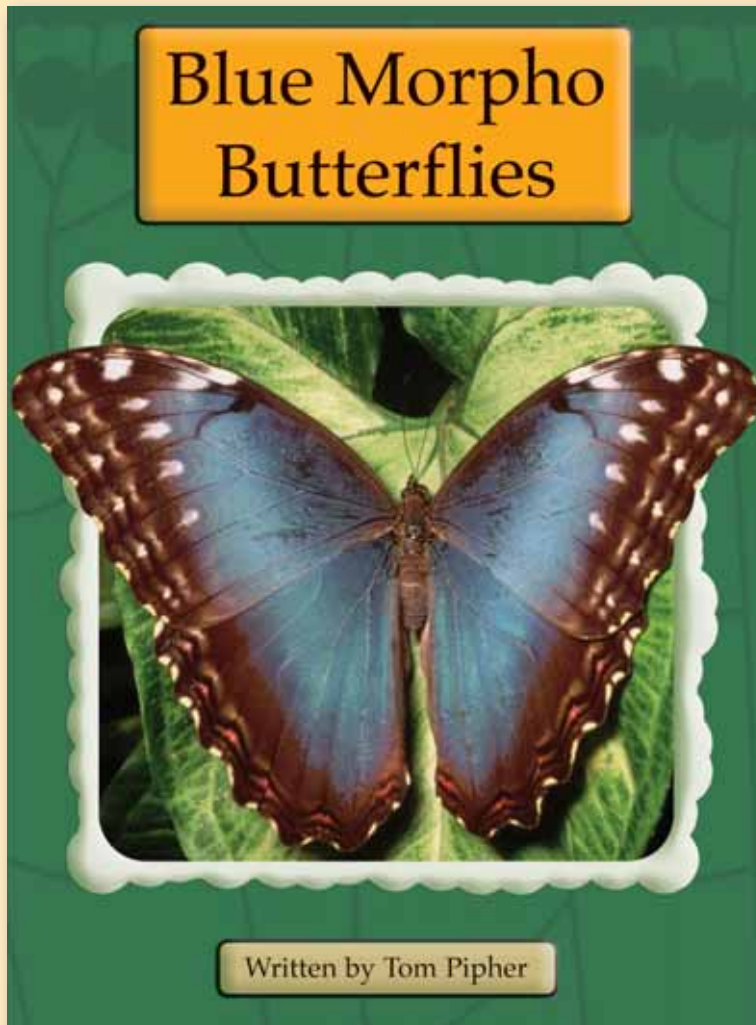




# Level 24

## Book f



Level	24
Word Count	668
Text Type	Factual Description
High-Frequency	warm
Word/s Introduced	



MACMILLAN

Jackson's Bear

Pancakes

Extreme Racer

About Milk

Big Greg's First  
Ski Lesson

Blue Morpho  
Butterflies

A Clever Trick

How Animals Move

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Have the students read the title and the name of the author on the front cover.

Ask the students – *Have you ever heard of the blue morpho butterfly? What do you think morpho means? (morph – to cause something to change its outward appearance completely and instantaneously, or to undergo this process – Encarta Dictionary)*

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *Where are blue morpho butterflies found?*

**Pages 4–5** *What colour are the wings of a blue morpho butterfly?*

**Pages 6–7** *What does the blue colour on the wings do? What does the brown colour on the wings do? What are the predators of the blue morpho butterfly?*

**Pages 8–9** *What do the bright colours on other butterflies sometimes mean?*

**Pages 10–11** *What are the three parts of a butterfly's body? How many legs does it have?*

**Pages 12–13** *What are spiracles?*

**Pages 14–15** *What are the four stages of the blue morpho butterfly's life?*

**Pages 16–17** *What is a chrysalis?*

**Pages 18–19** *Why do butterflies need to keep warm? What does the blue morpho like to eat?*

**Pages 20–21** *How do butterflies help pollinate flowers?*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Ask the students to focus particularly on the captions to the illustrations for extra information.

Remind the students of the appropriate voice intonation to use when reading questions.

**Developing Specific Skills**

Plurals – words ending in *y* – butterfly / butterflies – story / stories

See the BLM for the students to complete.

Word building – *ph* words – morpho, physical, graph

Make a list of words that include *ph*. Ask the students if they can think of a word that begins and ends in *ph*. (e.g. *photograph*)



Say – *There are more than 1,300 butterflies in Costa Rica. We have many beautiful butterflies in our country, too.* Then have the students research some common butterflies and locate them on a map.

Ask the students – *Why are butterflies important in our environment?*

## MEANING MAKER



The blue morpho butterfly lives in the rainforests of Central and South America. Ask the students – *What makes this a perfect environment for this and other butterflies?* Have them find as many reasons as they can in the book.

## TEXT CRITIC



Say and ask – *At the beginning of this book, the author invites the reader to pretend that they are in a place with the most beautiful butterflies on Earth. Do you agree with the author's view of the blue morpho butterfly? Do you think this is an effective way to begin the book? Explain your reasons.*

## 24f Blue Morpho Butterflies

Name \_\_\_\_\_

Change these words into plural (more than one). Remember the rule – change the *y* into *i* and add *es*. The first one has been done for you.

**baby**

**babies**

fly

\_\_\_\_\_

lolly

\_\_\_\_\_

country

\_\_\_\_\_

daisy

\_\_\_\_\_

spy

\_\_\_\_\_

Now write your plural words into sentences.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## 24f Blue Morpho Butterflies      Name \_\_\_\_\_

People are said to have five senses – taste, hearing, sight, touch, and smell. Fill in the chart below and compare the parts of the body that humans and butterflies use for their senses.

	<b>Human</b>	<b>Butterfly</b>
<b>Taste</b>	tongue	
<b>Hearing</b>		
<b>Sight</b>		
<b>Touch</b>	skin	
<b>Smell</b>		antennae

Describe the way humans breathe and the way butterflies breathe.

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## 24f Blue Morpho Butterflies

Name \_\_\_\_\_

At the end of this book the author invites the reader to *Take another imaginary walk*. See if you can find another bright-coloured butterfly. In the space below create your own butterfly. Look carefully through the book to make sure that you include the correct body parts (see page 11). Design a beautiful pattern on the wings, maybe with some eyes to scare away predators.



What is the name of your butterfly? \_\_\_\_\_

What does it eat? \_\_\_\_\_

Where does it live? \_\_\_\_\_

What are its predators? \_\_\_\_\_

On the back of this sheet write a story about your butterfly including all the information you have written above.