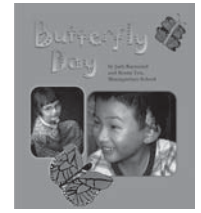


Butterfly Day

by Judy Raymond and Room 10, Maungawhau School



Book Summary

Butterfly Day describes a special day at Maungawhau School and includes facts about butterflies.

Features of the Book

- Photographs to support the text.
- The contractions – “can’t,” “wouldn’t,” and “wasn’t.”
- The use of compound words – “butterfly,” “sunshine,” “classroom,” and “themselves.”
- The blends – “cl,” “fl,” and “cr.”
- The word endings – “er,” “ed,” “ly,” and “ing.”
- Factual information about butterflies.

Purpose

Butterfly Day can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** recognizing features of different genres;
- S** discussing new vocabulary and extending understanding;
- S** recognizing and reading a range of different word patterns, including word endings;
- S** using diagrams, charts, and other illustrations to support writing.

Introducing the text

Discuss with the children the cover photographs.

- *What do you think this book is about?*
- *Who could these children be?*

Read the title of the book and the names of the authors to the group.

- *What kind of butterfly is the one in the photograph?*

Reading the text

- S** Recognizing features of different genres.
- S** Discussing new vocabulary and extending understanding.
- S** Recognizing and reading a range of different word patterns, including word endings.

Pages 2 and 3 – Look at the layout of the text

- *Is this book going to be a fictional story or a factual text? How do you know?*

Discuss the use of photographs as a feature of a factual text.

- *What are they telling us?*

Discuss the different stages of a butterfly’s life cycle.

Read the text, highlighting new vocabulary (“swan plant” and “chrysalis”).

- *What else tells us that this is a factual text?*

Pages 4 and 5

- *What would it feel like to have a butterfly crawling over you?*
- *Why wouldn’t it stay still?*
- *What do you think it was looking for?*

Pages 6 and 7 – Discuss the different butterfly activities that the class did.

- *What information do these pages give us?*

Page 8

- *Where might the butterfly go?*

Children now read the book independently.


Revisiting the text


Discuss compound words and find some in the text. Identify the two parts of the compound word and list others the children know.

Look at the different word endings used in the story. Group them according to their endings and have the children add their own ideas to the list.

Following Up

S Using diagrams, charts, and other illustrations to support writing.

 Have your own Butterfly Day within the classroom and ask the children to keep a butterfly diary and write what they observe each day.

 Using butterfly shaped books, the children could write some facts about butterflies and include illustrations and diagrams to support their writing.

B Complete the blackline master opposite.