



SPRING MONARCH MIGRATION

Grade Span	K-2
Time Span	1 hour today, ongoing discussion throughout the year on phenology of plants and migration patterns of monarch butterflies.
Standards	K-LS1-1: Use observations to describe patterns of what plants and animals need to survive). CCSS W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Leave No Trace Standard 1: Leave what you find. Leave No Trace Standard 2: Respect wildlife.
Focus Question	• What do plants and animals need to survive? • Where do plants and animals live?
Overview	During this lesson, the students will observe the behavior of Monarch butterflies which are eating from their previously planted milkweeds. The students will then draw and/or write about their observations. Other extension opportunities are available if desired.
Objectives	• Students will be able to observe butterflies and draw/write about their observations.



Materials Needed

- Milkweed Plants (Per Lesson 1)
- Pencils
- Colored Pencils or Crayons
- Notebooks

Or

- Notebook Paper and Clipboards
- (OPTIONAL) Monarch Butterfly Raising Kit and Tagging Kit (if you would like to raise and release your own butterflies with this lesson)



<http://www.ourhabitatgarden.org/creatures/utterflies/Library.htm> <http://www.angelfire.com/ak4/butterflies/Library.htm>



Milkweed-growing.html



<http://www.ourhabitatgarden.org/creatures/milkweed-growing.html>

<http://monarchbutterflyusa.com/milkweed-spring-summer/milkweed-fall-winter/>

Vocabulary	Monarch butterfly Milkweed
Teacher Prep	- Students should be familiar with Monarch Butterflies, as they have been studied throughout the year. Students should also be familiar with the idea of migration, meaning that animals sometimes move to a different place which is easier for them to live in during certain times. Take time to review these concepts in the days leading up to this lesson. https://extension.umaine.edu/signs-of-the-seasons/indicator-species/monarch/ https://journeynorth.org/
Background	



Procedure	Engage: 1. The teacher will take the class outside, to a gathering place, preferably near milkweed plants (these should be pre-existing or plants which were introduced in the fall by this class). They should bring a pencil and a notebook (and/or clipboard) to draw and write about what they see. The teacher will ask the students to share one thing they already know about Monarch Butterflies. Explore: 2. Next, ask the students what they think the butterflies will be doing. Remind students that it is acceptable to <i>watch</i> the butterflies, but they should not try to catch or touch them. Butterflies are fragile creatures and we are trying to help them, not hurt them. (This is related to the Leave No Trace standard #1, Leave what you find, and Leave No Trace Standard #2, Respect Wildlife). Instruct the students that observing butterflies has to be done quietly, so the butterflies don't get scared by loud noise or a lot of movement. It might be helpful to have students sit while doing their activity. Students who struggle to sit still or remain quiet may choose to bring a tool to aid concentration, as deemed appropriate by the teacher. 3. The students will spend a period of time (this time will vary depending on the class) observing, drawing, coloring, and writing about what the butterflies are doing. Explanation: 4. Ask the students to think about why the butterflies are behaving this way (it might be helpful to remind the students that butterflies are animals, which have needs, just like humans do). The teacher can help students who are still learning to write by scribing their observations for them. After the students have finished observing, or the butterflies have moved on to a new area, gather the students back together for sharing time. Extension: <i>There is much potential for extension with this activity. The class can raise Monarch Butterflies. Live Monarch also offers photos every few days of the development from egg to butterfly, if raising your own is not feasible.</i> <i>If the milkweed patch is near your classroom window, or within easy walking distance, have the students observe the area on a regular basis. Keep track of the number of butterflies you see each day and report to a source such as Journey North or Signs of the Seasons, through the Nature's Notebook app. Your class can also follow the migration using a variety of sources, such as Journey North.</i>
Wrap-Up	Evaluate: Gather the students together to share what they observed, drew, wrote, and thought. The following questions can be used to help guide the discussion about the students' observations: • What did you see? • What things do butterflies need to survive? Did you see butterflies meeting those needs? ○ Will this area change during different seasons? ○ When the area changes, will it still be a good place for butterflies to live? • How do butterflies survive? (Migration) • Were you surprised about how the butterflies behaved?