



CLAUDIA & Moth

TEACHER'S GUIDE

Created by Marcie Colleen
Based upon the picture book
by Jennifer Hansen Rolli



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Jennifer Hansen Rolli

Author-Illustrator

Jennifer has been painting since the day her father bought her a professional painter's box at a very young age. She went on to become a designer and illustrator and enjoyed her design firm in Philadelphia for many years. But, after her third child, she had fallen in love with the all picture books she was reading and started making up stories and pictures of her own. *Claudia & Moth* is her second picture book, after *Just One More*, which went on to become a 2015, 2016 and 2017 selection for Dolly Parton's Imagination Library. Additional publications of *Just One More* include Scholastic Book Club, a board book coming in 2018, and a new version in Chinese! Next up, Jennifer is the illustrator of *How to Trick the Tooth Fairy* (Spring 2018) with author Erin Russell, co-author of the Dork Diaries. Today Jennifer writes, illustrates and still paints, exhibiting her work in several galleries along the northern east coast (which keeps her busy during those long approval periods in the children's book world).



Marcie Colleen, Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and an MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *Claudia & Moth* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Claudia & Moth* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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English Language Arts

Reading Comprehension

Before reading *Claudia & Moth*, help students identify the basic parts of a picture book: front cover, back cover, title page, spine, and end papers.

The Front Cover~

Describe the cover illustration.

- What do you see?
- What do you think the child is doing?
- Mimic what the child is doing. How does it make you feel? What do you think she is thinking? How does she feel?
- Can you guess what the story might be about? What clues can you find?

The Back Cover~

- Read the phrase on the back cover.
- Explain this phrase in your own words.

The Title Page~

- Describe what you see on the title page.
- Do you see any moths? Describe where.

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Describe some of the butterflies that Claudia finds.
- Why do you think her mother says, "it wouldn't be right" to bring a butterfly home?
- How does her father suggest she "bring them home?"
- When summer ends, why do you think Claudia doesn't feel like painting anymore? What does she do with her paint box?
- Who does Claudia find when she is looking for a sweater?

- What does Claudia do to Moth? She says it “might not be right.” What do you think?
- When does Moth sit quietly? How does the scene outside her window change throughout the book?
- What draws Moth outside? Why does Claudia decide to paint a picture of Moth? How is this different from painting on him?

Let’s talk about who made *Claudia & Moth*.

- What is an author?
- What is an illustrator?
- Jennifer Hansen Rolli is the author-illustrator of *Claudia & Moth*. What does that mean she did to create the book?
- Jennifer is also a painter, just like Claudia! Visit her at www.jenniferhansenrolli.com to see her work.

Now, let’s look closely at the illustrations.

- Can you find:
 - A magnifying glass.
 - A pug dog.
 - A mail carrier.
 - A butterfly pillow.
 - A snow butterfly.
 - Just One More book by Jennifer Hansen Rolli.
 - A yellow handprint.
 - A new sweater, hat, and mittens without holes.

Writing Activities

Who is Claudia? ~ Character Study

Claudia is a city kid who finds challenges in the winter.

How a character acts can tell us a lot about who she is.

Read *Claudia & Moth* paying close attention to the character of Claudia. Scene by scene, record your thoughts, as in the chart below.

What Claudia does.	How would you describe Claudia?
Example: Makes paper butterflies to hang from her ceiling	Artistic, whimsical, inventive.

After gathering information regarding Claudia’s character, write a new scene for *Claudia & Moth*. What would Claudia do in one of the following situations?

- Claudia finds a caterpillar.
- Claudia goes shopping for a new sweater.
- Claudia plans her birthday party.
- Claudia is stuck inside on a very rainy summer’s day.

Nature Journaling

“Instructions for living a life. Pay attention.

Be astonished.

Tell about it.”

Mary Oliver, *Mornings: Poems*. Penguin Books. 2013

As a class, discuss the poem.

- What might the poem mean, in your own words?
- Do you think Claudia follows the advice in Mary Oliver’s poem? Why or why not?
- Show examples of “paying attention” in *Claudia & Moth*.
- Show examples of being astonished.
- How does Claudia share her experience with others?
- In what ways can you follow Mary Oliver’s advice?

Create a Nature Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing). Add on top a piece of blank paper for the cover.

- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- Copy Mary Oliver’s poem onto the cover sheet and decorate.

You are now ready to head outside and observe nature.

- Find a “sit spot” outside where you can sit quietly and observe. Be sure to have your Nature Journal and something to write with. You may use colored pencils, crayons or markers if you prefer.
- Sit for at least fifteen. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?”
- Find something you want to write about or draw and record it in your Nature Observation notebook.
- Continue to observe nature in the same spot, fifteen minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

“Tell about it.”

- Share your notebook with the class.
- What did you find when you paid attention?
- What did you feel? What did you smell? What did you hear? What do you see?
- What astonished you?
- If you were to continue observing nature, what spot would you choose? Why?

For further nature exploration, check out *The Nature Connection: An Outdoor Workbook for Kids, Families, and Classrooms* by Clare Walker Leslie (Storey Publishing 2010)

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Claudia & Moth* to life in your classroom and have fun with speaking and listening skills!

Choral Reading

- Turn *Claudia & Moth* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

Drama

- Create a TV commercial to encourage people to read *Claudia & Moth*.

Language Activities

Seasons Vocabulary

As a class, create a list of words associated with each of the four seasons.

Then create a classroom display, using a bulletin board or large piece of paper. Decorate using drawings of the four seasons and the list of vocabulary words.

Optional: Introduce the months of the year, as well, and add those to the display under the appropriate seasons.

Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on *Claudia & Moth* or any other book of study.

- 1) Claudia spies five blue butterflies on a rose bush. One of the blue butterflies flits away. How many butterflies are left on the rose bush?

$$(5-1=?)$$

- 2) Claudia paints four butterfly portraits while at the park. When she gets home she paints three more butterfly portraits. How many butterfly portraits does Claudia paint?

$$(4+3=?)$$

- 3) Claudia paints with six different colored paints. But she uses up five of the different colored paints. How many paint colors does Claudia have left?

$$(6 - 5 = ?)$$

- 4) With a swoosh of her net, Claudia catches two pink butterflies. She swooshes again and catches one more butterfly. How many butterflies does Claudia catch in her net?

$$(2 + 1 = ?)$$

- 5) Claudia watches as nine snowflakes fall on her mittens. Seven of the snowflakes quickly melt. How many snowflakes are still on her mittens?

$$(9 - 7 = ?)$$

The Butterfly Scavenger Hunt

This scavenger hunt will help students sharpen observational and counting skills.

- Create several paper cut-outs of different colored butterflies.
- Number each different color set from 1-5.
- Hide these cut-outs around the room.
- Assign students a certain color butterfly.
- Ask students to find their set of butterflies numbered 1-5. If a student sees a butterfly they are NOT collecting, he/she must leave it for another student to find.
- The first student to find a butterfly 1-5 sequence, wins.

Symmetry of Nature Activity

Introduce symmetry in shapes like a square, circle or triangle.

Define and discuss the line of symmetry, as well as the concept of a shape having more than one line of symmetry or no line of symmetry at all.

Using die-cuts from colored paper, have students fold the shapes along their line of symmetry.

Display the shapes with the folded line of symmetry on a bulletin board tree, dubbed a "symme-tree".

Snowflake Symmetry

No two snowflakes are alike, but they do have symmetry!

Using a blank sheet of white paper, students will fold it in half and cut a shape freehand into the paper from top to bottom.

Unfold to reveal a unique, yet symmetrical snowflake!

Butterfly Symmetry

Give each student a white paper cut out of a butterfly.

Students should draw a line down the middle of the creature, or do it for them ahead of time. This line is the line of symmetry.

Then, using crayons or colored pencils and challenge the students to color the butterfly's two wings in a symmetrical fashion.

OR

Using heavy paper, create large cut outs of butterflies.

Each student will fold their butterfly in half.

Then, unfold the paper and use finger paint to create a pattern on one wing of the butterfly, then refold the paper, pressing the paint onto the blank side of the sheet of paper.

When the butterfly is then unfolded, each wing will be symmetrical.

Allow to dry thoroughly before displaying.

A Year with Claudia ~ a calendar counting activity

Claudia probably spends the winter months counting down the days until her beautiful butterflies reappear.

A calendar can be a great way to introduce number recognition, counting and number sequencing.

Show the class a calendar. Ask for volunteers to point to different features, including the year, the names of the days, and the names of the months. Then use the calendar for some whole-class counting exercises.

- Count the number of days in a week.
- Count the number of days in a month.
- Count the number of months in a year.
- Leaf through the calendar to see if all the months have the same number of days.
- Count backwards as you point to the numbers on a page in reverse order.

Once students are familiar with the calendar, cut out all the pieces of the calendar and have the class re-create it.

Add holidays and class birthdays to the calendar.

Science

Butterfly and Moth Research Project

Create two teams: Team Butterfly and Team Moth. Both teams will be responsible for Internet research regarding their assigned creature.

Information to be gathered must include:

- Type of creature
- The life cycle (see the Life Cycle handout in the Appendix)
- What it eats
- Where it lives
- Draw a picture of the creature
- Write three words that describe your creature

- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all the needed research is done, students must create a poster visual with all the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw their creature, and include the facts they have researched.

BONUS: Both teams can compare their information, creating a list of commonalities between butterflies and moths, and differences.

For example:

- Body fuzzy vs. not fuzzy
- How they hold their wings
- Where do moths go during day?
- Where do butterflies go at night?
- Antennae? Yes or no?

Seasonal "Weather!" game

Think of each of the four season.

What are some of the activities you do most in each season? (Going to school, playing football, raking leaves, etc. in fall; swimming, going to camp, etc., in summer; playing Little League, planting a garden, etc., in spring; shoveling, skiing, playing hockey, etc., in winter.)

What kinds of weather do we tend to have in each season? (sunshine, thunderstorms, heat in summer; fog, hurricanes, cool in fall; snow, sleet, icy winds in winter; rain, warmth in spring.)

1. Pick a season to start the game.
2. Think of an activity that is done in that season and begin to act it out.
3. When the teacher calls out typical seasonal weather, like "thunderstorm!" everyone must react appropriately.

Repeat this with each season.

Optional: put a lot of stress on the senses. What does the weather sound like? Feel like? Does it have a smell? A taste? What do you see?

Where Do Butterflies Go in the Winter?

There are approximately 20,000 different species of butterflies in the world. While some butterflies hibernate in trees or spend the winter as caterpillars or pupa, others migrate South to warmer climates.

Through an Internet search, find out where these butterfly species spend the winter:

- Tawny Emperor
- Red-spotted Purple
- Viceroy
- Swallowtail
- Mourning Cloak
- Monarch

Create a poster of a winter scene and place the butterflies where they can be found.

BONUS: Conduct a library and Internet search for information and maps on Monarch Migration. Several videos from Mexico and short documentaries can be found on YouTube.

Claudia's Eye for Nature

Nature is beautiful art. Claudia painted this nature, in the form of butterflies, in larger-than-life view.

Go on a nature walk around the school or ask students to take a nature walk in their neighborhoods and gather pieces of natural art that they find. Acorns, leaves, flowers, petals, rocks, etc. Be sure to point to not pick or harm any growing/living thing to gather items.

Once items have been gathered, take time to look at each item closely.

What are the shapes that make up this piece of nature?

What are the different colors?

Are there small details that you didn't notice before?

Show the class examples of Georgia O'Keeffe's flower paintings. As the children look closely, tell them about her life and her work.

Resources for O'Keefe's work:

Through Georgia's Eyes by Rachel Victoria Rodriguez and Julie Paschkis (Holt 2006)

My Name is Georgia: A Portrait by Jeanette Winter by Jeanette Winter (HMH 2003)

<https://www.okeeffemuseum.org>

<https://www.georgiaokeeffe.net>

Explain that making something larger than life catches our attention and causes us to look more closely.

- Each student should choose one item to paint. (*see Make Your Own Paint, below, for added activity*).
- Using pencils, have the children draw the basic outline, or outer edge, of their item on a giant piece of craft paper (which comes on a big roll). Encourage them to draw the outline so big, like Georgia, that it touches or even goes off the edge of the paper.
- Have students paint their item, closely observing the variety of colors, textures and details.
- When the paintings are completed, the students should paint the backgrounds.

Display the paintings in a classroom gallery.

Make Your Own Paint

Jennifer Hansen Rolli paints with oil paint, which needs to be mixed with turpentine and linseed oil. And for her illustrations, she paints on brown craft paper which comes in large rolls.

Students can get creative before they even put brush to paper with this DIY paint project.

You will need:

One cup of salt

One cup of all-purpose flour

One cup of water

Measuring cups

One whisk

One spoon

One package of food coloring

Several bowls (Large yogurt and sour cream containers work great! You will need one bowl per color that you want to create.)

Instructions:

1. Set all the bowls out in a row.
2. Add one cup of all-purpose flour to each bowl.
3. Add one cup of salt to each bowl.
4. Fill the measuring cup with one cup of water. Warm water works best.
5. Slowly pour in a third of the water with one hand and whisk the mixture with the other. Make sure to get the flour at the bottom of the bowl, to eliminate lumps in the paint.
6. Continue this process until all the water is in each bowl.
7. Add the food coloring.
8. Mix thoroughly with the spoon.
9. Continue this process for each bowl/color. Be sure to wash the spoon between each bowl so the colors do not mix.

SCIENCE BONUS: After students have measured everything up and are ready to make bright colors that pop, pull out a color wheel to guide in color creations. Once they begin adding the food coloring, they can see what colors they need to add to get colors that are not included in the food coloring package. Remember, yellow and blue make green!

BE LIKE JENNIFER! Once students have created the paint they can roll out some brown craft paper and paint their own large paintings.

Social Studies

Dealing with Disappointment and Change

Students sometimes have difficulty dealing when things don't turn out the way that they hoped. It may seem like the end of the world. Like when Claudia was disappointed that the butterflies went away for the winter. She reacted by putting her paints away.

Here is an activity to help students deal with disappointment.

- Fill a glass halfway with a colored liquid.
- Ask the students to say whether the glass is half-empty or half-full. Quickly they will conclude that it could be either.
- Explain that how you see things, your point of view, is called your “perspective” or “attitude.” The glass can be either half-empty (negative attitude) or half-full (positive attitude).
- Ask for examples of how perspectives and attitudes can influence the way someone sees everything.
- What was Claudia’s attitude when the butterflies went away for the winter?
- Look closely at the illustration with “And once winter arrived, there was truly nothing left to paint” in *Claudia & Moth*. What do you see? How could Claudia change her perspective on winter? Did she ever really stop creating? (Hint: look for the butterfly!)
- When Claudia noticed her winter clothes had been nibbled, how did she feel about them? Ask how they would feel if someone ate their clothes?

Write a letter to someone who is feeling disappointed. Explain how it can help to look at things from a more positive perspective. Use *Claudia & Moth* as evidence where applicable.

A Public Mural

Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to bring about tighter community.

Look up examples of public art on the Internet: examples in subways, under bridges and in parks. Be sure to find examples of traditional murals painted on walls, but also sculptures and knit-bombing.

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

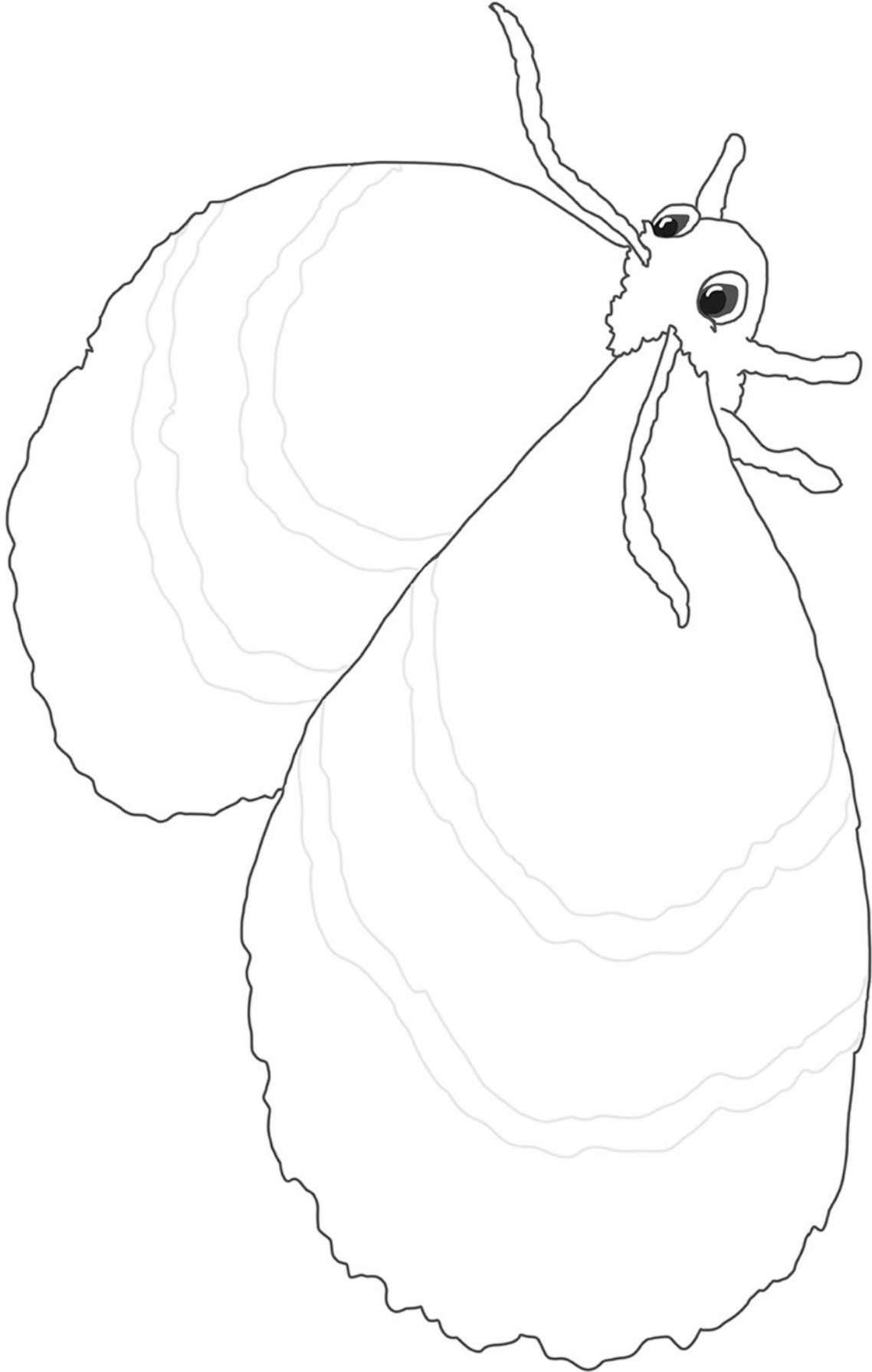
Students can make their own piece of public art for the school community!

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called "Bringing Butterflies Home" that can be created in this space.
3. Brainstorm how this mural can build community.
4. Involve as many people as possible in the creation.

Additional Challenge: In addition to examples of traditional murals painted on walls, learn about a kind of public art that moth would love—yarnstorming! (For a fun introduction and lots of photos of yarnstorming check out <http://knitthecity.com/yarnstorms/>).

Students can engage in actual knitting with the aid of an adult. Perhaps a parent or grandparent could be invited into the class for a simple knitting lesson.

Or "finger knitting" is a possibility. For more on finger knitting, visit <http://www.montessoriworksblog.com/2013/04/12/finger-knitting/> or http://www.maggiesrags.com/tips_fingerknit.htm.



CLAUDIA
& Moth

MOTH



eggs



larva/caterpillar



cocoon/pupa



adult

BUTTERFLY



eggs



larva/
caterpillar



chrysalis
pupa



adult

LIFE CYCLE

