



# Butterfly Camo

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**In a nutshell:** After visiting the sanctuary, students will be able to define camouflage and give examples of how different animals at the zoo use theirs to survive. After returning to the classroom, students will review what they learned at the zoo then use this knowledge to camouflage the native classroom butterfly. They have to camouflage their butterfly to hide in the classroom habitat. Students will then hide their butterflies and have partners try to find them. As a result, students will have a better understanding of how animals can camouflage so well and why they do it.

**Grade Level:**

First - Second

**Time Required:**

1 hour

**Materials:**

- One copy of the butterfly picture per student
- Markers or crayons
- Scissors
- Classroom materials (e.g. pencils, chalk, crumpled up paper, crayons, etc...)

**Procedure:**

Review what the students learned on their camouflage tour. Discuss different animals at the zoo that use camouflage and why. One example is the Mexican wolf that has an excellent coat of grayish-red that allows them to blend into bushes. Wolves are able to hide well enough that they can avoid being spotted by pesky humans and sneak-up on animals that they would like to eat, like elk.

After the review, students will use their new knowledge to help them create a butterfly that would be able to hide in their classroom. First, they have to decide what the butterfly eats, where the butterfly is going to live, and if there is anything from which the butterfly needs to hide. Then the students can decide what kind of camouflage to use.

Second, have the students write down the name of the butterfly and why it is camouflaged. For example, "The Pencil Butterfly lives in the pencil box and parts of its body have bits of erasers and pencils on them. They use their camouflage to sneak up on flies to eat, and hide from bears that like to eat them." Use your imagination.

Third, have the students decorate their butterflies the way they have described.

Fourth, place the students in pairs. One member of the pairs will hide his/her butterfly while the other closes his/her eyes. Once the butterflies have been hidden, the members with their eyes closed will be instructed to open them and search for their partners' butterfly. The partner who hid the butterfly can give one hint and then tell their partner if they are hot or cold. Once the searching partner has found the butterfly, have the butterfly's creator tell them what kind of butterfly it is and why it was hiding. Once completed, have the partners switch roles.

Once all pairs have completed both roles, have the students show their butterflies in front of the classroom and talk about how their butterfly uses their camouflage. It is a good way to review what camouflage means and how animals use it. Remember to have fun!

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