



BUTTERFLY SUMMER



Quest to Save the Monarchs

By Siri DiSavona

	Study Guide Questions	Grade 4	Grade 5	Grade 6
1.	Have students join with a partner or as a class, to discuss what they consider to be the theme of the story. Have them write a paragraph that shows their conclusions and reasons why they think so.	R4.2	R5.2	R6.2
2.	As a class, find examples of figurative languages types. Match each example to its appropriate type.	R4.4	R5.4	R6.4
3.	Skylar and Scout have a run-in with old Mr. Ortiz at the barn, so they think of him as a monster. Later, when they get to know him, they realize he's not a monster, he's just a neighbor who works with machinery and makes sculptures. Have students write a narrative piece about how judging people without getting to know them can lead to misconceptions. Encourage them to include some of their own experiences with preconceived misconceptions.	W.4.2c	W.5.2c	W.6.2c
4.	Skylar makes a pivotal decision when she runs in front of the monster machine. Have students write a narrative piece describing how she was feeling at the time, and compare and contrast how Scout and Mr. Ortiz might have been feeling at the same time. Have them be sure to include a discussion of how the characters' different feelings turned into different actions.	R4.3, R4.6	R5.3, R5.6	R6.3, R6.6
5.	Mr. Ortiz at first doesn't agree to do what Skylar asks at Lilliput Meadow. But he changes his mind. Have students find and cite the evidence that shows he has changed his mind and what his reasons are.	R4.1	R5.1	R6.1
6.	For much of the story Sky doesn't consider Scout to be a "friend". Have students discuss how she shows this in the story? What do they think changes her mind? How does the author show Sky's new attitude toward Scout?	R4.3	R5.3	R6.3
7.	Point of View: Have the students discuss what the caterpillars and butterflies might think about Sky and Scout talking to them and holding them? Have them write a story that tries to answer Sky's question: does a caterpillar know it's going to become a butterfly, and how wonderful that new life will be?	R4.6	R5.6	R6.6
8.	Sky is sad when Sir Poops Alot dies and she's afraid that even though she's worked hard, that she wasn't able to make a difference in the world the way she wanted to. Have the students discuss what important lessons can be learned from this about loss and perseverance.	W.4.1	W.5.1	W.6.1
9.	Sky finds that she likes living in Wisconsin, even as she still misses her life in Chicago and her best friend, Keshia. She struggles with liking both places at	W4.1	W5.1	W6.1

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	once. She also finds when she releases the butterflies that she is both happy and sad at the same time. Have the students discuss why do they think that is? Discuss how it is that people can sometimes feel such conflicting emotions.			
10.	Have students join with a partner or as a class, create a chart that compares and contrasts what Sky thinks about her new home in Wisconsin versus her old neighborhood in Chicago. For example: in her new home Sky has no friends, in her old home she had Keshia and Emily Ann as good friends.			
BEYOND THE READING				
1.	Inside the chrysalis, monarchs completely change themselves from caterpillar to butterfly. Have the students create a chart listing the body parts of the caterpillar and match them to the parts of the butterfly (see also <i>Monarch Anatomy.pdf</i> provided). Have them list the similarities and differences between the caterpillar and the resulting butterfly? If available, have students use a magnifying lens to inspect a monarch egg, caterpillar and/or butterfly. From their observations, add physical descriptions of each body part.			
2.	Monarchs and other pollinator populations are under threat from pesticides, loss of habitat and other natural and human-caused issues. Have the students create a poster with a slogan to encourage everyone to save the pollinators. Have them decorate their posters with colorful illustrations and include tips on what people can do to help pollinators survive.			
3.	Mama reminds Skylar about the story of the mouse, the river and the pebble. Have the students search for examples of kids in the news, or people you know, who have shown perseverance in achieving a goal, "done the right thing" or are "making a difference in the world." Have them orally share these current events with their classmates and discuss any celebrations or controversies surrounding those actions.			
4.	Monarchs behave in certain ways for very important reasons. For example, female monarchs usually only lay one egg per plant. Tiny caterpillars eat their way out of their egg shell and usually continue eating it before eating anything else. And after each molt the monarch caterpillar will usually eat its old skin before eating the leaves. Have the students discuss why they think that is.			
5.	Have students join with a partner or as a class to research the life of a monarch butterfly or other pollinator, including locating facts about things like how they eat, grow, move around, reproduce. Have them make note of other interesting facts that they discover about them and use their research to write an informative piece. The piece could be in the form of a standard report, a poster report, a set of pollinator fact flash cards, or another type of creative written presentation.	W.4.2b	W.5.2b	W.6.2 b
6.	Have students research where monarchs live in North America and color a map of North America (see also <i>Monarch Migration.pdf</i> provided) areas where monarch butterflies live. Have them place a label on the map to show the location of your school and use dotted lines to show the path of the monarchs	Scienc e- based		

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	who migrate to the winter sanctuaries in Mexico. Optional extra: have them research and show where else (other than Mexico) large numbers of monarchs congregate to survive the cold winter months.			
7.	Sky learns that many years ago, people in Europe generally thought that caterpillars were made from mud and butterflies appeared via magic. Through Maria Sibylla Merian's scientific approach to studying them, and illustrating their life cycles, the people began to learn the truth. Now we all know better. Have students discuss what kinds of things they could do to help people learn about monarchs.			
8.	As a brainstorming session, have students discuss some other ways that science has helped people set aside misconceptions, in areas such as: exploration (on land, in space or the deep sea), protecting the environment, conquering diseases or understanding animal behaviors.			
9.	Sky's research shows her that monarchs and milkweed have many predators. Even if they are bad for monarchs and milkweed, not all insects are bad for the ecosystem. Have students research insects found on monarch eggs, caterpillars or milkweed, such as milkweed beetle, spiders, aphids, stink bugs and lady bugs, and create a chart documenting the effects these insects have on the ecosystem, including what they eat, and what eats them.			
10.	If possible, as a class, become <i>citizen scientists</i> and participate (physically or virtually) in a University of Kansas Monarch Watch monarch tagging session for the Great Migration in the Fall. Tag monarchs and submit the data to the University of Kansas Monarch Watch database. Have them check back online in the following months to see all the tags from the US and Canada (and possibly from your class!) that have been located at the monarch sanctuaries in Mexico.			

