



Author of your Own Food Chain Story

ADAPTED FROM NATIONAL WILDLIFE FEDERATION'S *MONARCH MISSION*, GRADES 3-5, ACTIVITY 3, PG. 90

Investigating Question: What do I need to write my own food chain story?

1. Listen to, *Pass the Energy, Please!* Guiding questions can include:
 - What is one predator/prey relationship from the story?
 - What would happen if the predator numbers increased, but the prey population stayed the same?
 - What would happen if the prey disappeared due to extinction or moved to a new location to meet their needs?
2. Now it's time for your students/children to become the author of their own *Pass the Energy, Please!*, mini-story. See note to the right.
3. Explain: All authors have to do research for the books they write. We need to build our knowledge about the monarch butterfly and the ecosystem it lives in. students/children to find answers to the questions below. Depending on the age of your students/children you may encourage them to develop their own questions in order to write their food chain story.

Note: It will be helpful for students to have digital books from the library, computers and/or other print and digital resources to do research for their story. Here are a few selected titles: (Remember, make due with what you have.)

- *Monarch Butterfly*, Gail Gibbons
- *National Geographic Readers: Great Migrations*
- *Hurry and the Monarch*, Antione O'Flatharta
- *Velma Gratch and the Way Cool Butterfly*, Alan Madison
- *Monarch and the Milkweed*, Helen Frost



- Q1. What is the life cycle of the monarch butterfly?
- Q2. What do monarchs eat?
- Q3. What does the monarch butterfly require to live; what are its habitat requirements?
- Q4. What type of climate do they live in?
- Q5. Where (geographically) can monarchs be found?





4. Review the writing style in the story, *Pass the Energy, Please!* Are there any patterns to the author's style, such as rhyme or sing song? Ask the students/children if they will copy her style or create their own (You might like to provide a template/outline to assist with the writing process or for their final story). Ask what the students/children think should be included in their book or use the ones listed below.
 - Main character: monarch butterflies
 - Demonstrate how energy flows through the monarch ecosystem
 - Show the sun's role in the monarch ecosystem
 - Use facts in your story, i.e., native plants and natural predators monarchs encounter
 - Age-appropriate grammar and academic vocabulary

5. Set up a writer's workshop, giving the students/children an opportunity to work through the writing process and illustrations. Virtually this could take place in breakout rooms, all together or in different spots around your house, for example, pick 4 spots, *spot 1-on my bed, first draft; spot 2, on the couch, second draft; spot 3, by a window, illustrations; spot 4 kitchen/coffee table, final draft*. Students/children can use online digital storybook makers or even use PowerPoint to create their story and record themselves reading the story aloud. Make space for students/children to read their stories aloud (this would be a great book buddy read aloud with younger siblings) and post them in your classes virtual shared space or at home.