

Which Animal Is Which?

Introduction

This teacher's guide helps children learn about some animals that people often mix up. Following the principle of science as inquiry, readers discover the fun of solving the mystery of "which animal is which." As they read, children use critical thinking skills, such as comparing and contrasting, identifying sequence, and making inferences. Readers find out where animals live, how they are classified, how they are alike and different, and how they survive in their special environments.

National Standards

This series supports [Science](#) and [Language Arts](#). Go to www.enslowclassroom.com and/or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Activities linking to the five curriculum areas: Reading/Language Arts, Math, Science, Social Studies, and the Arts, can be found in this teacher's guide. Hands-on activities and a reproducible handout encourage readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide provides a reproducible assessment tool covering comprehension, vocabulary, and inference.

Guided Reading Level: H

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Where to Find More Information About Titles in this Series:

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<u>Titles in this series</u>	<u>Library Edition ISBN</u>	<u>Paperback Edition ISBN</u>
Alligator or Crocodile? <i>How Do You Know?</i>	978-0-7660-3677-2	978-1-59845-234-1
Butterfly or Moth? <i>How Do You Know?</i>	978-0-7660-3678-9	978-1-59845-235-8
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Butterfly or Moth?

Teacher's Guide for [Butterfly or Moth? How Do You Know?](#)

How can you tell a butterfly from a moth? In this book, Brilliant color photographs give readers an up-close-and-personal look to help them readers discover how. The combination of engaging text and interesting visuals supplies hints so readers can distinguish between the two species!

Introduction Read the title aloud and discuss the cover photographs. Browse through a few pages with children. Have them predict what they will learn in the book. Ask: *What do you think the author will tell you about alligators and crocodiles? How will you confirm your predictions?* Help children understand that they can confirm their predictions by reading the book.

Pages 2-3 Read the *Contents* page aloud. Explain that it lists each part of a book and on which page it starts. Choose one entry and have children use the page number to locate it. Have them confirm that the heading matches the words on the *Contents* page. Pronounce the *Words to Know*. Have children repeat them after you. Define each word, and then use each word in a sentence to clarify meaning.

Pages 4-5 Read the text and discuss the photographs. Have children track the text as you read or echo read with you. Let them speculate about which is the butterfly and which the moth. Explain that the author will provide clues to help them know for sure which is which.

Pages 6-7 Read these pages together to establish the 2-page text pattern. Explain that the author compares and contrasts the two animals. Remind children that to compare things, we tell how they are alike; to contrast them, we tell how they are different. Point out the word *antennae* and model how to use picture and context clues to find meaning. *It says there are two and they have knobs, so the antennae must be those things on its head.* Add that each special, colored word in the book is also defined in *Words to Know*. Invite volunteers to tell one way the animals are alike and one way they are different. (Alike: both insects, both smell with antennae; different: butterfly antennae are long, thin, with knobs, moth antennae are short and feathery)

Pages 8-17 Continue to survey the photos, read the text, and ask questions to help children contrast the two animals, such as: *When do moths rest?* (day) *Which has fuzzy scales?* (moth) *Which rests with its wings closed?* (butterfly) *How do moths' dull colors help them?* (let them hide) *What is inside a chrysalis?* (a butterfly pupa)

Pages 18-24 Read *Now Do You Know* and stress how it summarizes the differences. Share the *What a Surprise* page, and then explain how the *Learn More* and *Web Site* information can help children find out even more. Finally, model how to use the *Index* on page 24.

After Reading Prompt personal responses to the book by asking: *Which of the butterflies or moths shown in the book have you ever seen before? Which of those shown is your favorite? Why? What questions do you still have about butterflies or moths?*

Use the activities linking to Reading/Language Arts, Math, Science, Social Studies, and the Arts on the next page. Also, make copies of the Handout and Assessment pages that follow. Read the directions aloud, then let children do the page with you or independently. Give help where needed. **Answers: Handout** (right) **Assessment** 1. A, 2. B, 3. D, 4. A, 5. C, 6. B, 7. C, 8. B, 9. D, 10. A.

P	C	H	R	Y	S	A	L	I	S
R	O	P	Z	B	C	E	G	G	I
E	C	U	W	U	A	Q	Z	X	N
D	O	P	I	T	L	K	Z	Q	S
A	O	A	N	T	E	N	N	A	E
T	N	Z	G	E	S	C	J	Q	C
O	Z	X	S	R	M	O	T	H	T
R	Q	A	W	F	X	L	J	X	F
K	N	O	B	L	Z	O	Z	Q	X
F	U	Z	Z	Y	X	R	F	W	J

The Five Curriculum Activities

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts activity:

Point to and read the sentence on page 18, "It's a butterfly." Write the words *it is* on the board. Explain that we sometimes put two words together to form a shorter word called a *contraction*. Add that an apostrophe takes the place of any missing letter or letters. Write the contraction *it's* next to the *it is* on the board. Say: *It's is short for it is. What letter does the apostrophe replace? (the i in in)* Write another example, *I am*, and have volunteers tell you how to write the contraction *I'm*. Finally, write the following and challenge children to help you form the contractions and tell which letter/letters the apostrophe replaces: *he is (he's)*, *she is (she's)*, *you are (you're)*, *that is (that's)*, *they are (they're)*, *let us (let's)*, *we are (we're)*.

Math activity:

Remind children that butterflies have patterns on their wings. Model using colorful buttons to make a pattern, such as red/blue/yellow/red/blue/yellow. Ask children to tell which color the next button should be in the pattern. Then let children work in small groups to make and extend patterns. Let each group take turns creating a pattern of buttons and choosing a classmate to (1) identify the pattern and (2) add several more buttons to extend the pattern.

Science activity:

Remind children that we use our senses to learn about the world around us. Add that the author uses sensory words to describe the butterfly and moth: *thin, long, thick, smooth, fuzzy, round, bright, and dull*. Gather objects with different textures, shapes, and degree of hardness, such as a velvet ribbon, cotton ball, glass marble, wooden block, metal key, plastic spoon, emery board, and chalk. Pass them around so children can see and feel them, then put them in a paper bag. Let each child in turn reach into the bag, find an object, and describe it, using only the sense of touch and words that tell how it feels. Let the rest of the class guess the object described.

Social Studies activity:

Take children to the Journey North website, <http://www.learner.org/jnorth/monarch>. This site follows the migration of monarch butterflies each winter and spring. You will find an animated map that takes you through the exact north or south movement of the butterflies day-by-day. Have children use the online map as reference, then mark on a large classroom map or globe the flight path of the monarchs. Do they go through your state?

Arts activity:

Have children make butterflies and moths to emphasis the symmetry in nature. Give each child two pieces of paper, one for a butterfly, and one for a moth. Model how to fold one piece of paper in half, then open it and drip several drops of different-colored liquid paint inside. Next, close the paper and rub the top carefully but thoroughly. Then open the paper and show the colorful, symmetrical, butterfly design. Ask: *What colors should I use to make a moth?* Help children conclude that shades of brown would be best. Finally, have children make their own butterflies and moths. After the papers dry, help children cut them in a butterfly and moth shape and add features.

Butterfly or Moth?

Handout

Find-a-Word

The box below shows some words from the book.

ANTENNAE	BUTTERFLY	CHRYSLIS	COCOON	COLOR
EGG	FUZZY	INSECT	KNOB	MOTH
PREDATOR	PUPA	SCALES	WINGS	

The words are hiding in this puzzle, too. Look across and down.

Find the words and circle them.

P	C	H	R	Y	S	A	L	I	S
R	O	P	Z	B	C	E	G	G	I
E	C	U	W	U	A	Q	Z	X	N
D	O	P	I	T	L	K	Z	Q	S
A	O	A	N	T	E	N	N	A	E
T	N	Z	G	E	S	C	J	Q	C
O	Z	X	S	R	M	O	T	H	T
R	Q	A	W	F	X	L	J	X	F
K	N	O	B	L	Z	O	Z	Q	X
F	U	Z	Z	Y	X	R	F	W	J

Butterfly or Moth?

Assessment

Circle the letter that best completes the statement or answers the question.

1. A butterfly smells with its antennae.
 - A. True 😊
 - B. False ☹️

2. A moth has a round knob on each antenna.
 - A. True 😊
 - B. False ☹️

3. Most butterflies _____.
 - A. fly only at night
 - B. rest all day
 - C. cannot fly
 - D. rest at night

4. A moth has a fuzzy coat.
 - A. True 😊
 - B. False ☹️

5. Inside a silky cocoon is a _____,
 - A. butterfly pupa
 - B. chrysalis
 - C. moth pupa
 - D. knob

6. A scale is part of a butterfly's mouth.
 - A. True 😊
 - B. False ☹️

Butterfly or Moth?

7. An animal that hunts other animals is a _____.
- A. caterpillar
 - B. prey
 - C. predatory
 - D. branch
8. To draw a conclusion, you look at the facts and decide what is true. After reading this book, you can conclude that moths open their wings by butterflies do not.
- A. True 😊
 - B. False 😞
9. Which lists the correct life stages of a moth?
- A. egg, cocoon, pupa, adult
 - B. caterpillar, egg, pupa, adult
 - C. pupa, caterpillar, adult, egg,
 - D. egg, caterpillar, pupa, adult
10. An adult moth cannot eat anything.
- A. True 😊
 - B. False 😞