

Butterfly

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Photography by Michael Curtain

Level 3

This is a factual text exploring the life-cycle of a butterfly. It is a repetitive text supported by colour photographs. There are three lines of text placed consistently on the page. It uses the sentence structure: *There was a ... on a leaf*. A diagram is introduced on the last page.

Getting ready for reading

If possible, hatch caterpillars in the classroom and watch them change into butterflies. If this is not possible, view a video or share a big book about the life-cycle of a butterfly.

Talking through the book

You could introduce the book by saying: *This book tells the story of a butterfly. First the butterfly lays an egg on a leaf*. Turn to each page of the book pointing out the technical nouns: *butterfly, egg, leaf, caterpillar, and chrysalis*. You might say: *This page shows a butterfly on the leaf. This page shows an egg on the leaf* and so on. It may be helpful to write 'chrysalis' onto a chart and practise saying it. Talk about what a chrysalis is.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

BEING A MEANING MAKER

Discuss:

What changes happen as the butterfly grows from an egg to a caterpillar?

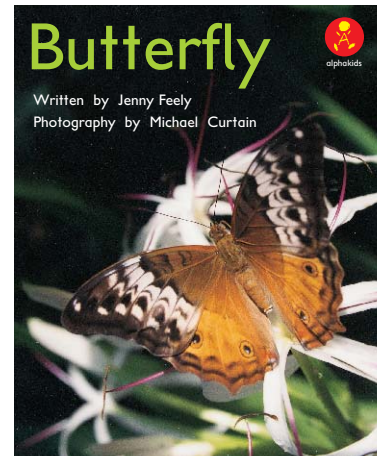
Where does the cycle start?

If the book continued, what would be on the next few pages?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *then, there, was, a, on, the*
- Seeing words within words: *butterfly – but, butter, fly*



Check this

Teachers can observe children's emergent reading behaviours for evidence of self-correction behaviour. A prompt to encourage this would be: *It was good the way you worked that out.*

Sounds and letters

- Hearing words: Children raise a finger for each word they hear on each page as the text is read aloud.
- Hearing sounds: /b/ – *butterfly*

Writing conventions

- Punctuation: upper case letters, full stops
- Visual literacy: reading a flowchart – direction, labels and title

BEING A TEXT USER

Would you read this book again? Why? Why not?

BEING A TEXT CRITIC

Discuss:

What did the author need to know about butterflies to write this book?

Why do you think the information is presented in two ways?

Literacy learning centres – follow-up activities

 **BOOK-BROWSING CENTRE**

Children browse through books about insects. (Include poems, raps and rhymes.)

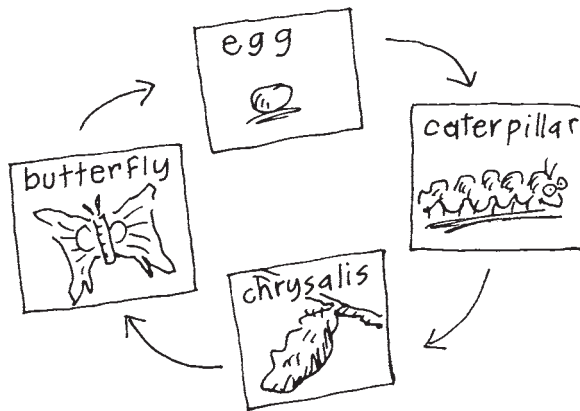
Little Arabella Millar

The Very Hungry Caterpillar by Eric Carle

Caterpillar Diary by David Drew

 **WRITING CENTRE**

Children use text from the book to draw their own correctly labelled flowchart of the life-cycle of a butterfly.



 **INTERACTIVE LITERACY CENTRE**

Children work in pairs to create a role-play about the life-cycle of the butterfly.