BUTTERFLY PAVILION

Field Trip Class Programs

Descriptions and Curriculum Standards

Amazing Adaptations

Ages: 2nd - 5th Grade

In this engaging class, students will unveil the incredible world of invertebrate adaptations through observations of live animals, specimens, and models, uncovering how these features help animals to not only survive but thrive in their unique habitats.

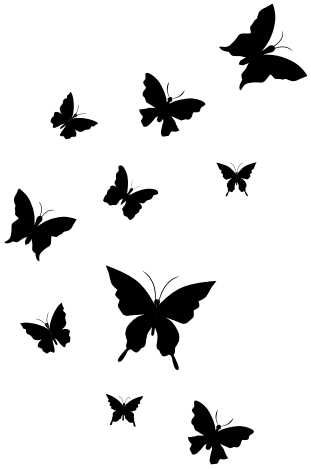
Curriculum Standards Supported

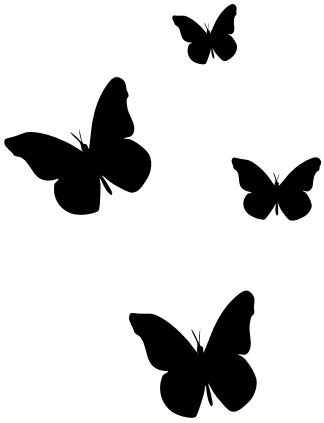
Colorado Science Standards

- SC20. GR2. S2. LS 2. A range of different organisms live in different places.
- SC20. GR3. S2. LS 3. Different organisms vary in how they look and function because they have different inherited information, the environment also affects the traits that organisms develop.

Next Generation Science Standards

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.





Butterfly Buddies

Ages: PreK - 1st Grade

In this interactive class, students will learn about butterflies and their remarkable life cycles. Watch your students spread their wings and discover the wonders of metamorphosis!

Curriculum Standards Supported

Colorado Science Standards

- SC09-GR.PREK-S.2-GLE.1 Living things have characteristics and basic needs
- SC09-GR.PREK-S.2-GLE.2 Living things develop in predictable patterns
- SC09-GR.K-S.2-GLE.1 Organisms can be described and sorted by their physical characteristics
- SC09-GR.1-S.2-GLE.2 An organism is a living thing that has physical characteristics to help it survive

Next Generation Science Standards

- K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live.
- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and /or animals use their external parts to help them survive, grow and meet their needs.
- 1-LS1-2 Read texts and use media to determine patterns in behaviors of parents and offspring that help offspring survive.

Lacey Ladybug's Garden Adventure

Ages: PreK - 2nd Grade

Follow the journey of Lacey Ladybug as she grows up and explores her garden throughout the seasons. As Lacey encounters various challenges and makes new friends along the way, she teaches young learners about the fascinating world of ladybugs, including their life cycle, habitat, and their vital role in nature. Students choose their own adventure in this interactive story time!

Curriculum Standards Supported

Colorado Science Standards

- SC.P.2.1 Recognize that living things have unique characteristics and basic needs that can be observed and studied.
- SC.P.2.2 Recognize that living things develop in predictable patterns.
- SC.P.3.2 The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.
- SC.K.2.1: To live and grow, animals obtain food they need from plants or other animals, and plants need water and light
- SC.K.3.2 Plants and animals meet their needs in their habitats and impact one another; people can prepare for severe weather

Colorado Science Standards (continued)

- SC.1.2.1: 1. All organisms have external parts that they use to perform daily functions.
- SC.1.2.2: Young organisms are very much, but not exactly, like their parents, and also resemble other organisms of the same kind.
- SC.2.2.2: A range of different organisms lives in different places.
- SC.2.2.1 Plants depend on water and light to grow and on animals for pollination or to move their seeds around.

Next Generation Science Standards

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Life Cycles

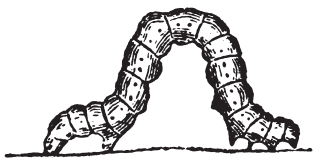
Ages: K - 3rd Grade

In this investigative class, student scientists are challenged to use their senses to observe and interact with three live animals to solve the mystery of their connection - metamorphosis!

Curriculum Standards Supported

Colorado Science Standards

- SC.K.2.1: 5. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.
- SC.1.2.1: 5. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.
- SC.1.2.2: 7. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how genetic and environmental factors influence variation of organisms across generations.
- SC.2.2.2: 8. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.



Colorado Science Standards (continued)

- SC.3.2.1: 5. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.

Next Generation Science Standards

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents
- 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death

Pollinator Pals

Ages: 1st - 5th Grade

This interactive class introduces learners to the wide variety of animals that pollinate our plants and keep our planet healthy. Students will learn what pollination is, why it's important, and how we can support our pollinator pals as they support us.

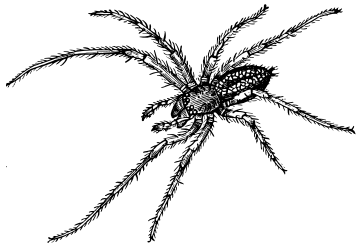
Curriculum Standards Supported

Colorado Science Standards

- SC.1.2.1 5. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.
- SC.2.2.1 6. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.
- SC.3.2.1 5. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.
- SC.3.2.2 6. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.
- SC.4.2.1 5. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.

Next Generation Science Standards

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- 3-LS2-1 Construct an argument that some animals form groups that help members survive.
- 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment
- 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.



Spidey Friends

Ages: K - 5th Grade

This engaging class introduces students to the fascinating world of spiders by exploring their features, eating habits, and senses. Students will play interactive games while discovering what makes these eight-legged friends so amazing.

Curriculum Standards Supported

Colorado Science Standards

- SC09-GR.K-S.2-GLE.1 Organisms can be described and sorted by their physical characteristics.
- SC20-GR.K-S.2-GLE.1 To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.
- SC20-GR.1-S.2-GLE.2 All organisms have external parts that they use to perform daily functions.
- SC09-GR.1-S.2-GLE.2 An organism is a living thing that has physical characteristics to help it survive.
- SC20-GR.2-S.2-GLE.2 A range of different organisms live in different places.
- SC09-GR.2-S.2-GLE.2 Each plant or animal has different structures or behaviors that serve different functions.

Colorado Science Standards (continued)

- SC09-GR.1-S.2-GLE.2 An organism is a living thing that has physical characteristics to help it survive.
- SC20-GR.2-S.2-GLE.2 A range of different organisms live in different places.
- SC09-GR.2-S.2-GLE.2 Each plant or animal has different structures or behaviors that serve different functions.
- SC09-GR.3-S.2-GLE.1 The duration and timing of life cycle events such as reproduction and longevity vary across organisms and species.
- SC20-GR.4-S.2-GLE.1 Organisms have both internal and external structures that serve various functions.

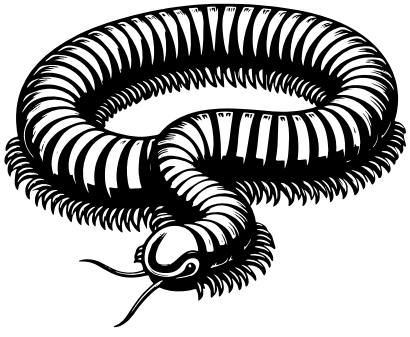
Next Generation Science Standards

- K-LS1-1 Use observations to describe patterns of what plants or animals need to survive.
- K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live
- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants or animals use their external parts to help them survive, grow and meet their needs
- 2-LS4-1 Make observations of plants or animals to compare the diversity of life in different habitats.
- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
- 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

What's That Bug?

Ages: 3rd - 8th Grade

This hands-on course ignites young scientists' curiosity as they sharpen their observational skills and harness valuable resources to identify invertebrates. Watch your students take on the role of bug detectives, unraveling the secrets of classification.



Curriculum Standards Supported

Colorado Science Standards

- SC20-GR.3-S.2-GLE.3 Different organisms vary in how they look and function because they have different inherited information; the environment also affects the traits that an organism develops.
- SC20-GR.3-S.2-GLE.4 Some living organisms resemble organisms that once lived on Earth
- SC20-GR.4-S.2-GLE.1 Organisms have both internal and external structures that serve various functions
- SC20-GR.MS-S.2-GLE.5 Organisms and populations of organisms are dependent on their environmental interactions both with other living things and with nonliving

Next Generation Science Standards

- 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.
- 4-LS1-2 Use a model to describe that an animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.