

## NEWS RELEASE

UF/IFAS is all about the bugs

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GAINESVILLE, Fla. --- The University of Florida campus is aflutter with activity as it gears up for Bug Week 2015, with various online and campus activities for students of all ages and their families.

"Bugs are serious business in Florida," said Jack Payne, senior vice president for agriculture and natural resources. "Learning about bugs, though, should be fun. That's why we have Bug Week."

Bug Week 2015 is scheduled for May 18-23. To get started, check out the Bug Week Webpage at: <http://bugs.ufl.edu/>. UF/IFAS has a number of online resources there to explore including bug photos, a "Bug of the Day," and "Bug Word of the Day." Citizen science projects - in which anyone can participate - are on the webpage, along with videos about everything from ants and butterflies to spiders and ticks.

UF/IFAS is also encouraging people to post their best bug photos and - new this year - photos of original artwork during Bug Week on the UF/IFAS Facebook page (<https://www.facebook.com/UFIFASNews>), Twitter (#UFBugs), or email them to [socialmedia@ifas.ufl.edu](mailto:socialmedia@ifas.ufl.edu). Facebook users are encouraged to change their profile pictures to their favorite insect for the week. Teachers and parents can find fun and engaging lesson plans for all grade levels.

At [bugs.ufl.edu](http://bugs.ufl.edu), you'll also find information on UF/IFAS' world renowned Department of Entomology and Nematology, the kinds of things their scientists study and how to become one.

Finally, clues for the UF/IFAS annual Bug Week Scavenger Hunt, scheduled for May 23 at The Florida Museum of Natural History and neighboring Samuel P. Harn Museum of Art, will be posted the morning of the hunt.

"Humans have a complicated relationship with bugs. On the one hand, some species spread disease and threaten the existence of our citrus industry, but they also pollinate our crops and help us gauge the health of our environment," Payne said. "We hope people will take advantage of our expertise so they can better protect themselves against bug threats and more deeply appreciate the benefits of bugs."

**FOR TEACHERS:**

**Butterfly Adaptation Lesson Plan**

**By Kim Baxter, 7th grade Advanced Life Science, Lincoln Middle School, Alachua County**

Middle School Science (but could be adapted for lower or higher grades)

**Sunshine State Standards or Common Core**

SC.7.L.15.2 – Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

**GRADE LEVEL ADAPTATION:**

**Grades K-3** - Can just do the coloring part of the assignment.

**Grades 4 and 5** - Can answer a few teacher-selected questions from the worksheet

**Grades 9-12** - Can research various species of butterflies to discover which ones have adapted to their environment and why

**Essential Question:** Students will understand how genetic variation can protect a species from predators.

**Lesson:**

On the first day, teams of students receive a butterfly to color so that it is camouflaged somewhere in the classroom. They place their names or team name on the back of the butterfly. Posters, walls, etc. can be used as a background. They can't place butterflies behind anything. A few days later, the kids will turn into "butterfly hunter" birds and they will "eat" a butterfly that they find (taping it to the assignment sheet). Hopefully, by the end of the day it will be difficult for the students to find a butterfly to eat, which will model how camouflage benefits a species. They will see how the butterflies that have a genetic adaptation that allows them to blend in better can live longer and pass those adapted genes on to more offspring.

**I DO:** Present a butterfly that the teacher has colored to show the meaning of camouflage

**WE DO:** Students work in teams to find a background to mimic on their butterfly and color in their butterfly.

**THEY DO:** Several days later, students work in teams to find a butterfly to eat and then answer all the questions on the worksheet.

**ASSESSMENT:** Teams explain their thinking behind the background and placement they chose. Students whose butterflies were not found receive a higher grade.

**Butterfly Camouflage Activity Day 1**

Decide which ONE of the butterflies below you want to work with and cut it out.

Your goal is to choose a place in the classroom where the butterfly will “land” with wings open. It cannot be hidden behind anything. It must be out in the open. Color your butterfly so that it is as camouflaged as possible. Tape your butterfly into place.



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## Butterfly Camouflage Activity Day 2



You and your classmates are birds, trying to find a butterfly to “eat!” You will have 3 minutes to find and take **ONE** butterfly that you see. Attach the butterfly to this sheet. This is simulating you “eating” the butterflies. **After you have your butterfly, answer these questions. Use sentences where appropriate.**

1. Is the butterfly the “predator” or the “prey”? \_\_\_\_\_ What makes you say that? \_\_\_\_\_

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2. Are you the “predator” or the “prey”? \_\_\_\_\_ What makes you say that? \_\_\_\_\_

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3. Which butterflies do you think were “eaten” first and why? \_\_\_\_\_

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4. Describe the camouflage (or lack of) of the butterfly that you “ate”. \_\_\_\_\_

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5. Do you think earlier classes would have an easier or harder time finding butterflies to “eat”? \_\_\_\_\_

Why? \_\_\_\_\_

6. Do you think later classes would have an easier or harder time finding butterflies to “eat”? \_\_\_\_\_

Why? \_\_\_\_\_

7. Do you feel like you had any advantage over your classmates for finding a butterfly to “eat”? \_\_\_\_\_

If so, what was it? \_\_\_\_\_

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8. Describe any advantages others may have had over you. \_\_\_\_\_

Tape the butterfly you “ate” here →