



Live Oak Media  
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# Activity Guide

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## Monarch Butterfly

]This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media..

L.2.4.d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RF.3.3.c: Decode multisyllable words.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.1.d: Explain their own ideas and understanding in light of the discussion.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.2.f: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### BEFORE LISTENING

#### ***About the Story***

Like other butterflies, the monarch butterfly begins its life as a caterpillar. The monarch is special in many ways, though. *Monarch Butterfly* describes how the beautiful tiger-colored butterfly flies great distances when it migrates, and how the people who see the migration celebrate the monarch's yearly appearance.

#### ***Activate Prior Knowledge/Build Background***

Ask children if they have ever seen a monarch butterfly. Volunteers can describe the butterflies they have observed. Then tell the class that the book they will read and listen to is about the monarch, which has many amazing habits.

## AFTER LISTENING

### Standards-Linked Activities

#### *Listening/Speaking*

**CCSS: RI.2.1, SL.2.2; RI.3.1, RI.3.2, SL.3.2, SL.3.3**

Ask children the following questions about the book. Call on volunteers to respond orally.

1. What does the monarch larva eat?
2. What happens inside the chrysalis?
3. What do monarchs do when it gets cold out?
4. What might happen if monarchs didn't migrate? (Draw conclusions)
5. Why do you think people celebrate when the monarchs come? (Draw conclusions)

#### *Vocabulary*

**CCSS: RI.2.4, L.2.4.d; RI.3.4, RF.3.3.c, L.3.2.f**

Write these parts of compound words from the book on the chalkboard. Have children copy them and then draw lines matching each pair of words to make a compound. As children listen to the book, have them point to the compound words as the narrator says them.

milk	neath
butter	out
under	summer
through	week
mid	fly

#### *Language Arts: Use Pictures While Listening*

**CCSS: RI.2.7; RI.3.7**

Have children read along as they listen to the book. When the narrator comes to the page with the parts of a butterfly labeled, have children point to each body part as the narrator says it.

#### *Science: Monarch Life Cycle Flow Chart*

**CCSS: RI.3.7**

Have children work in groups to create flow charts showing the life cycle of the monarch butterfly. While looking at or listening to the book, they can fill in their flow charts with details of the butterfly's life from egg to larva to pupa to butterfly.

#### *Social Studies: Map the Butterfly Journey*

**CCSS: W.2.7; W.3.7**

Have children work in groups to choose one of the pathways that monarch butterflies take when they fly south for the winter. Using a blank map of the United States, groups can trace the route they have chosen, labeling the states through which the butterflies travel. Display completed maps around the classroom.

#### *Language Arts: Monarch News*

**CCSS: W.2.2; W.3.2**

Have children find information on the storms in Mexico in 2010 that devastated the monarch butterfly population. Ask them to work in pairs to write a news story describing what happened to the monarchs and why, and telling what has happened to the butterfly population in the time since the terrible storms.

#### *On the Internet: Watch the Migration!*

**CCSS: SL.2.2; SL.3.1.d, SL.3.4**

*Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.*

Have children use the keywords *monarch butterfly migration video* to find a video showing the migration of the monarch on the Internet. Children can view the migration on one or more sites and then discuss what they have seen. Ask them to talk about what they found most surprising or interesting in the videos.

#### **Additional Activities**

#### *Art: A Butterfly Tree*

Ask children to make cutouts of monarch butterflies using colored pens or crayons and scissors. On posterboard, draw a large tree, and have children paste or tape their butterflies to the tree's branches. Hang the completed butterfly tree in the classroom.