

Butterfly Notes

PM Level 26

Emerald

Text Type Narrative

Running Words 1980



Preparing for Guided Reading

Orientation to the text

- Sarah is very anxious about playing the violin in the forthcoming school concert. Her Gran tells her to imagine that the 'butterflies' in her stomach can give her energy to help her play better. Sarah isn't convinced, but when she begins to play on stage, she imagines the butterflies flying from her violin strings and finds that Gran was right after all.

Prior knowledge

- Discuss what the butterflies really are. Make a list of the things that students experience when they feel nervous.

Building the Balanced Reader

Grammatical conventions

- Explain that this text is written in the first person, as the main character speaks from a personal viewpoint. Locate and discuss the first-person pronouns, *I, me, my, we, us, our*. Have students search for examples that demonstrate that Sarah, not a narrator, tells the story.
- Explain the function of conjunctions (to join sentences or parts of sentences) and how this helps the flow of the writing. Write a list of conjunctions used to join sentences, e.g. *and, so, because, but*. Have students find examples of where two sentences have been joined using a conjunction.
- Locate similes in the text that compare one thing with another, e.g. *like two threads weaving together to create one beautiful piece, and like a goldfish*. Note that similes often begin with *as* or *like*.

Vocabulary

Key vocabulary

acoustics, appetite, chemical, clusters, compliment, concentrated, dealing, determined, dramatic, drown, duet, fluttering, focusing, harmony, hovering, ignore, master, miserably, modest, nervous, passion, performed, practice, practise, preferred, reflection, soar, surged, talented, terrified, ultimate

Spelling

- Locate the words *practice* and *practise* in the text. Revise the usage of *practice* as a noun and *practise* as a verb.

Visual Literacy

- Note the inclusion of the calendar, to represent the number of days remaining until the performance.
- Discuss why the illustrator has included the images of butterflies, even though they really don't exist. How does this add impact to the story?

Focusing on the story – guided reading

- Ask students to read to the end of p. 15 after setting the focus questions: *What causes the sensation of butterflies? Why is Sarah so worried? Why do students practise in the shed?*
- Encourage students to make a list of any new or interesting vocabulary that they encountered and then write what they think the words mean.
- Write a list of the musical terms that might be found in the rest of the text.
- Ask students to silently read to the end of p. 23 after setting the focus questions: *What strategies does Sarah use to help her practise for the concert? What causes Sarah's butterflies to start again?*
- Share students' responses to the focus questions. Then discuss the following: *If you were Sarah, whose advice would you follow? Why? In what ways are Sarah and Stefan alike? In what ways do they differ?*
- Discuss the importance of supporting friends and family members when they have a problem. Explain how sharing a problem can lead to finding an effective solution.

Comprehension

- What was Aunt Maitha's advice to Sana about the butterflies? (*Literal*)
- Why did Sana think Noor wouldn't like playing the duet with her? (*Inferential*)
- Why did Sana and Noor practise their duet with the music and then without the music? (*Applied Knowledge*)

Follow-up activities

- Discuss the term *analogy*. Ask students to think of an analogy for nerves (other than butterflies). Have them give advice using their analogy.

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Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type and the typical vocabulary.
- _____

Success Criteria

- I can identify themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up