterfly Life Cycle Song with your class: https://melissa-stewart.com/wp-content/uploads/2023/11/Butterfly_Lifecycle_Song.pdf. Then divide the class into small groups and invite

each team to create a life cycle song for another kind of animal.

- Children love to learn by doing, so try this kinesthetic activity. Have your students count off by fours. All number ones should go to the front of the classroom. Ask them to pretend they are butterfly eggs. Number twos should stand on the right-hand side of the room. They will pretend to be caterpillars. Threes should go to the back of the room and act like pupae, and fours should stand on the left-hand side of the room and pretend to be adult butterflies. After a few minutes, reassign roles so that eggs become caterpillars, caterpillars become pupae, etc. When all four groups have enacted each life stage, ask students to draw a butterfly life cycle.
- Divide the class in half and invite each team to create a Book Fact Scavenger Hunt for the other team. Have students look through *A Place for Butterflies* and other books about butterflies. (See Related Reading at the end of this guide for suggestions.) They should choose a few interesting facts and turn them into questions. Here are some examples:
 - In *A Place for Butterflies*, can you find a butterfly that lives in the woods?
 - In *A Butterfly Is Patient* by Dianna Hutts Aston (Chronicle Books, 2011), where does the world's smallest butterfly live?

Type each team's questions, print them out, and cut them so each question is on a separate strip of paper. Place the questions in two bags or boxes, so the students can pick one question at a time and compete to see which team can answer the most questions.
- Have each student research one of the butterflies discussed in the book and write a report. Each report should include the duration of each life stage, habitat and range, food sources of adult and caterpillar, the viability of the species, and any fun facts the student discovers.

MATH

Grades K–2

- Give each student a copy of Activity Sheet 1 at the end of this guide. Ask students to illustrate and then solve each problem. If you'd like to reinforce species identification, make the book available so students can use the proper colors.
Answers to questions are: 1. 7, 2. 7, 3. 9, 4. 4.
- Using artwork in the book, show students that the patterns on butterflies' wings are symmetrical. Have

students cut out a large butterfly and paint a pattern of dots on one half. (Make sure students leave plenty of space between the dots.) Then ask students to fold the butterfly in half and press the painted side against the blank side. Their butterfly wings will end up with the same pattern on both sides.

Grades 3–5

Divide the class into teams of three or four and give each group a copy of Activity Sheet 2. Using a ruler and a map of the United States with a key, have students find the values to fill in distances between cities. Then they can calculate the total distance of the butterfly's migration and the average number of miles traveled each day.

LANGUAGE ARTS

Grades K–2

- Have students create as many words as possible with the letters in *A Place for Butterflies*. Then ask the children to sort the words by number of letters in each word, vowel sounds, and word families, such as *at*, *eat*, *ace*, and *ate*. (See suggestions below.) Ask the students to alphabetize the words.
 - First round: at, pat, fat, cat, cats, rat, rats, bat, bats
 - Second round: eat, seat, beat, bleat, bleats
 - Third round: ace, base, race, races, place
 - Fourth round: ate, fate, late, rate, plate
- Pass out copies of Activity Sheet 3 at the end of this guide and ask students to complete the word search.
- Give each student a copy of Activity Sheet 4 at the end of this guide and ask them to complete it.
Answers: 1. D, 2. E, 3. A, 4. F, 5. B, 6. C.
- Work with students to create seesaw books about two different butterflies, such as monarchs and Karner blues.
 - On the first left-hand page, they might write: "Monarch caterpillars eat milkweed leaves." On the facing right-hand page, they would write: "Karner blue caterpillars eat wild lupine." The next page would read: "Both kinds of caterpillars eat plants."

Subsequent pages should continue to compare and contrast the two species—size, habitat, range, etc. Students can use webs to organize their thoughts.

Grades 3–5

- Have students pretend they are butterflies. Ask them write how it feels to go through each life stage. Encourage students to use examples from the book (spraying of pesticides, draining of wetlands, construction, etc.) to explain the challenges of surviving. In a concluding paragraph, students should

suggest ways humans can help butterflies and improve their habitats.

- Have students read and discuss the following poem:

To a Butterfly

I've watched you now a full half-hour;
Self-poised upon that yellow flower
And, little butterfly, indeed,
I know not if you sleep or feed.
How motionless!—not frozen seas
More motionless! and then
What joy awaits you, when the breeze
Hath found you out among the trees,
And calls you forth again!

—William Wordsworth

- Create an *A Place for Butterflies* nonfiction text structure class book. Make eleven copies of the map and one copy of the cover sheet (at the end of this guide, between Activity Sheets 4 and 5). Then bind all twelve pages into a book.

Divide students into pairs or small groups. Using *A Place for Butterflies*, students can write down the name of each butterfly species as well as the human **cause** that's helping that butterfly and the specific **effect** on the animal.

Note: Even though the endpapers contain twelve maps, the black swallowtail does not have an accompanying cause and effect page, so it's best not to include this butterfly in your students' books.

- As an alternative to the nonfiction text structure class book, you could have each student create an individual book. For each student in your class, make eleven copies of the map and one copy of the cover sheet (at the end of this guide, between Activity Sheets 4 and 5). Then bind all twelve pages into a book.

Using *A Place for Butterflies*, students can write down the name of each butterfly species as well as the human **cause** that's helping that butterfly and the specific **effect** on the animal.

Note: Even though the endpapers contain twelve maps, the black swallowtail does not have an accompanying cause and effect page, so it's best not to include this butterfly in your students' books.

- Activity Sheet 5 asks students to compare and contrast how humans interacted with butterflies in the past and present. Give each student a copy of the worksheet and ask them to complete it.
- Have students write letters to author Melissa Stewart, telling her what they liked best about *A Place for*

Butterflies. If you email photos of the letters to melissa@melissa-stewart.com, Melissa will respond.

- Divide the class into teams of three or four for a game of **Butterfly Boggle**. Choose one butterfly species name and give students three minutes to think of as many words as possible from the letters in the name. One member of each team should record the answers while the others manipulate the letters.

As each group reads its words, other teams cross off any repeats. The team with the most original words wins. Repeat the game with other species names, so that each student has a chance to be the recorder.

ART

Grades K–2

Have students create an image of one of the butterflies in *A Place for Butterflies* and its habitat, highlighting what the animal needs to live and grow. Make materials with a variety of textures available, including paints, magazines, and fabric. Some students might like to use plastic wrap for water or cotton balls for clouds. Encourage them to use their imaginations.

Grades 3–5

Have students look carefully at the background art on each two-page spread of *A Place for Butterflies*. As a class, list all the questions the book's illustrator, Higgins Bond, had to ask herself about each spread before beginning her paintings.

Possible questions include: Where is the habitat? What plants grow there? What time of day is it? What time of year is it? What other animals should be shown? How many butterflies should be shown? What are the butterflies in the illustration doing? Using their list of questions, have students research and create a mural that depicts a natural butterfly habitat in your community.

GEOGRAPHY

Grades 3–5

Have students review the range maps shown on the endpapers of the book and recall all the butterflies that live in your area. Emphasize that the butterflies discussed in this book represent only a fraction of the 2,700 species that live in North America. Have students do research to find out about additional species in your area.

ADVANCED ACTIVITIES

- Have students research organizations that support the protection of one of the butterfly habitats mentioned

in this book. They should contact one organization and find out about its recent work. Students should write a report and deliver an oral presentation about what they have learned.

- Have students make a list of some of the things people do to harm the butterflies that are discussed in this book. Then have them list ways people could change their behaviors to help butterflies. Next, ask students to list some things they do every day that could harm the environment or the animals that share our world. Can they think of ways to modify their behavior? (Possibilities include wasting electricity; wasting water; forgetting to recycle; littering; using straws and heavily packaged foods, such as drink boxes; and throwing out old clothes, games, toys, and bicycles instead of donating them to charities.) Can they think of ways to modify their behavior?
- Have students write a letter to a town official or congressperson asking them to change a policy or make a law that will positively impact the habitat where butterflies live.
- Divide students into teams of three or four and ask each group to pretend it is a news team. They should make a video of a mock news report about a local effort to preserve and protect butterflies or other creatures and/or open space.

RELATED READING

Aston, Dianna Hutts. *A Butterfly Is Patient*. San Francisco, CA: Chronicle Books, 2011.

Davidson, Lauren. *Butterflies for Kids: A Junior Scientist's Guide to the Butterfly Life Cycle and Beautiful Species to Discover*. New York: Rockridge Press, 2021.

Sayre, April Pulley. *Touch a Butterfly: Wildlife Gardening with Kids*. Boston, MA: Shambala Publications, 2013.

Simon, Seymour. *Butterflies*. New York, NY: HarperCollins, 2011.

REVIEWS

“Rich with color and detail, Bond’s paintings of varied ecosystems offer plenty for children to see while they learn the facts about butterflies and the accessible message about conservation.”

—*Booklist*

“Eye-catching and informative.”

—*School Library Journal*

AWARDS

- Green Earth Book Award (nonfiction)
- Bank Street College of Education Best Children’s Books of the Year
- Conservation Book of the Year Award
- Society of School Librarians International Book Awards (Best Book, Science K–6)
- Best Books of the Year Science Books & Film/American Association for the Advancement of Science
- Kansas State Reading Circle Recommended Reading List (primary)



ABOUT THE AUTHOR

Melissa Stewart is the award-winning author of more than two hundred books for children. She has a B.S. in biology from Union College in Schenectady, NY, and a M.A. in science journalism from

New York University. Melissa speaks frequently at schools and conferences for educators.

Melissa-Stewart.com

ABOUT THE ILLUSTRATOR

Higgins Bond, who has illustrated books for children for more than twenty-five years, attended Phillips University in Oklahoma and received a BFA from the Memphis College of Art. She has also created illustrations for magazines and posters, calendars, ads, brochures, figurines, dolls, and individual paintings for various companies. Her school visit presentation, "Yes, It Is Possible to Make a Living as an Artist," is perfect for aspiring artists of any age.



HigginsBond.com

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**For information regarding author appearances, please contact
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A Place for Birds
A Place for Butterflies
A Place for Fish
A Place for Frogs
A Place for Turtles

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Peachtree Teacher's Guide for
A PLACE FOR BUTTERFLIES (Third Edition)
prepared by Melissa Stewart

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A Place for Butterflies

Math: Activity Sheet 1

BUTTERFLY WORD PROBLEMS

Name: _____

Date: _____

1. Anna planted three sunflower seeds in her garden in California. Her mom planted four more sunflower seeds. How many sunflower seeds did they plant all together? _____

2. There were ten Atlantic cedar trees in a swamp in Georgia. Three of the trees died. How many trees were left? _____

3. There were three logs in a forest in Connecticut. Three mourning cloaks rested on each log. How many mourning cloaks were there all together?

4. Twelve eastern tiger swallowtails rested on three cherry trees in Washington, D.C. Each tree had the same number of butterflies. How many butterflies were on each tree? _____

A Place for Butterflies

Language Arts: Activity Sheet 2

MONARCH MIGRATION

Name: _____

Date: _____

1. Use a map and ruler to find out how far a migrating monarch butterfly travels each week.
2. Calculate the distance of its entire northward journey.
3. Determine the average number of miles a monarch travels each day.

Week 1: Augusta, Maine to Boston, Massachusetts Miles: _____

Week 2: Boston, Massachusetts to
Trenton, New Jersey Miles: _____

Week 3: Trenton, New Jersey to Dover, Delaware Miles: _____

Week 4: Dover, Delaware to Richmond, Virginia Miles: _____

Week 5: Richmond, Virginia to
Raleigh, North Carolina Miles: _____

Week 6: Raleigh, North Carolina to
Columbia, South Carolina Miles: _____

Week 7: Columbia, South Carolina to
Montgomery, Alabama Miles: _____

Week 8: Montgomery, Alabama to
Baton Rouge, Louisiana Miles: _____

Week 9: Baton Rouge, Louisiana to El Paso, Texas Miles: _____

Week 10: El Paso, Texas to El Rosario, Mexico Miles: _____

Total miles: _____

Average miles flown daily: _____

A Place for Butterflies

Language Arts: Activity Sheet 3

BUTTERFLY WORD SEARCH

Name: _____

Date: _____

After finding all the words, draw a line around the shape to create a butterfly!

	A	L	V				C	R	M	
	G	U	T		T		Y	F	E	
R	N	L	I		A		L	L	M	S
T	I	E	S	M	P	H	F	U	S	A
R	W	T	I	M	U	C	R	T	W	F
R	A	L	L	I	P	R	E	T	A	C
	I	O	A	G	U	A	T	E	L	
	N	M	S	R	P	N	T	R	L	
	S	A	Y	A	F	O	U	L	O	
	E	N	R	T	O	M	B	I	W	
H	C	N	H	E	R	N	B	U	T	N
C	T	E	C	G	E	A	V	R	A	L
T	A	T	D	D	S	D	L	E	I	F
A	D	N	R		T		G	I	L	I
H	I	A	N		Y		E	G	G	W
	G	C						T	S	
	O	D						P	F	

- | | | |
|-------------|---------|-------------|
| antenna | flutter | migrate |
| butterfly | forest | molt |
| caterpillar | garden | monarch |
| chrysalis | hatch | pupa |
| egg | insect | swallowtail |
| field | larva | wing |

A Place for Butterflies

Language Arts: Activity Sheet 4

NONFICTION TEXT FEATURES MATCH

Name: _____

Date: _____

Text features help readers understand a text. Read the name of each text feature included in *A Place for Butterflies* in the left-hand column. Then, find the correct definition in the right-hand column. Write the letter of the correct definition next to each text feature.

- | | | | | |
|----|--------------|-------|----|--|
| 1. | Bibliography | _____ | A. | This text helps readers learn more about the topic. |
| 2. | Close-up | _____ | B. | This large type contains the most important information in the book. |
| 3. | Text Box | _____ | C. | Gives readers visual geographic clues that help readers know where animals live. |
| 4. | Heading | _____ | D. | Helps readers understand how the author gathered the book's information. |
| 5. | Main Text | _____ | E. | Helps readers see details in something small. |
| 6. | Maps | _____ | F. | Gives readers clues about what they will learn from the text. |



Name of Butterfly: _____

Cause: _____

Effect: _____

A
Place
for
Butterflies

by: _____

A Place for Butterflies

Language Arts: Activity Sheet 5

NONFICTION TEXT STRUCTURES, COMPARE AND CONTRAST

Name: _____ Date: _____

Author Melissa Stewart uses a cause-and-effect nonfiction text structure in the main text of *A Place for Butterflies*, but in the text boxes, she compares and contrasts past human actions to present human actions.

Directions: Find the text boxes listed below. For each text box, compare and contrast then to now.

Example: Mitchell's Satyrs

Then: People drained the swamps where Mitchell's satyrs lived.

Now: People are restoring wetlands and creating new ones, so the butterflies can survive.

Hessel's Hairstreak

Then: _____

Now: _____

Oregon Silverspot

Then: _____

Now: _____

Palos Verdes Blue

Then: _____

Now: _____

Monarch

Then: _____

Now: _____

Harris's Checkerspot

Then: _____

Now: _____

Bonus Question:

Look at the names of the butterflies in the book. Are they written in bold or italic print?