

Butterfly Garden

Written by Jenny Feely

Photography by Michael Curtain



alphakids



HORWITZ GARDNER
LIMITED
168e High Street
Egham, Surrey
TW20 9HP
United Kingdom

Published edition
© Eleanor Curtain
Publishing 2004
Text © Kerrie Shanahan
Photographs
© Eleanor Curtain
Publishing

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3274 3

1 2 3 4 5 6 7 8 9
04 05 06

How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

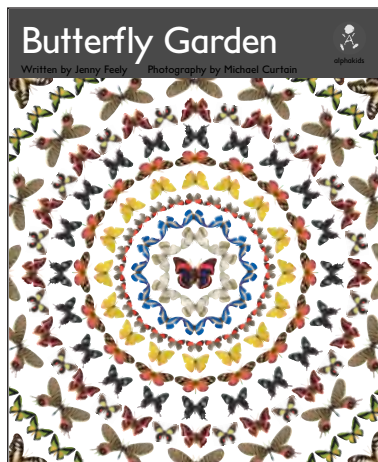
- Labelled photographs are provided showing different types of butterflies
- A simple garden plan is shown
- Photographs showing the different stages of a butterfly's life cycle are shown

Vocabulary

butterfly, caterpillars, chrysalis, eggs, garden, grass, insect sprays, nectar, plant nursery, shrubs, trees, watered

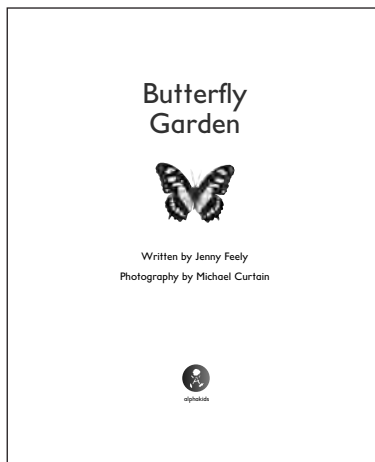
Setting the context

Have you ever seen butterflies in your garden? Which plants did they visit? What did they do in the garden? Why do butterflies visit gardens?



Front cover

*This book is called 'Butterfly Garden'.
What do you think a butterfly garden is?*



Title page

*This title page shows the title and the names of the author and the photographer.
Why do you think this book might have a photographer?
What types of books might have photographs? What type of book do you think this is?*

Predict

*Have you ever seen a big group of butterflies like this?
Where were you?*

Look at the photos on pages 4 and 5.

*What do you think the children are doing on the
computer? What do you think they found out?*

*How else could they find out information about
butterflies?*

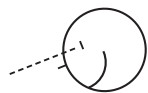
Read to the end of page 4.

Reflect

What type of garden are they going to build?

What information did the children find on the Internet?

*Look at the photos of the butterflies on page 5. How has
the author helped us to learn about these butterflies?*



Observe and support

Can the child use a range of strategies to help with
problem solving? At the point of need you could say:

What sort of word needs to go there?

What are the pictures telling you?

What sound might the word begin with?

What would make sense?

Our school was building a new garden.

Each class was asked to design one part of the garden.

Our class wanted to build a garden where butterflies would like to live.



2



3

We looked on the Internet to find out what kinds of butterflies live in our area.

We found out that there were six different butterflies that might visit our garden.



4



lurcher



orange lacewing



brown soldier



cruiser



common crow



orchard swallowtail

5

Predict

What parts of the butterfly can you see in this photograph?

Who do you think the children are talking to?

What questions might they be asking?

Read page 6.

Reflect

Who are the children talking to?

Why do butterflies need plants?

What part of a plant do the butterflies need?



Observe and support

Does the child use a range of strategies to work out new vocabulary, such as ‘nectar’?

How did you know that word said ‘nectar’? What did you check? How do you know that you got the word right?

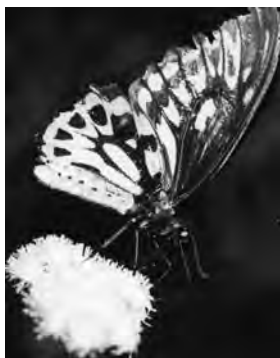
Can the child use contextual information to explain the meaning of new words?

Can you tell me what you think nectar might be?

How do you know this?

We asked for information from the butterfly keeper at the zoo. We asked her what sorts of plants the butterflies would like to visit.

The butterfly keeper told us that butterflies like plants with flowers. Butterflies feed on the nectar from flowers.



6



7

Predict

Why do you think there is a photo of a caterpillar on page 8?

What is the butterfly doing in this photo?

What are the children doing?

Read to the end of page 10.

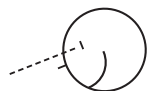
Reflect

Have you ever seen a caterpillar? Where was it?

How will the plan help the children make their garden?

It says that the class voted to choose the garden plan.

What does this mean?



Observe and support

Can the child interpret what they have read?

Why is it important for a butterfly garden to have plants that caterpillars eat?

What happens to the butterfly's eggs?

How does the caterpillar become a butterfly? Have you ever seen this?

How could you find out more about butterflies and caterpillars?

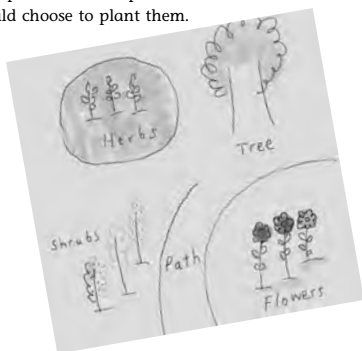
The butterfly keeper also told us that butterflies only lay their eggs on certain plants.

These plants have leaves that caterpillars like to eat. The butterfly keeper sent us a list of plants that we could use.

She told us not to use insect sprays on our plants or we would kill the butterflies.



We worked in groups to draw up plans for our garden. The plans showed which plants each group would like to plant and where they would choose to plant them.



Each group shared their plan with the class.

Then we voted to choose the garden plan we liked best.



Predict

Where do you think the children found the plants?

Who do you think is helping them?

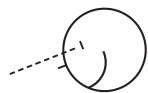
Can you think of a word to describe a time when lots of people work together to get something done?

Read pages 12 and 13.

Reflect

Have you ever been to a plant nursery? What did you buy there?

Have you ever been to a working bee? Tell me about it.



Observe and support

Can the child use their knowledge of phonics to solve problems?

How did you know that word said 'shrubs'? What did you look at? What did you check?

At the point of need you could say:

Look at the start of the word. What sound might those letters make together?

What would make sense here?

We visited the plant nursery to buy the plants we needed. We bought some grass, some shrubs and three trees.

We held a working bee to plant our garden. Some of our mums and dads came and helped.



Predict

What do the photos on pages 14 and 15 show?

What can you tell me about these photos?

What is the girl holding in the photo on page 16?

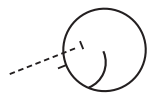
Read to the end of page 16.

Reflect

How did the children make their butterfly garden?

What things have happened in the butterfly garden?

How do the children feel about their garden?



Observe and support

Can the child read the text fluently?

Well done. I liked the way you read the text. You paused in between each paragraph so I knew that a new idea was coming. You were clear and I understood everything you read.

If the child is having difficulty reading fluently, you might like to read the text yourself and then ask them to read it again.

We looked after our garden and watered it regularly.

When the plants began to flower we started to see lots of butterflies. The butterflies enjoyed feeding on the nectar in the flowers.



A few weeks later we noticed eggs on the leaves of some of our plants.

Then we saw caterpillars. The caterpillars ate the leaves.



One day we were really lucky. We saw a butterfly climbing out of its chrysalis.

We took a picture of it.

We love our butterfly garden.
And the butterflies seem happy too.



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

How did the children find out which plants to buy?

Why was it important to find these plants?

Would there always be butterflies in the children's garden?

Do you think other people should plant butterfly gardens? Why?

Being a code breaker

Children may like to explore the following language features:

- the use of technical language in the book: butterfly, nectar, eggs, caterpillars, insect sprays, grass, shrubs, trees, chrysalis
- the use of the past tense
- how plans are used to provide information within the text

Being a text user

You may like to have the children compare the information in the text with the information in the photographs.

Where does the book tell us about the types of butterflies that would visit this garden?

Where do we learn that the children talked to the butterfly keeper at the zoo?

Which part of the book tells us about what the garden would look like?

Where does the book tell us about how the children felt about their garden?

Being a text critic

Why did the author choose to write about this topic?

What message does the author want to tell you?

Do you agree with this message? Why?

Can all schools plant butterfly gardens? Should they?

If you could plant a butterfly garden at your school would you? Why?

Responding to text



Children could role-play interviewing some of the children from the book. They could record their interviews on cassette or video.



Children could make a labelled plan for a butterfly garden they would like to plant at school or at home. Encourage children to write a sentence explaining why they have planned their garden in this way.



Children could use the book as a reference as they make a diagram showing the different life stages of a butterfly. Encourage the children to use labels and captions for their diagrams.

Writing links

Shared writing

Model the writing of a procedural text showing the steps involved in the creation of a butterfly garden. Encourage the children to use the text to work out the appropriate order of the steps involved.

Independent writing

Have children fill in a chart like the one below:

What I know about butterflies	Information I would like to find out about butterflies	Ways I could find out information about butterflies

Children could then share their chart with a friend.

Possible assessment focus

Can the child:

- explain how to use photos and labels to enhance understanding?
- explain how they would plant a butterfly garden at home or in the schoolyard?



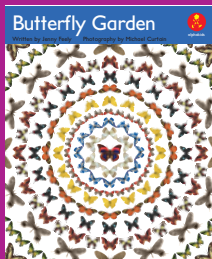
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Habitats

Curriculum link: Science

Text type: Recount

Reading level: 20

Word count: 332

Vocabulary: butterfly, caterpillars, chrysalis, eggs, garden, grass, insect sprays, nectar, plant nursery, shrubs, trees, watered

Possible literacy focus

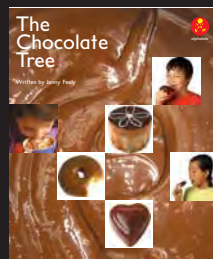
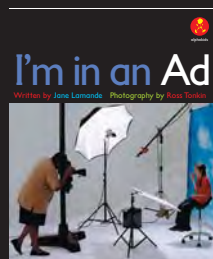
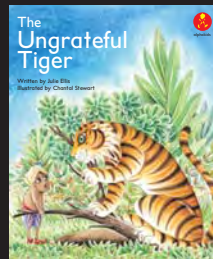
Using a range of text features (photos, labels, plans) to gain information.

Interpreting texts in the context of personal experiences.

Summary

This book is a recount that describes how a class planned and planted a garden to attract butterflies.

Other books at this level



ISBN 0-7253-3274-3



9 780725 332747



alphakids