

National Geographic Kids Reader: Butterflies

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; retrieve and record information from non-fiction; predicting what might happen on the basis of what has been read so far; being introduced to non-fiction books that are structured in different ways

Spoken language objectives: participate in discussions, presentations, performances, role play/improvisations and debates; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Curriculum links: Science: Animals, including humans; Living things and their habitats; Mathematics: Measurement; Geography: Geographical skills and fieldwork; Art and Design

Interest words: monarch, migration, mate, instinct, generation, predator, toxin, milkweed, chrysalis, nectar, habitat, deforestation, antennae, proboscis, Oyamel forests, wildebeest, oriole, grosbeaks

Pronunciation guide: Monarch (*mon-ark*), Oyamel (*oy-ah-mel*), oriole (*or-ee-ol*), grosbeaks (*groh-s-beaks*)

Resources: paper; pencils; ICT

Children who are reading at White and Lime book bands will be able to read this book in a group, pair or independently over several sessions. They will have good reading stamina and will be able to tackle more challenging vocabulary and a range of varied sentence structures. Guided group work and independent challenges can be used to develop retrieval, interpretation and meaning making, as well as children's ability to express and explain ideas and concepts.

Language

- Most of the language in the book will be decoded by children using the full range of cues available to them and extensive word knowledge. Some discussion in guided groups and after independent reading can be used to develop children's abilities to understand and interpret more complex information. Children may need help with the following:
 - pronouncing *Monarch* and understanding its literal meaning.
 - decoding and understanding some of the words contained in the *Wing Words* boxes and glossary: *migration, mate, instinct, generation, predator, toxin, milkweed, chrysalis, nectar, habitat, deforestation*.
 - reading and pronouncing some butterfly parts: *antennae, proboscis*.
 - reading less familiar place names and creatures: *Oyamel forests, wildebeest, oriole, grosbeaks*.

Collins

- Children may need help to understand some of the extended explanations and more complex ideas, e.g. the description of the Monarch butterflies' journey length in human terms on page 7; the two migration routes taken by Monarchs shown on pages 8–9.
- Children may need help to reflect on their reading and make predictions to deepen their understanding, e.g. predicting what family migration means on pages 16–17.
- Children may need help to use the index to retrieve information that is arranged alphabetically.

Images

- Look at the image of the Monarch on the front cover and ask children to describe the butterfly and name any features.
- Walk through the book looking at the images. Discuss why Monarch butterflies are coloured so brightly.

Activities

- Design a butterfly garden for the school using pencils and paper. Help children to research butterfly behaviour and habitats in your local area using the websites mentioned, and how butterflies can be protected and helped to survive.

Questions

- How fast can migrating Monarch butterflies fly?
- What is 'instinct'? and what helps butterflies know where to fly to?
- How many legs do butterflies have?
- How do butterflies get oxygen into their bodies?
- How long does it take a butterfly to emerge from a chrysalis?