



What Do Monarch Butterflies Need to Survive?

GRADE

K-2

TIME

(3-4) 30 minute periods of time

SUBJECTS

Science, Math, Reading, Writing

LESSON SUMMARY

Students will

- *Categorize* survival needs for humans and other animals.
- *Identify* four basic needs for wildlife.
- *Identify* four basic needs of plants.
- *Compare and contrast* basic survival needs of wildlife and plants.

Questions should be answered in student science notebooks and can be discussed in pairs, small groups and with the whole class. Building science literacy starts in pre-k. Help students build their skills in reading, writing, listening, and responding to science.

MATERIALS

- A collection of picture books from the library covering topics relating to habitats, animal and plant needs, plant growth, pollination and seed dispersal
- Post-It notes – each student needs four
- Plants Needs cards – each group of four needs one set. Create your own and laminate using construction or card stock. Colors needed: yellow, blue, white, brown Size: 3x5 or smaller
- Specific books needed:
 - Dawn Pub
 - Oh Say Can You Seed? All About Flowering Plants by Bonnie Worth
 - From Seed To Plant by Gail Gibbons
- Worksheet: What Plants Need to Survive

BACKGROUND

Monarch butterflies utilize different habitat in the warm months versus the cold months. In the spring, summer and early fall, they can be found wherever there are milkweeds. Monarchs lay their eggs on milkweeds and they're always searching for them in fields, meadows and parks. Many people plant milkweeds in their gardens.

Monarchs cannot survive freezing temperatures, so they over-winter in the cool, high mountains of central Mexico and woodlands in central and southern California.

Range: Monarch butterflies can be found throughout the United States, including Hawaii. The majority of monarch butterflies live east of the Rocky Mountains. In the early spring, they are first seen in Texas and the south. As spring turns to summer, they're seen in more and more states and Canada. A much smaller population of monarch butterflies lives west of the Rocky Mountains.

In order for an animal to survive, it must be able to find an adequate habitat that provides food, water, cover, and a safe place to raise young. The amount and quality of these needs varies a great deal from species to species. For this activity, it is a good idea to have a general wildlife guide, an encyclopedia, dictionary, or some old magazines with pictures and information on each animal.

STANDARDS

K-LS 1-1 Use observations to describe patterns of what plants and animals (including) humans need to survive.

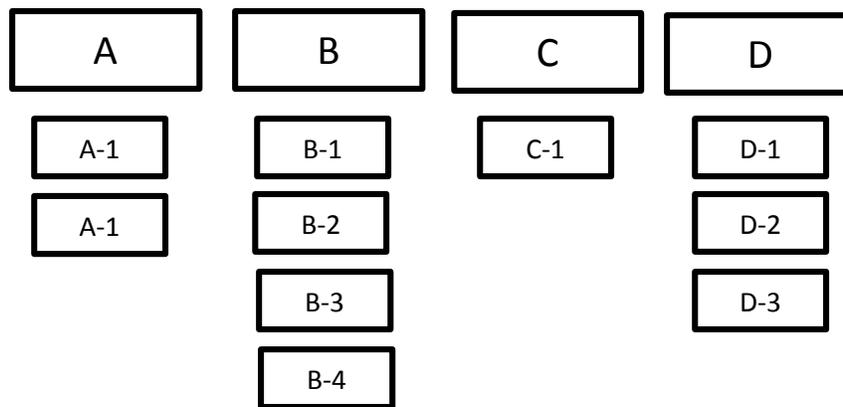
K-ESS 3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

ACTIVITIES



ACTIVITY 1 – WHAT DO I NEED TO SURVIVE?

1. Give each student 4 small Post-It notes. Ask them to write one word (or draw a picture) of what they need to live.
2. Randomly place students in groups of 4 students. Make sure if the students move to new seats that they take their sticky notes with them. Ask the group to sort their pieces of paper into no more than 4 categories. As students are working in their groups pass out 4 notecards or scrap pieces of paper that can be used for their sorting headers. Provide necessary support to help students be successful.



3. Read: Dawn Publication's Book – while reading ask students to look for and make mental notes about what the animals need to survive.

NOTE: There can be many variations of this activity based on the cognitive and behavioral needs of your students. Make modifications as you see fit.



4. Now let's come up with a final list of what humans and animals need to survive. Write the four categories on the board, chart paper, etc: FOOD, WATER, SHELTER, PLACE TO RAISE YOUNG. Now ask students to take turns coming to the board with the sticky notes that fall into your categories. Students may not be able to use all of their Post-Its.

Questions 1-3:

What do animals need to survive?

Do animals and humans require the same needs to survive or are they different?

Question 1-4: Explain to your neighbor what you learned about animal/human needs. Then write 1-3 sentences restating your explanation to your neighbor.

Question 2-4: What do plants need to survive?



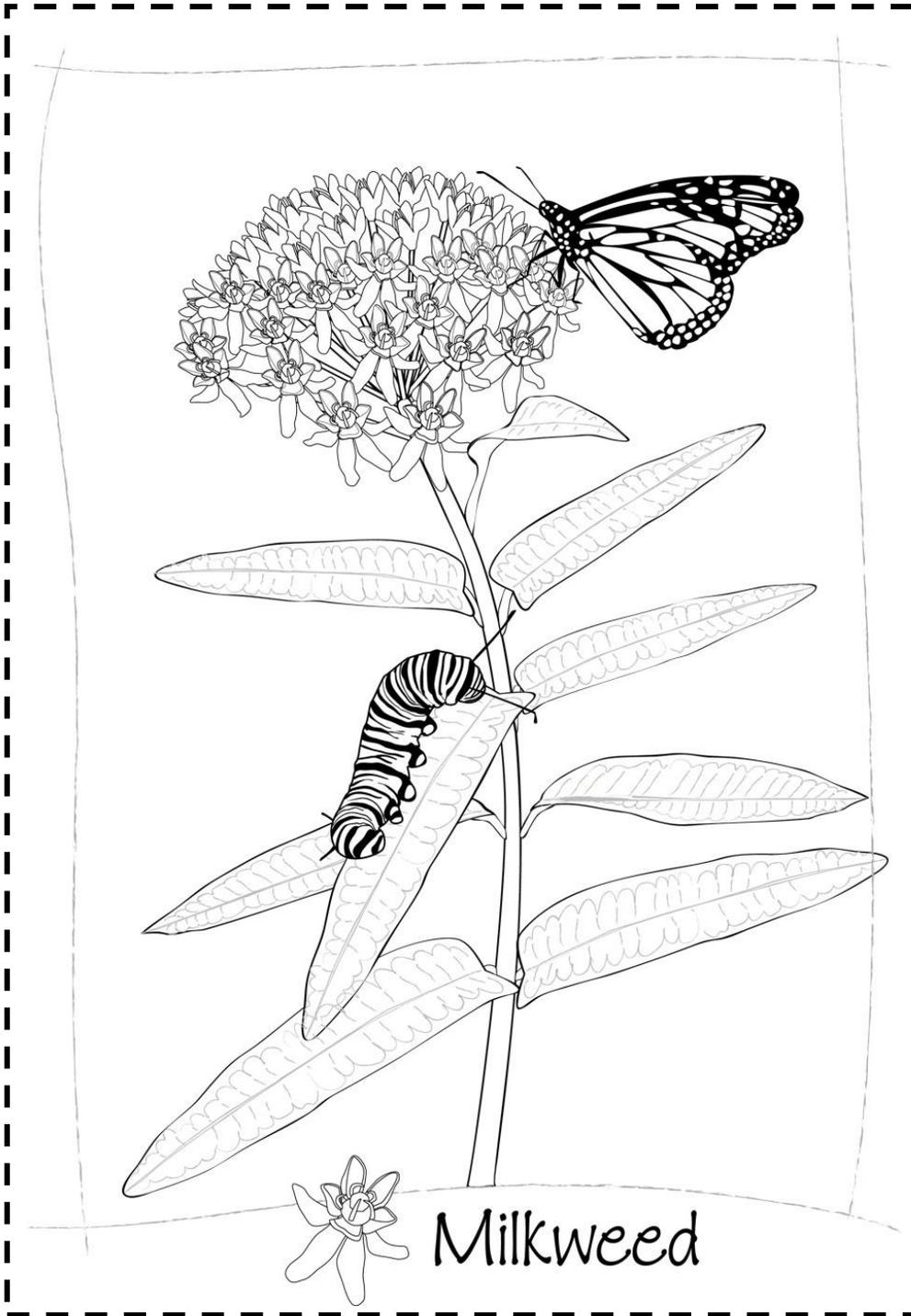
ACTIVITY 2 – WHAT DO PLANTS NEED TO SURVIVE?

Compare/Contrast (relationship) of plant/animal/human needs in 2-4 different locations.

1. Read: Oh Say Can You Seed? All About Flowering Plants by Bonnie Worth and/or From Seed To Plant by Gail Gibbons
2. Hand each group of four a set of Plant Needs cards. Give student a short period of time to determine what each card color represents. As each group finishes they will stand up in their place or at their seats. You will go to the team and let each student whisper what their color represents in your ear or they can write it on their card and show you. Yellow-Sun, Blue-Water, White-Air, Brown-Soil
3. Now call out the needs of a plant in different voices, for example, say, "A plant needs the sun" in a real low voice, then say, "A plant needs water" in a real high pitched voice, etc.

4. Provide students with the worksheet. Have them
- Color the picture of the milkweed.
 - Cut out the picture of the milkweed and glue or tape it into their science notebook.
 - Cut out the correct words/pictures and glue them near or around the plant in their science notebook.





Air

Sugar

Milk

Water

Sun

Blanket

Soil