

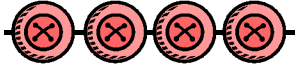


BUTTON, BUTTON, WHO'S GOT THE BUTTON!

a K - 1 mini-unit with maxi thinking!

- ❖ This mini-unit includes activities and thinking on varied levels of Blooms Taxonomy, as well as multiple intelligence options and opportunities for creative and critical thinking.
- ❖ Originally, the pages were cut apart and made into a booklet for each student completing the activities. However, you may choose to enlarge each page and put it on a poster, the bulletin board, cube, etc. The number of buttons on the top may show the order for completion, but you may choose to have students complete the tasks in a different arrangement or select certain ones in a tiered fashion based on readiness, interest, etc.
- ❖ Materials you will need to prepare:
 - booklet or display for students to view activities - a cover option is included
 - ziplock bags with 25 - 30 varied types, sizes and colors of buttons for each participant
 - crayons, colored pencils, pencils
 - Where, Oh, Where Has This Button Been? activity sheet - included
 - Teacher record keeping chart to record comments and completion of activities - included
 - paper appropriate for student writing

Remember - you need to prepare the students for these activities if they are to be successful. You may also add to the activities to tier for your students who are able to read and write. Discuss the behavioral expectations, as well as the materials, goals of each task and procedures. I'd love to know how it worked for you and your students!



4 - Buttons and You!

How many buttons are you wearing today?

What else do you need for your buttons to work?

What shapes are your buttons?

How many holes do your buttons have?

Why do most buttons have holes?



1- Let's have some learning fun with buttons!

List as many places as you can think of where you might find buttons used.



7 - Button, Button, Who's Got the Button?

Button, Button, Who's Got the Button? is an old game played by kids for years. Learn to play the game in class. Then, share the game with your family and friends.

Button Phrases!

There are many phrases that use the word "button" but may, or may not, have the same meaning as we think of button. Ask Mom or Dad, or adult, about what the 2 phrases below mean and tell the meanings. You may use the back of the paper to write your answers if you need more room. Just use the numbers so we know which phrase you are talking about.

1. "Button your lip."

2. "Button up."

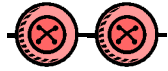


8 - Button ABC

You know your ABCs! Look at the list of words below that are "button friendly" words. Put them in ABC order in a list on each line. Remember, you will use the first letter to decide the order.

hole	button	thread	edge
coat	shirt	pants	needle

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



2 - Button Attributes

Not all buttons have the same color, size, shape, texture or purpose. Get a bag of buttons from your teacher. You may use other paper if you need more room.

1. How many buttons are in your bag? __

First, sort the buttons in the bag by size.

2. How many are the biggest? _____

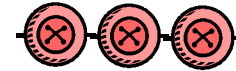
3. How many are medium size? _____

4. How many are the smallest size? __

Next, sort the buttons in another way.

5. What new way did you sort?

6. What are your new piles? How many buttons were in each pile?



3- Button Words

Use your button word thinking cap and create a word that starts with each letter of the word button.

B _____

U _____

T _____

T _____

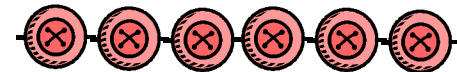
O _____

N _____



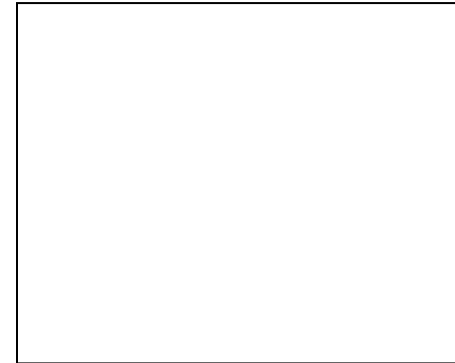
5 - Button Balance

Collect 3 buttons from your bag. Try to balance each button on its side. Can you balance any of them? Why or why not?



6 - Create a Button

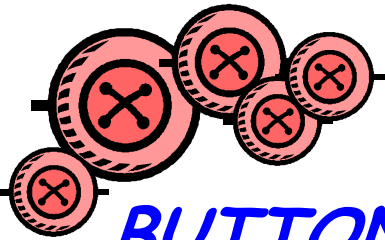
Create new button designs of your own in each of the boxes below. On the line, tell on what kind of clothes you would use your new buttons. Use your imagination and color!



for _____



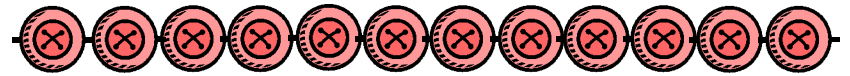
for _____



BUTTON, BUTTON, WHO'S GOT THE BUTTON!

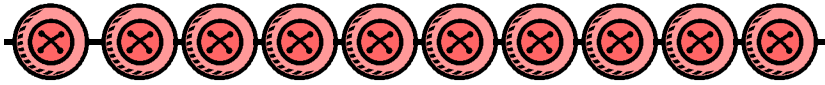
**A mini-unit with
maxi thinking!**

Name: _____



**12 - Write, tell your
teacher or record your
answers to the 3 questions.**

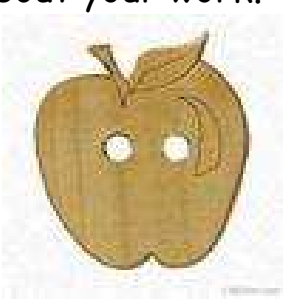
1. What is one thing you learned from the button activities?
2. If you could choose 1, which was your favorite activity? Why?
3. Imagine you had more time to create a button activity. What else would you like to know about buttons?



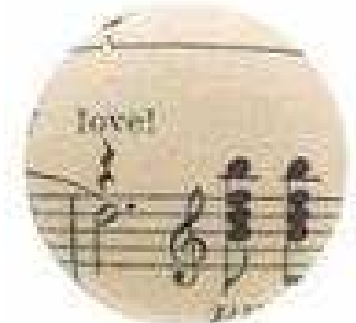
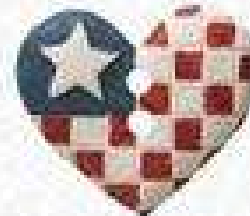
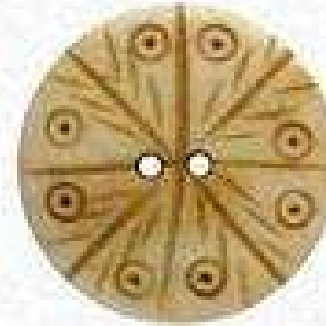
10 - Where, Oh, Where Has This Button Been?

On the next page are pictures of different buttons. Select at least 2 of your favorite button pictures, cut them out and glue them on the **Where, Oh, Where Has This Button Been?** activity sheet.

Decide where you think each button has been, or has fit best, and design a picture below it to show your ideas. Think outside the box and be creative! When you are done with your drawing, write about or tell someone about your work.



10 - Where, Oh, Where Has This Button Been? pg.2





10 - Where, Oh, Where Has This Button Been? Activity Sheet

NAME: _____

Button Picture 1

Button Picture 2

My Picture

My Picture



9 - Other Buttons Scavenger Hunt!

Go on a scavenger hunt to find the most fun, unique, colorful, weird, old, buttons you can. Be sure to ask before you take any buttons from home. Bring them to school.

Decide on a new activity you would like to create using your buttons. Tell your teacher your idea to get the OK and materials to go on. Some ideas might be:

- determine the size or weight of your buttons and record what you find
- design a game using your buttons
- create a sculpture or jewelry
- imagine you are the buttons and create a day in the life of your buttons. Write or act out your story
- create an activity idea of your own



11 - Button Melodies

Be brave and think of buttons in other new ways. Think about #1 and then go!

1. How is a button like music?
2. Connect to buttons and our world by learning the song verse below to the tune of *Twinkle, Twinkle Little Star*.

Button, Button you're so right
at keeping my clothes nice and tight.
Red or blue or some fun kind
Buttons you are on my mind!
Button, Button you're so right
at keeping my clothes nice and tight.

2. You have been asked to create a song buttons that will be used in an ad. You may use a tune you already know and use your own words, or write your own melody. Record, or perform, your song for the class.



*Button, Button,
Who's Got the
Button?*

Completion Chart

NAMES

										1. Learning Fun With Buttons
										2. Button Attributes
										3. Button Words
										4. Buttons and You
										5. Button Balance
										6. Create a Button
										7. Button, Button, Who's Got the Button
										8. Button ABC's
										9. Other Button Scavenger Hunt
										10. Where, Oh, Where Has This Button Been?
										11. Button Melodies
										12. Button Unit Reflection