

National Geographic Kids Reader: Flutter, Butterfly!

Notes for teachers: using this book in the classroom

Reading objectives: apply phonic knowledge and skills as the route to decode words; learn to appreciate rhymes; link what they read or hear to their own experiences

Spoken language objectives: use relevant strategies to build their vocabulary; give well-structured descriptions, explanations and narratives; participate in discussions, presentations, performances, roleplay/improvisations and debates

Curriculum links: Science: Animals, including humans; Art and Design

Interest words: inside, covering, brown, yellow, black, green, flutter, hatches, crawls, world, swallowtail, butterfly, egg, caterpillar, pupa, life, cycle

Resources: paints; paper

Children who are reading at Yellow and Blue book bands should be able to read the main text in this book and talk about the content and pictures with some support – for example, in a group or guided reading session, or when reading one-to-one with an adult.

Language

- The words describing each picture should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - compound words or words with multiple syllables, e.g. *inside, covering*
 - colour words, e.g. *brown, yellow, black, green*
 - less familiar verbs, e.g. *flutter, hatches, crawls*.
- Children will need help decoding and pronouncing the name of the butterfly and the different stages of the life cycle: *old world swallowtail butterfly, egg, caterpillar, pupa, life cycle*.
- The use of rhyme in the title, e.g. flutter/ butter (fly) can be noticed and discussed.
- The use of exclamation marks and their impact on a sentence can be noticed and discussed.
- Children will need help to read the instructions for the activities on pages 22–23, and may need to be shown how to follow the arrows on page 22.

Images

- Look at the image on the front cover and talk about the colour, patterns and body parts of the butterfly that the children can see.
- Develop children's vocabulary by asking them to describe the images of each stage, e.g. help children to find words to describe how the egg looks when it is laid and how it changes.

Collins

Activities

- Turn to page 22 and help children to follow the butterfly life cycle using the arrows and labels. Then turn to page 23 and help children to play the matching game.
- Provide children with paint and paper. Show them how to paint one of the butterfly's wings on half of the paper and then fold the paper and press to print the other wing of the butterfly. Complete the butterfly by painting the body and head along the fold.

Questions

- Where do caterpillars come from?
- How do butterfly eggs change?
- What do caterpillars like to eat?
- How do caterpillars move and behave? Can you move like a caterpillar?
- What job does a pupa do?