

DO YOU KNOW WHERE THE MONARCH'S REST?

OVERVIEW

By direct observation and with the help of their parents the children will discover how the Monarch Butterflies find food and shelter during their journey.

BACKGROUND

See the background information in the previous chapter "THE BUTTERFLY TREE."

ACTIVITIES

1. Ask the students to watch for the arrival of the Monarch Butterflies to their community. Beforehand, draw a tree on the four sheets of poster board or obtain a dry tree branch and put it in the classroom. With suitable construction paper, have each child make at least one butterfly, approximately 10 cm in size.

2. Explain to the students that when they see the butterflies they must note, if they are flying or are settled on a plant. Ask them to observe the plants carefully and determine if they are weeds, bushes or trees, and the place where they are located (a garden or yard, a park, a vacant lot, etc.). With the help of an older person, ask them to find out the plant's name and height. If possible, provide them with a copy of the butterfly tree questionnaire.

3. Allow the students who report sightings of the Monarchs to place a butterfly on the posterboard or on the tree branch. Ask the students what the butterflies were doing while resting. If no activity was apparent, encourage them to suggest reasons why the butterflies would be on the plants.

LEVELS

Grades PreK-3

SUBJECTS

Preschool: Science Corner, Natural Blocks.

Elementary: Natural Sciences, Social Studies, and Language Arts.

CONCEPTS

- International cooperation directed toward conserving resources and protecting the quality of the environment is beneficial to human health and to the well-being of other life forms.
- Our increasing knowledge of the Earth's ecosystems influences strategies used for resource management and environmental protection.

SKILLS

Observation, Information Gathering, Classification, Oral and Written Communication, Analysis, Synthesis.

OBJECTIVE

The students will learn about the basic needs for the survival of living organisms, and will identify the plants used by the Monarch Butterfly for food and shelter during its migration.

MATERIALS

4 poster boards joined or a dry tree branch of appropriate size for the classroom; adhesive tape, copies of the Butterfly Tree questionnaire, one posterboard for the daily report, and orange construction paper.

TIME REQUIRED

3 months

4. Using the background information, discuss with the students why the butterflies migrate (to meet their basic needs: water, food, shelter, and space. Ask them to compare the butterflies' requirements with their own and the ways in which they meet their basic needs. Emphasize that the place(s) where these needs are met are called habitats. Ask them if the butterflies they saw settled on the trees were meeting shelter or food needs?

5. Ask the children every day about the butterflies they have observed, and record the data. If possible, place the information on the branch or picture.

The reporting sheet should contain: the date of the observation, the observer's name, plant where Monarch was sited, area occupied by the Monarchs, Monarch's activities and weather conditions.

6. Keep the butterfly migration map on display until the butterflies reach their sanctuaries. When this happens, prepare the final report and send it to PROFAUNA A.C. with a copy of the daily record and the butterfly tree questionnaires. Indicate how many students are in your classroom and how many saw the butterflies. If it is possible, send us a picture of your class with your butterfly tree.

ADDITIONAL ACTIVITIES

1. With the parents' help, make posters to display next to the plants where the butterflies were seen, asking people to take care of the plants as well as the butterflies.

2. Send the information to a local newspaper or invite a reporter to interview the class.