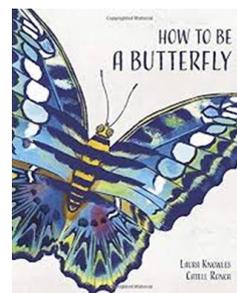


# How to be a Butterfly

by Laura Knowles and Catell Ronca

Frances Lincoln Childrens' Books, 2019



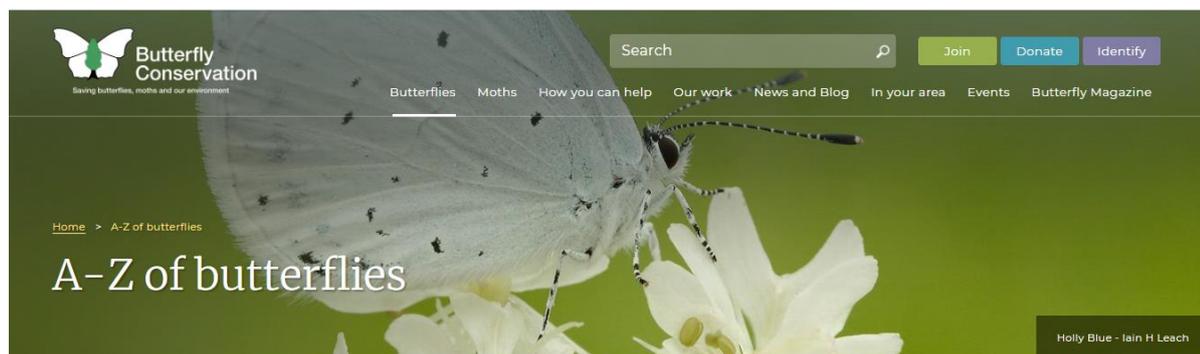
## Suggestions to support learning:

- Begin with a butterfly hunt. If possible, provide the children with clipboards, paper and some colouring pens/pencils so that they can sketch any butterflies that they encounter. It might be helpful to provide children with some blank butterfly templates before beginning the hunt, so that they need only quickly record the markings that they see. Alternatively, use a camera to try and snap some pictures of any butterflies that you come across.

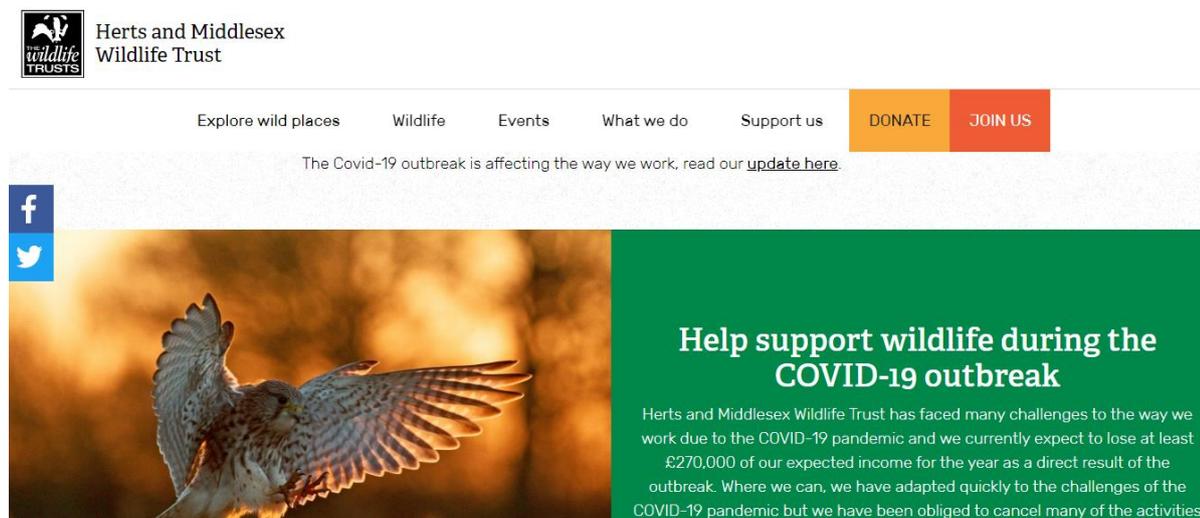
On returning from the hunt, try and match any butterflies that you have found to the pictures in the text, or use a website if the text is not available.

Useful websites:

Butterfly Conservation A-Z of butterflies <https://butterfly-conservation.org/uk-butterflies/a-to-z>



## Herts and Middlesex Wildlife Trust



- Follow-up the hunt with a read and exploration of the text, stopping where children find a point of interest to discuss.

NB. Have a ruler handy for pages 4-5 (counted from page 1 as the title page) so that the children can see if the pictures on the page are drawn to scale. If they are enjoying the book remotely, they can use the ruler to establish the size of each butterfly. An additional challenge might be to convert from inches to cms!

- Pages 6-7 provide a captivating riot of colour!

These pages lends themselves to a game of 'I Spy', and an opportunity to practice generating expanded noun phrases. With the page visible to the listener, provide a clue that matches one of the butterflies, using an expanded noun phrase, for example:

'I spy with my little eye, a brown and orange butterfly with smooth-edged wings.'

(Answer: Dryas Iulia).

Provide several other examples of the kind of noun phrase that you would like the children to imitate and then invite them to create clues for a number of different butterflies on the page.

Some children may benefit from a simple writing/speaking frame e.g.

I see a \_\_\_\_\_ and \_\_\_\_\_ butterfly  
with \_\_\_\_\_.

- Explain to the children that, like plants, each butterfly has a scientific name. The children might enjoy getting their tongues around the tricky Latin names, which are provided alongside the beautiful visuals. If the children have been learning other languages, they may be able to spot some familiar words within some of the names, for example, the children might spot 'sang' in Cymothore Sangaris, which they may be able to relate to 'du sang' meaning 'blood' in French.

In addition to their Latin name, each butterfly type has a common name which often (although not always) alludes more to its appearance. With this in mind, the children might enjoy creating common names that would suit the different butterflies on the page.

For example, the Hamadryas Amphinome (on page 7) might be well-suited to the name, 'the willow-pattern plate butterfly', alluding to its blue and white hues.

Following on from this activity, challenge the children to research the actual common names for the butterflies depicted on the different pages of the book.

Some seem well-suited, for example, the common name for the Cymothoe Sangaris is the 'blood-red glider', while others may be more surprising, for example, the common name for the Hamadryas Amphinome is the 'red cracker'!

- The use of the repeated opening phrase across this text, 'To be a butterfly,...' makes it a perfect model for writing innovation. This text could easily be presented as a WAGOLL for a similarly light and humorous non-fiction piece; they could either choose to write a text based upon an animal of particular interest, for example, a tiger:

To be a tiger, you must have dark vertical stripes on orange-brown fur.

To be a tiger, you must enjoy living alone. If you prefer living in a group, you might be a lion. Perhaps check your reflection in a pond to see if you have a mane. If you do, you are definitely not a tiger!

Or, they might prefer to write about an imaginary beast, for example, a unicorn:

To be a unicorn, you must have a spiralling horn protruding from your forehead. A unicorn has four legs and hooves and looks very similar to a horse. Be warned, if you don't have legs, you are probably a narwhal!

Or, how about a witch?

To be a witch you must wear a tall, black pointy hat, and fly on a broomstick. In addition, you must have craggy skin, numerous warts and a crooked nose. Or, you could just look like a nice old lady, I suppose. If you are obsessed with turning large vegetables into carriages, and conjuring up beautiful ball gowns, you are not a witch: you are a fairy godmother.

Each of these examples would be complemented by a collection of images to depict the different types within the species (e.g. in the 'witch' example, the children could find traditional images of witches, such as Baba Yaga, Winnie and Mog, and place these alongside less archetypal examples, such as the 'nice lady' witches from Roald Dahl's classic text (before their transformation of course!) and Mildred Hubble.