

Notes:

- Programs are 1.5 hours in length and are offered throughout the school year. All programs include exploring the tropical Conservatory with free-flying tropical butterflies, Live Insect Encounters and a curriculum-connected Classroom component.
- Program cost is \$7.50/student, HST included (minimum of 17 students or \$127.5.00, HST included)
- One adult supervisor is mandatory for every five students. Mandatory adult supervisors are admitted free based on this ratio. Additional adults are welcome & are admitted at our discounted rate of \$13.56/person, HST included.
- One teaching staff member is admitted free per Nature Interpreter that is assigned to your group. The number of Nature Interpreters assigned to your group is determined by the Booking Coordinator at time of booking, and is based on the number of students in your group. Additional teaching staff members may use the free admissions that are included with your group's supervision ratio. Admission for EA's is free but must be discussed with the Booking Coordinator at time of booking.
- Payment is due in one lump sum on the day of your visit. A \$20.00 Administration Fee will apply to groups who do not pay on the day of their visit and need/wish to be invoiced.
- To book an Education Program, please contact our Booking Coordinator at (519) 653- 1234 x 100 or info@cambridgebutterfly.com
- A more complete list of our Booking Policies please see www.cambridgebutterfly.com

Grade	Curriculum Expectations (as applicable to Cambridge Butterfly Conservatory programs) **bold is the main focus of our program**	Program Description for Classroom Portion
JK/SK	<p><u><i>The Kindergarten Program, 2016</i></u> 29. Demonstrate an understanding of the natural world and the need to care for and respect the environment. 29.1 Identify similarities and differences between local environments. 29.2 Describe what would happen if something in the local environment changed. 29.3 Identify ways in which they can care for and show respect for the environment. 29.4 Participate in environmentally friendly experiences in the classroom and the schoolyard.</p>	<ul style="list-style-type: none"> • Discover live examples of each stage in the life cycle of a butterfly and a beetle and learn the appropriate vocabulary (eg. the pupa for a butterfly is called a chrysalis and the pupa for a moth is called a cocoon). • Hands-on learning centres allow students to explore various aspects of butterflies and their life cycles up close.
1	<p><u><i>Understanding Life Systems – Needs and Characteristics of Living Things</i></u> 2.3 Identify the physical characteristics (eg. size, shape, colour, common parts) of a variety of plants & animals 1.1 Identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans 1.2 Describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life</p>	<p><u><i>PARTS OF A BUTTERFLY</i></u></p> <ul style="list-style-type: none"> • Investigate the basic parts of an insect while working as a class to build a large butterfly. Learn about the function of each body part and how they help a butterfly survive. • Hands-on learning centers help students explore various insect parts up close.
2	<p><u><i>NOTE: Grade 2 Teachers can select either the Parts of a Butterfly Program OR Butterfly Life Cycle Program</i></u> <u><i>Understanding Life Systems – Growth and Changes in Animals</i></u> 2.3 Investigate the life cycle of a variety of animals 2.4 Observe and compare changes in the appearance and activity of animals as they go through a complete life cycle 3.1 Describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive 3.2 Identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places they live</p>	<p><u><i>BUTTERFLY LIFE CYCLE</i></u></p> <ul style="list-style-type: none"> • Explore strategies used by butterflies to survive through the different stages of life (eg. Caterpillars looking like bird droppings, chrysalides camouflaged like a leaf) • Discover similarities and differences between two different kinds of insect life cycles. • Hands-on learning centers incorporating live specimens will help students explore various aspects of the life cycle up close (wing scales, butterfly eggs, various caterpillars and pupae)

Grade Level	Curriculum Expectations (as applicable to Cambridge Butterfly Conservatory programs) **bold is the main focus of our program**	Program Description for Classroom Portion
3	<p><u>Understanding Life Systems – Growth and Changes in Plants</u></p> <p>3.6 Describe ways in which plants and animals depend on each other.</p> <p>1.1 Assess ways in which plants are important to humans and other living things, taking different points of view into consideration.</p> <p>1.2 Assess the impact of different human activities on plants and list personal action they can take to minimize harmful effects and enhance good effects</p>	<p><u>PEOPLE, PLANTS AND POLLINATORS</u></p> <ul style="list-style-type: none"> Discover the importance that plants have on our daily lives and the value of their role as pollinators and members of the food chain.
4	<p><u>Understanding Life Systems – Habitats and Communities</u></p> <p>1.1 Identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening</p> <p>3.4 Demonstrate an understanding of communities as a group of interacting species sharing a common habitat</p>	<p><u>MONARCH - AN INCREDIBLE JOURNEY</u></p> <ul style="list-style-type: none"> Learn the fascinating story of the Monarch butterfly – it’s life cycle, biology, migration, population status and conservation challenges. Discover how humans are affecting Monarch habitat and survival.
5	<p>We do not currently have a program that meets the grade 5 Ontario Curriculum however we would be happy to discuss offering any of our other educational programs.</p>	
6	<p><u>Understanding Life Systems – Biodiversity</u></p> <p>3.1 Identify and describe the distinguishing characteristics of different groups of plants and animals (eg. invertebrates have no spinal column, insects have three basic body parts, flowering plants produce flowers and fruits) use these characteristics to further classify various kinds of plants and animals (eg. invertebrates – arthropods, vertebrates – mammals – primates, seed plants – flowering plants – grasses)</p>	<p><u>BIODIVERSITY</u></p> <ul style="list-style-type: none"> Learn how the biodiversity of plants and animals helps provide us with many everyday products. Discover the characteristics of arthropods and compare them with the characteristics of the other animal groups.
7	<p><u>Understanding Life Systems – Interactions in the Environment</u></p> <p>3.1 Demonstrate and understanding of an ecosystem (eg. a log, a pond, a forest) as a system of interactions between living organisms and their environment</p> <p>3.2 Describe the roles and interactions of producers, consumers, and decomposers within an ecosystem</p>	<p><u>INTERACTIONS WITHIN ECOSYSTEMS</u></p> <ul style="list-style-type: none"> Discover the components of an ecosystem, including habitats, communities and food webs. The effect that of an introduced species on ecosystems is explored.
8	<p>We do not currently have a program that meets the grade 8 Ontario Curriculum however we would be happy to discuss offering any of our other educational programs.</p>	