

Second Grade / Fall Walk / At A Glance

A Place for Butterflies ⌚ 45 minutes

Goals

- compare habitats around the school yard that support different types of insects
- survey the school yard for plants that support the life cycle of Monarch and Painted Lady butterflies
- make a scientific sketch of a plant and/or insect (a detailed drawing of “what they see”)
- look for evidence that the insects and plants in the schoolyard depend on one another

Animals/habitats in the schoolyard

⌚ 10 minutes

- Just outside the door ask, *Do we see and hear animal activity from where we are standing?*
- *Where might we go to see or hear more animals, including insects?*
- *What kinds of animals make their home in the schoolyard? Of these animals, what would we find to be the most abundant? (See animal grid.) Why don't we see these animals? How do we know they live here?*
- *Are all the habitats around the school the same? How are they alike, how are they different?*

Is this a place for butterflies?

⌚ 10 minutes

- *Today we will take a closer look at the schoolyard habitat to find out if it is a place for butterflies.*
- *Where should we go to find insects and observe insect activity?*
- *On the way, let's pay particular attention to the butterflies we are learning about. Looking at the cards, what plants do the Monarch and the Painted Lady butterflies need and why? Do we have these plants at our school?*

Recording Findings

⌚ 20 minutes

- *Lets observe and learn as much as we can about the insects and plants we find.*
- *Scientists sometimes sketch and take notes in the field to learn more about the plants or animals there and to share information with others. (student sheet #1)*
- *Find an insect on a plant, can you sketch what you see? Focus on just a plant or just an insect or try to observe both together, what interaction do you notice? If it would help, carefully collect the insect in a bug box or collecting jar to take a closer look.*
- *What do you notice about your insect? How many legs? Wings or no wings? What is it doing? Are they staying in one place, moving, finding food? How do you know?*
- *What about the plants? Do you see flowers, seeds, leaves, etc.? Are the host and nectar plants we are looking to find around?*
- *The butterflies clearly need the plants for food and water. Could butterflies survive everywhere in our schoolyard?*
- *What do you predict will happen as the seasons change?*

Wrap Up

⌚ 5 minutes

- *After students complete their sketches and field notes, discuss findings and discoveries.*
- *Is this a place for butterflies? Did we find the plants needed for a healthy butterfly habitat for Monarchs or Painted Lady butterflies?*
- *What if these plants do not exist here? How might people and communities help protect and support healthy butterfly habitat?*
- *Is there something we can do to encourage more butterfly habitat?*

This summary does not replace the Walk Guide. Activities, their order, and duration will vary depending on your group dynamics and weather.