

## Coffee Filter Butterfly Art Lesson Plan

<b>Grade:</b> Kindergarten		<b>Subject:</b> Art	
<b>Materials:</b> Coffee filters (two for each student), markers, water, an eye dropper, small spoon, or a spray bottle and pipe cleaners (one for each student)		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> <b>Modeling</b>		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> VA:Cr1.K.a – Engage in exploration and imaginative play with materials in response to an artistic problem. VA:Cr2.K.a – Create art that represents natural and constructed environments through experimentation. VA:Cr3.K.a – Explain the artistic process while making art.		<b>Differentiation</b> <b>Below Proficiency:</b> For students who may struggle with designing their coffee filters, I will direct them to get help from a peer for guidance in designing their coffee filters. For students who may need help folding their coffee filters, I will first have them ask a peer for help and if they are still struggling, I will then help them fold their coffee filters by folding my own right alongside them so they are able to work on their fine motor skills while watching me model it for them a second time.  <b>Above Proficiency:</b> Encourage students to create a specific design/pattern on their coffee filters Create more than one butterfly Help their peers with the project if needed Answering all the questions asked by the teacher  <b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</b> Auditory – Listening to the directions/content throughout the lesson  Visual – Seeing the teacher create the butterfly during whole group before individually creating their own butterflies  Tactile – The coffee filters and pipe cleaners  Kinesthetic – Moving from whole group to table spots, then back to whole group for review and discussion at the end	
<b>Objective(s)</b> The students will be able to experiment through exploration with the materials given to them to create their butterflies. The students will be able to explain their process of how they are creating their butterfly. By the end of the lesson, the students will create an art project that represents a butterfly using the materials given to them.  <b>Bloom’s Taxonomy Cognitive Level:</b> Understanding, Applying, & Creating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> For this lesson, we will be in whole group on the group rug for instruction then the students will work at their table spots on their art project. Each student will be seated at their assigned spots and will stay in their spots unless otherwise directed. If the students are losing focus throughout the lesson, I will use the management strategy of, “Eyes watching, Ears listening, Voice quiet, and Body calm.” I will point to the first poster and say, “Eyes watching” and the students will continue saying each phrase with me as they will regain their focus and attention. Another strategy I will use to gain the students attention will be: the teacher says, “1, 2, 3, eyes on me.” The students say, “1, 2, eyes on you.” After the instructions are given for the art project, the students will be dismissed to their table spots and will also gather the needed materials for the art project. The students will be dismissed by either the teacher calling on the color spots the students are seated on, or by the color of clothing the students are wearing.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> - The students will stay seated throughout the lesson on the group rug until moving to their table spots where they will then stay seated as well unless otherwise directed - The students will demonstrate “whole body listening” while the teacher is explaining the content - The students will follow the rules of the activity/art project - The students will treat the space they are in and the materials they are using with respect - The students must participate - The students will only work on their art project at their table spots	
<b>Minutes</b>	<b>Procedures</b>		
1-2	<b>Set-up/Prep:</b> The teacher will gather the needed materials before the lesson begins: Coffee filters (two for each student), markers, water, an eye dropper, small spoon or a spray bottle, and pipe cleaners (one for each student).		

## Coffee Filter Butterfly Art Lesson Plan

4-5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>            Use a strategy to gain the students attention and have the students move to the group rug and will sit on their carpet spots <b>OR</b> have them sit on the outside of the group rug</p> <p>Review the Life Cycle of a butterfly:</p> <ul style="list-style-type: none"> <li>• Butterflies goes through a process called metamorphosis</li> <li>• There are 4 stages in metamorphosis (see if the students are able to recall the four stages before explanation):               <ol style="list-style-type: none"> <li>1. Female butterfly lays her eggs on leaves or the stems of plants where the caterpillars grow</li> <li>2. When ready, the caterpillar eats its way out of the egg and starts eating the leaves until it is fully grown</li> <li>3. Once the caterpillar is fully grown, it forms itself into a chrysalis which is where the caterpillar changes into a butterfly where the chrysalis becomes hard and it protects itself from predators and from the weather</li> <li>4. Once the butterfly is fully developed, it comes out of the chrysalis and is ready to fly once its wings are dry                   <ul style="list-style-type: none"> <li>▪ <b>Remind students</b> to recall/think about how exciting it was to see the releasing of the butterflies during school the other day and have them briefly discuss what their thoughts were and what they saw/noticed as the butterflies began to fly away                       <ul style="list-style-type: none"> <li>• Discuss with their thinking partners (Have 3-4 students share afterwards)</li> </ul> </li> </ul> </li> </ol> </li> </ul>
8-10	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b>  <b>The teacher will say,</b> “Today we are going to do an art project where we are going to use coffee filters to create butterflies. I will first explain how you are going to create this art project, then you will all go to your table spots to create your own butterflies.”</p> <p>Directions for the art project:</p> <ul style="list-style-type: none"> <li>• Materials for each student:           <ul style="list-style-type: none"> <li>○ 2 coffee filters</li> <li>○ Markers</li> <li>○ Water</li> <li>○ Eye dropper, small spoon, or sprayer for the water, everyone will share</li> <li>○ 1 pipe cleaner</li> </ul> </li> <li>• Steps for designing the coffee filters:           <ul style="list-style-type: none"> <li>○ You will each have two coffee filters and you will place one on top of the other and then will flatten them out</li> <li>○ Create a colorful design onto the coffee filters (use multiple colors)               <ul style="list-style-type: none"> <li>▪ Notice that you will be coloring on two filters and some of the marker will leak through to the bottom coffee filter which is okay</li> <li>▪ The less white space the better, the brighter your butterflies will be</li> </ul> </li> <li>○ Once the design is created, you will take the eye dropper, small spoon, or sprayer and will drip/spray the coffee filters until both are completely wet, once they are wet <b>STOP</b> adding water               <ul style="list-style-type: none"> <li>▪ If the filters are too wet, they will take a long time to dry</li> </ul> </li> <li>○ Once both filters are dry, you will pull them apart and you will have two very similar looking coffee filters</li> </ul> </li> <li>• Steps for creating the butterflies:           <ul style="list-style-type: none"> <li>○ <b>DO FOR EACH FILTER:</b> <ul style="list-style-type: none"> <li>▪ Fold each one back and forth, accordion style, keep folding until the end so you have two strips</li> </ul> </li> <li>○ Put the two folded strips on top of each other</li> <li>○ Twist the pipe cleaner around the middle so that the two ends point upwards in a big letter “V”</li> <li>○ Pinch the end of each pipe cleaner and curl it outwards to make a small spiral</li> <li>○ Pull apart the folds in the coffee filter to open them up and shape your butterfly</li> </ul> </li> </ul> <p>Student Examples: Appendix A</p>
15-20	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>            The students will now move to their table spots to create their butterflies using the materials provided.</p> <ul style="list-style-type: none"> <li>• The teacher will dismiss the students by the color spots they are sitting on or by the color of clothes they are wearing to go grab their materials and go to their table spots</li> </ul>
3-4	<p><b>Review (wrap up and transition to next activity):</b>            The students will put their materials away then come back to the group rug for a short discussion (Have 2-3 students answer for each question)</p> <ul style="list-style-type: none"> <li>• What was easy? What was difficult?</li> <li>• Did you notice the differences on the two filters on how the marker was darker on the top filter and not as dark on the bottom filter? Why do you think that is?</li> <li>• Did you have to experiment when adding the water to your coffee filters of knowing how much or how little of water to add?</li> </ul>

## Coffee Filter Butterfly Art Lesson Plan

	<ul style="list-style-type: none"> <li>• What happened if you added too much water? What happened if you added too little of water?</li> <li>• Did the colors on your coffee filters combine together after adding the water? Did it work well?</li> </ul> <p>Review questions:</p> <ul style="list-style-type: none"> <li>• What is the process the butterfly goes through? (<b>Metamorphosis</b>)</li> <li>• What are the four stages of the Life Cycle of a Butterfly? (<b>egg, caterpillar, chrysalis, butterfly</b>)</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• Observing the students while they are creating their butterflies: <ul style="list-style-type: none"> <li>○ Answering any questions the students may have</li> <li>○ Check for understanding by seeing if they are able to create and complete the art project</li> </ul> </li> </ul> <p><b>Consideration for Back-up Plan:</b> If the students are unsure of how to create the art project, we will come back as a whole group and I will re-teach what the students are unsure about to better help them understand how to create the coffee filter butterflies.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>After teaching this lesson and looking back at how it went, it went well and was fun to teach. I love doing arts and crafts so it was great to be able to teach an art lesson to the students which I enjoyed doing. The lesson went well for a few reasons. First, the students were able to recall some previous content they had learned about the process the caterpillar goes through to become a butterfly which is metamorphosis and were able to tell me the four stages of the life cycle of a butterfly without prompting. The students did not say the stages in order, but they knew what the stages were which is important. Second, the students were able to follow the steps of how to create the butterfly by having them say the steps back to me after I explained each one before beginning their art project. This helped me know that the students were following along and paying attention because they were able to say what each step was in order to be able to complete their butterfly. Third, the students were able to complete their butterfly art projects step by step with minimal reminders of what they were supposed to do after completing a step. There were a few steps to this art project so some of the students needed to be reminded of what to do next where they were directed to ask a peer or look around the classroom to see what their peers were doing after that step. If the students were still unsure, the teacher then reminded them. Lastly, the overall outcome of the art project was great because each student was able to design their coffee filters how they chose to then took the two filters and created them into their own unique designs. It was neat to see how each butterfly was different even if the same colors were used. Some of the students created a pattern, the rainbow, drew a picture or shapes, placed dots all over or just colored the filters however they chose. I enjoyed watching the students create their butterflies and how they were each unique in their own ways.</p> <p>From this lesson, the students learned a couple of new things while also building upon their fine motor skills and recalling upon previously learned knowledge. The students first learned how to explain the process of creating a butterfly for this art project by stating each step that needed to be completed in order for the butterfly to be created. Second, the students learned how to create a butterfly from the materials provided by first watching me model how to create it, then went on their own and created their butterfly by completing each step. I know the students learned from this lesson because their end product was supposed to be a butterfly and each student was able to complete the creation of their butterfly. The students built upon their fine motor skills through creating a design on the coffee filters with the markers, folding the filters after they were dry, adding the pipe cleaner to the filters by pinching and twisting, then pulling apart the filters to create the wings of the butterfly. The students have been working on their fine motor skills throughout the school year and this was another fun way for them to work on their skills without even knowing it. The students were able to recall upon previously learned knowledge at the beginning of the lesson when talking about the process and the life cycle of a butterfly which they have learned previously about through science, books, and observing the life cycle of a butterfly in the neighboring classroom where they had caterpillars that turned into butterflies.</p> <p>There are five things that I would change/add to this lesson if I were to teach it again. First, I would change this lesson into a two-part lesson where the students would first flatten, color, and spray the coffee filters with water to let them dry, then after they are or close to being dry, I would bring the students back to whole group and re-explain the remaining steps to create their butterflies by re-modeling how to fold and add the pipe cleaner to the filters at the end. This will allow the students to know what to expect to do for each step and will also help remind them of what to do for the remaining steps of the art project when coming together as a whole group again. Second, after I taught the lesson to the students and had them begin to create their filters, I forgot that the students have to have something to do while their filters are drying which I did not think of. I knew that the filters had to dry before they would get folded, but I did not think about having the students do something else while they were waiting. When Mrs. Garaas brought this to my attention and gave me a few ideas, I gave the students three choices which were drawing a picture of either butterflies or chicks, coloring a picture, or reading a book to choose from two book bins or from the book shelf. This gave something the students to do while they were waiting for their filters to dry. Third, to help the students remember each step without having to ask a peer or the teacher, I would write each step on the white board and draw a simple picture next to each step so the students would have a visual of what to do for each step along with knowing what would come next after completing each step. Fourth, depending on time and how fast the students are finishing designing their coffee filters, I (the teacher) would spray the filters with water for the students so they would not be taking up a great amount of time where there is a line for the students waiting to spray their filters. This would help with the</p>	

### **Coffee Filter Butterfly Art Lesson Plan**

management of the classroom along with the students not spraying too much water on their filters and the colors do not combine as well or combine too much. Lastly, I would have the students do an art gallery walk of looking at each students design on the coffee filters while they are drying before beginning the folding process which I did implement during this lesson and it went well. The students enjoyed seeing each of their peers' work and how they designed their filters differently. After doing the art gallery walk, I had the students come back to the group rug for a couple minutes to discuss what they saw and noticed. I also told the students of what was expected of them while looking at the designs which was to walk in a straight line and were not able to touch any of the designs, just to look with their eyes. I am glad I implemented the art gallery walk last minute because the students enjoyed seeing the different designs and told their peers what they liked about each one and how they were different from one another.

**Coffee Filter Butterfly Art Lesson Plan**  
Artifacts – Appendix A



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