

## A Place for Butterflies

Written by Melissa Stewart and  
illustrated by Higgins Bond

ISBN: 978-1-56145-357-3 | HC | \$16.95

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Ages 6–10 | Science & Nature | Nonfiction

### Book Level Scores

Accelerated Reader | Quiz #: 103132 | Level: 5.4

Reading Counts | Level: 4.5 | Points: 3

Fountas & Pinnell | Level: N | Grade: 3

### ABOUT THE BOOK

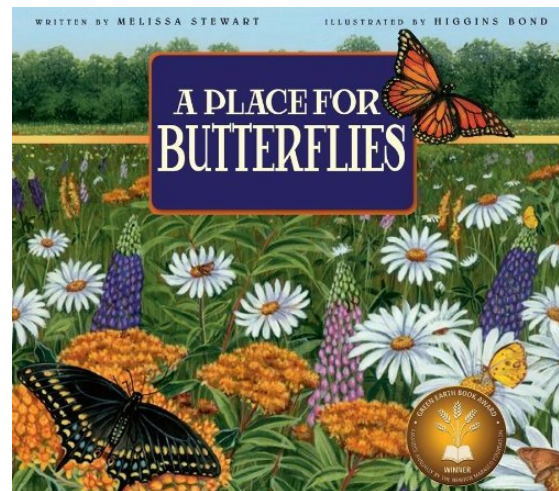
Butterflies fill out our world with beauty and grace. But sometimes people do things that make it hard for butterflies to live and grow. *A Place for Butterflies* clearly yet gently explains some of the ways human action and inaction can affect butterfly populations. The book focuses on eleven North 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 include information about butterfly life cycles, their place in the food chain, and simple things readers can do to help protect and preserve butterflies. The endpapers feature range maps for the entire butterfly species discussed in the book. More than just a book about butterflies, *A Place for Butterflies* opens readers' minds to a wide range of environmental issues. The book's concrete examples of cause and effect show young readers how the choices we make can have far-reaching consequences for butterflies and the many other creatures that share our world.

### SKILLS REINFORCED

- Sequencing & sorting
- Compare & contrast
- Cause & effect

### THEMES

- Butterflies
- Insects
- Life cycles
- Food chains
- Interdependence of living things
- Habitats
- Human impact on the environment
- Plant and animal diversity



### REVIEWS

“Gorgeous artwork shows up-close portraits of each butterfly, as well as a larger, detailed view of its habitat. Good observers will spot each butterfly, egg or caterpillar within the habitat.”

—*Kirkus 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*

“...one of the best informational books about butterflies...Children will be lured in by the beautiful pictures and will come away filled with much new information.”

—*The Carroll News*

### AWARDS

- 📖 Green Earth Book Award (nonfiction) —*Newton Marasco Foundation 2007*
- 📖 Best Children's Books of the Year —*Bank Street College of Education 2007*
- 📖 Conservation Book of the Year Award —*Izaak Walton League of America 2006*
- 📖 Society of School Librarians International Book Awards (Best Book, Science K-6) —*Society of School Librarians International 2006*
- 📖 Best Books of the Year —*Science Books & Film/American Association for the Advancement of Science 2006*
- 📖 Kansas State Reading Circle Recommended Reading List (primary) —*Kansas National Education Association 2007*
- 📖 Young Hoosier Book Award (nominee, picture book) —*Association for Indiana Media Educators 2009-2010*

## NATIONAL EDUCATION STANDARDS

### LANGUAGE ARTS (K–12)

[Language Arts Standards provided by the NCTE.]

#### NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

#### NL-ENG.K-12.3 EVALUATION STRATEGIES

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

### SCIENCE (K–4)

[National Science Education Standards provided by the National Academies of Science.]

#### NS.K-4.3 LIFE SCIENCE

Students should develop an understanding of the characteristics and life cycles of organisms and organisms [in relation to] their environments.

#### NS.K-4.1 SCIENCE AS INQUIRY

Students should develop the abilities necessary to do scientific inquiry and have an understanding about scientific inquiry.

### MATH (preK–12)

[National Mathematics Standards provided by the NCTM.]

#### NM-PROB.PK-12.3 PROBLEM SOLVING

Apply and adapt a variety of appropriate strategies to solve problems.

### TECHNOLOGY (K–12)

[National Technology Standards provided by the International Society for Technology in Education.]

#### NT.K-12.5 TECHNOLOGY RESEARCH TOOLS

Use technology to locate, evaluate and collect information from a variety of sources. Use technology tools to process data and report results. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

## BEFORE YOU READ

### Grades K-2

- Work with students to create a Know-Want-Learn (KWL) chart for butterflies on the chalkboard. Begin by asking students what they Know about butterflies. Write their responses on the board. Next, ask students what they want to learn about butterflies, and record their answers in the chart. Leave the LEARN column blank until you have read the book together.
- Provide a list of vocabulary words and discuss their meanings.
- Look at the range maps on the endpapers and have students identify butterflies that live in your area.

### Grades 3-6

- Have the students discuss the following questions in small groups. Before reading the book, compile the groups' answers on the chalkboard.
  1. What human actions positively affect butterfly survival? Explain how.
  2. What human actions negatively affect butterfly survival? Explain how.

3. Does the survival of butterflies affect the survival of plants and other animals in their habitats? Explain why or why not.

4. List different habitats where you might find butterflies.

5. What do caterpillars and butterflies eat?

- Provide a list of vocabulary words. Have students look the words up in a dictionary or encyclopedia and write a definition. This may be done individually or in groups.

### Grades K-2

- Ask students to listen for answers to the questions listed in the W column of the KWL chart and any other information they'd like to add to the L column.
- Ask students to look for similarities between caterpillars and the adults they become.

### Grades 3-6

- Ask students to think about the answers compiled on the chalkboard. 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

- Fill in the Learn column of the KWL chart. Review the information in the Know column and change anything that is incorrect.
- Discuss any connections students see between caterpillars and adult butterflies. Students should realize that the two life stages look and behave very differently. Make a list of the differences on the chalkboard.

### Grades 3-6

- As a whole class or divided into groups, have students add new information or erase incorrect information on the chalkboard.
- Choose two butterflies in the book and ask students to compare them. Students should consider the insects' sizes, ranges, habitats, and food sources. Explain the usefulness of a Venn diagram (overlapping circles showing similarities and differences) and lead students in creating one.

# CLASSROOM ACTIVITIES

## SCIENCE

### Grades K-2

- Print Painted Lady Butterfly Life Cycle diagram at [www.enchantedlearning.com/subjects/butterfly/sequencingpl/](http://www.enchantedlearning.com/subjects/butterfly/sequencingpl/) or [www.enchantedlearning.com/subjects/butterfly/activities/printouts/paintedladylifecycle.shtml](http://www.enchantedlearning.com/subjects/butterfly/activities/printouts/paintedladylifecycle.shtml).

Have students cut out the four life stages (egg, caterpillar, pupa, and adult butterfly) and place them in order. To reinforce the idea that the life cycle is a continuum and does not stop with the butterfly emerging from the chrysalis, remind students to place the pictures in a circle instead of in a line.

- Print Label the Butterfly diagram at <http://www.enchantedlearning.com/subjects/insects/label/butterfly.shtml>, then have students label and color the pictures of the butterfly's body parts using the word list.

### Grades 3-6

- 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 they discover.

### All Grades

- To help students learn to identify the butterflies discussed in the book, have them play Butterfly Bingo. Make the cards by photocopying the butterfly images on each page or go to [www.zoo.org/bflies\\_blms/bingo.html](http://www.zoo.org/bflies_blms/bingo.html). To win, older students should tell you a fact about each species in their "line."
- If you make two sets of cards, students can also play Concentration. Older students may enjoy the added challenge of matching caterpillars with the proper adult butterfly.

## MATH

### Grades K-2

- Give each student a copy of Activity 2 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.
- Using the pictures in the book, show students that the patterns on butterfly's 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 3-6

- Divide the class into teams of three or four and give each group a copy of Activity 1 at the end of this guide. 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 butterfly. Then ask the children to sort the words by: number of letters in each word, word families, and vowel sounds. Ask the students to alphabetize the words.
- Pass out copies of Activity 3 at the end of this guide and ask students to complete the word search.
- Have students write a "see-saw book" 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 reads: 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 help them organize their thoughts.

### Grades 3-6

- 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.
- Have students read and discuss the following poem:

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

## All Grades

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

## ART

### Grades K-2

- Using yarn and construction paper, oak tag, or wrapping paper, have students make a butterfly life stages mobile. Using strips of construction paper and a stapler or glue, make a paper chain caterpillar. Cut out a circle and use a crayon or marker to add eyes and a mouth. You can visit the following websites to get more free life cycles diagram work sheets.  
<http://www.enchantedlearning.com/subjects/butterfly/activities/printouts/lifecycle.shtml>  
and  
<http://www.enchantedlearning.com/subjects/butterfly/label/lifecycle/label.shtml>
- Many additional art activities are available on the Internet.  
<http://www.enchantedlearning.com/subjects/butterfly/>

## SOCIAL STUDIES

Geography:

### Grades 3-6

Have students study the range maps shown on the endpapers of the book. Ask them to list 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 the 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. {communication skills}
- Have students make a list of some of the things people do to harm the butterflies 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, Styrofoam cups, and heavily packaged foods such as drink boxes; throwing out old clothes, games, toys, bicycles instead of donating them to charities) {cause and effect}

- 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. {synthesis, communication skills}
- Have students write a poem about ways we are helping and harming our world and other creatures. {synthesis}
- 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. {synthesis, communication skills}

## RELATED READING

Carle, Eric. *The Very Hungry Caterpillar*. New York: Philomel, 1981.

Ehlert, Lois. *Waiting for Wings*. San Diego: Harcourt, 2001.

Hamilton, Kersten. *The Butterfly Book: A Kid's Guide to Attracting, Raising, and Keeping Butterflies*. Emeryville, CA: Avalon Travel Publishing, 1997.

Mikula, Rick. *The Family Butterfly Book*. North Adams, MA: Storey Publishing, 2000.

Opler, Paul. *Peterson First Guide to Butterflies and Moths*. Boston: Houghton Mifflin, 1994.

Ryder, Joanne. *Where Butterflies Grow*. New York, Puffin, 1996.

Wright, Amy Bartlett. *Peterson First Guide to Caterpillars of North America*. Boston: Houghton Mifflin, 1998.

## ABOUT THE AUTHOR



**Melissa Stewart** is the award-winning author of more than 100 nonfiction books for children, including *A Place for Fish*; *A Place for Birds*; *A Place for Frogs*; *When Rain Falls*, and *Under the Snow*. Her lifelong fascination with the natural world led her to earn a BS in biology from Union College and a

MA in science journalism from New York University. When Melissa isn't writing or doing research, she enjoys speaking about science, literacy, and the writing process at schools, libraries, nature centers, and conferences throughout New England. She offers school programs, including *Birds, Butterflies, and More*; *Bringing Science to Life with Readers Theater*; and *The Nature of Nonfiction*. For more information about Melissa Stewart's programs, visit her website at [www.melissa-stewart.com](http://www.melissa-stewart.com).

**(Intended audience: Grades K-5)**

## ABOUT THE ILLUSTRATOR



**HIGGINS BOND** has illustrated books for children for over twenty-five years. Her titles include *A Place for Fish*; *A Place for Birds*; *A Place for Frogs*; *Who Has a Belly Button*; *Hey Daddy!*, and *Please Don't Wake the Animals*. Bond 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. She offers a slide show presentation, entitled *Yes, It Is Possible to Make a Living as an Artist*, aimed at aspiring artists and art students of any age. It lasts approximately thirty to forty minutes and concludes with a Q&A session. For more information about Higgins Bond's programs, visit her website at [www.higginsbond.com](http://www.higginsbond.com).

**(Intended audience: Grades 1-12)**

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## Butterfly Math

### Monarch Migration Activity 1

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

Week One: Augusta, Maine, to Boston, Massachusetts	Number of miles: _____
Week Two: Boston, Massachusetts, to Trenton, New Jersey	Number of miles: _____
Week Three: Trenton, New Jersey, to Dover, Delaware	Number of miles: _____
Week Four: Dover, Delaware, to Richmond, Virginia	Number of miles: _____
Week Five: Richmond, Virginia, to Raleigh, North Carolina	Number of miles: _____
Week Six: Raleigh, North Carolina, to Columbia, South Carolina	Number of miles: _____
Week Seven: Columbia, South Carolina, to Montgomery, Alabama	Number of miles: _____
Week Eight: Montgomery, Alabama, to Baton Rouge, Louisiana	Number of miles: _____
Week Nine: Baton Rouge, Louisiana, to El Paso, Texas	Number of miles: _____
Week Ten: El Paso, Texas, to El Rosario, Mexico	Number of miles: _____

Total miles: _____
Average miles flown daily: _____

### Word Problems Activity 2\*

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?

\*Create additional problems as a group and have students give the answers.

**Butterfly Word search**  
**Activity 3**

Name: \_\_\_\_\_

[Please draw line around shape before copying, so it's clear that it is a butterfly.]

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

antenna  
butterfly  
caterpillar  
chrysalis  
egg  
field

flutter  
forest  
garden  
hatch  
insect  
larva

migrate  
molt  
monarch  
pupa  
swallowtail  
wing