

The Butterfly, the Bird, the Beetle and Me

*Written by Sarah Prince
Illustrated by Ulrich Lehman*

Level 15

Getting ready for reading

You might like to discuss any experiences the children have had with being up high in the air, for example in a tall building or in an aeroplane. Ask: *What did things look like? Were they the same size?*

Talking through the book

Before reading ask the children to put themselves in the place of a butterfly. Ask: *What would the grass look like? What would a flower or leaves be like to a butterfly?* Turn through the book, identifying the different creatures and asking questions such as: *What would the town look like to a bird high up in the sky? What would a pumpkin look like to a beetle?* Model the responses of the book: *Yes, a pumpkin would be like a mountain.*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

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

What do the houses and gardens look like to the bird?

Why does the beetle think the pumpkin is a mountain?

How does your size affect the way you see things?

What would the classroom look like if you were the same size as a butterfly?

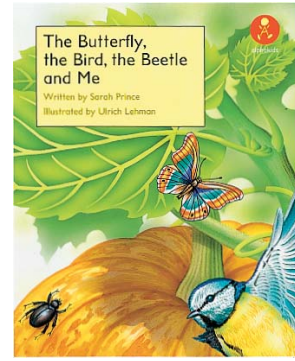
Being a code breaker

Children may like to explore rhyming words:

butterfly, by, eye, high, sky

shiny, tiny

tree, see, me



TEXT FEATURES

- **This book explores ideas about perspective relative to size by looking at the world through the eyes of a butterfly, a bird, a beetle and a child.**
- **It includes some rhyming text.**
- **Illustrations explore the butterfly eye view.**
- **Similies are used: *like a quilt*.**

Being a text user

Discuss:

What does this book help you to learn about the world?

What do the illustrations help you to learn?

Being a text critic

Discuss:

Do animals and birds see the world the same way as humans do? How are they the same or different?

How does the illustrator show different points of view in this book?

Literacy learning centres – follow-up activities

WRITING CENTRE

Encourage children to write a further few pages modelled on the book:

If I were a snail crawling by
what would I see with my two eyes?

These could be collated into a class book.

BOOK BROWSING CENTRE

Provide books or videos about insects and birds that can be found in the countryside – or in your own garden. Children could also read and browse through books that present a view of the world from other perspectives, and talk about the different ways the information is presented.

Children will also enjoy A. A. Milne's 'Forgiven' in *Now We Are Six* – the story of Alexander Beetle, who was accidentally let out after being mistaken for a match.

WORD CENTRE

Children could reread this book and other books with rhyme to make lists of rhyming words, for example: *A Pet for Me* (level 8), *Too Many Animals* (level 7).

These could be used to support poetry writing in the class.

INTERACTIVE LITERACY CENTRE

Provide materials such as modelling clay, pop sticks, pipe cleaners, paper and paint. Children could work in cooperative groups to build models of the way the world looks when you are small, or from a bird's-eye view.

Keeping track

Quick informal records of reading behaviours can be collected during independent reading sessions. Any area of concern can be followed up later with a full record of reading behaviours.