

Week 3

Lesson Topic + Resources	Focus	Lesson Notes
<p><b>Lesson 1</b> Introduction to <i>The Butterfly Lion</i>, Chilblains and Semolina Pudding</p> <p><b>Resources</b> <i>The Butterfly Lion</i> + <i>R&amp;R Workbook 2</i></p>	<ul style="list-style-type: none"> <li>• to develop skills in prediction using clues found in the picture and cover text</li> <li>• to discuss openings</li> <li>• to identify features that gain readers' attention</li> <li>• to notice how story is set in past</li> <li>• to describe boy</li> </ul>	<ul style="list-style-type: none"> <li>• Read about the author on page 3 of <i>R&amp;R Workbook</i>. Have you read any books by Michael Morpurgo? You will find some titles on the inside cover of your book, <i>The Butterfly Lion</i>.</li> <li>• Look at the cover of the book. What do you think it is about? (Do not look at the back or the quotes on the inside.)</li> <li>• It is important for the reader to be hooked as soon as possible. Go straight to the first chapter <i>Chilblains and Semolina Pudding</i> and read the first page only, page 7. What questions does this make you want to ask? Think of three or four. Why do you think the author holds back this information?</li> <li>• How else does the author gain the reader's attention in this first paragraph?</li> <li>• What information <b>do</b> you learn from this page? What kind of a story do you think it's going to be?</li> <li>• Turn to <i>R&amp;R Workbook</i>, page 3 and do the activities there. (<i>What's it about?</i> and <i>Beginnings</i>)</li> <li>• Now read to the end of the first chapter. Tell your teacher what happens.</li> <li>• What kind of atmosphere does the author build up in this first chapter? (What time of day is it? What is the weather like? How is the boy dressed?)</li> <li>• How do you know that this takes place in the past – think about the description of the school. Is it like any school that you know?</li> <li>• Complete the activities on page 4 in <i>R&amp;R Workbook (Meanings and Adjectives)</i></li> </ul>
<p><b>Lesson 2</b> Strange Meeting</p> <p><b>Resources</b> <i>The Butterfly Lion</i></p>	<ul style="list-style-type: none"> <li>• to infer character's feelings</li> <li>• to examine how the author develops atmosphere of mystery and suspense</li> <li>• to describe the old woman</li> </ul>	<ul style="list-style-type: none"> <li>• Looking back at the first chapter, what are the boy's thoughts and feelings as he plans to run away? In your exercise book write a diary entry from the boy's point of view.</li> <li>• Read Chapter 2 - <i>Strange Meeting</i>.</li> <li>• What does the old lady look like? Describe her. How does she act?</li> <li>• Find the part which suggests that there is something mysterious and supernatural about the meeting (page 13)</li> <li>• Talk about the difficult decisions the boy makes.</li> <li>• At the end of this chapter, the old lady is about to tell a story. Where will the story take place?</li> <li>• This chapter raises further questions. What might they be? Re-read pages 16 &amp; 17.</li> <li>• <b>Vocabulary</b>. Can you work out the following words from the context? <i>Scrutinise</i> page 12; <i>ominous</i> page 13; <i>hackles</i> page 13; <i>wafted</i> page 15; <i>succulent</i> page 16; <i>fascinate</i> page 16. Check with the dictionary to see if you are right.</li> </ul>

<p><b>Lesson 3</b> Timbavati</p> <p><b>Resources</b> <i>The Butterfly Lion + R&amp;R Workbook 2</i></p>	<ul style="list-style-type: none"> <li>• to relate events in order</li> <li>• to compare characters</li> <li>• to notice and use words which signal time and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Read the chapter, Timbavati, up to <i>One evening ...</i> on page 26. These pages provide a general description of the life of Bertie and his parents on a farm in Africa. You may already be familiar with Africa (and definitely with home schooling!) Here's a glossary to help if you're stuck: <i>Compound</i> – an enclosed area; <i>veld</i> – open grassland in southern Africa with scattering of shrubs or trees; <i>impala</i> - African antelope with ridged curved horns; <i>malaria</i> – infectious disease caused by bite of mosquito, <i>kopje</i> - a small hill rising up from the African veld.</li> <li>• Who is telling the story now?</li> <li>• Read the remainder of the chapter.</li> <li>• What more have we learned about Bertie?</li> <li>• Tell the events in order to your teacher. Say how Bertie felt and what he did as a result of what happened. Do you think Bertie and the boy are similar in any way? Discuss with your teacher and then complete page 7 in your <i>R&amp;R workbook (The Boy and Bertie)</i></li> <li>• Look at the phrase, <i>One evening</i>, at the bottom of page 26. This tells the reader when the event happened. Turn to your <i>R&amp;R workbook</i>, page 8 and complete the activity (<i>When did it happen?</i>).</li> </ul>
<p><b>Lesson 4</b> Powerful words, characters</p> <p><b>Resources</b> <i>The Butterfly Lion + R&amp;R Workbook 2</i></p>	<ul style="list-style-type: none"> <li>• to examine the use of powerful words and dramatic techniques</li> <li>• to infer characters' feelings</li> <li>• to role play</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 4, <i>Bertie and the Lion</i></li> <li>• Turn to <i>R&amp;R Workbook</i>, page 9 and re-read the extract which is from the beginning of the chapter. Summarise it in as few words as possible. (<i>Powerful words</i>)</li> <li>• How does the author make the scene exciting and involving?</li> <li>• On this worksheet, highlight all the words you can that describe <b>movement</b>. Are these fast or slow movements? What effect do these words have?</li> <li>• Why do you think the author uses short sentences at the end of the second paragraph and at the beginning of the third? What effect do they have?</li> <li>• How does the author create suspense about the rifle shot? (p.33)</li> <li>• Re-read the section (pages 37-39) in which Bertie's mother and father argue about whether to let him keep the lion cub. What reasons do they have for holding these views? Which one changes his or her mind? Why did they eventually agree that Bertie could keep the lion? Role play with your teacher. Use what you have learned about the family up to this point.</li> <li>• Complete the worksheet in <i>R&amp;R Workbook</i>, page 10 (<i>I want to keep him</i>), drawing on your discussion and role play.</li> </ul>
<p><b>Lesson 5</b> Spelling - the <i>ough</i> letter cluster</p> <p><b>Resources</b> <i>English Workbook 2a Dictionary</i></p>	<ul style="list-style-type: none"> <li>• to identify words which contain the <i>ough</i> letter cluster</li> <li>• to establish the different sounds made by this cluster</li> </ul>	<ul style="list-style-type: none"> <li>• Do your spelling test for this week.</li> <li>• You will be using <i>Eng Wkbk 2a</i> in this lesson (not the <i>R&amp;R workbook</i>)</li> <li>• Find Worksheet 6. This is all about words that have the letters <i>ough</i> in them. They do not all sound the same.</li> <li>• Do the exercises on this page - you may need some help.</li> <li>• Choose a Drama Activity from the Speaking and Listening section to finish this lesson.</li> </ul>

## Week 3

## Additional Teaching Points



## Reading the story book

You need to follow what you are told in the notes for each lesson about reading **The Butterfly Lion**. You must not read any part of the book until you are told to do so, as otherwise the point of some of the lessons will be lost. Remember to stop exactly where you are told to stop and not peep at the next few lines. Read each piece you are told to read out loud, trying to put plenty of expression into your voice.



## Reading the story book

**The Butterfly Lion** should be within your child's normal reading range and s/he should be able to read the text fluently and accurately. Encourage him/her to read with expression, making sure the meaning of the text comes through.

Please make sure that only the specified text is read at any one time as the worksheets are based on a good deal of prediction and this is an important skill for your child to develop.

## Using the Read and Respond Workbook

It is important to read through each page in the Workbook with your child before any activity is undertaken. Make sure that your child understands what is required and has any necessary resources such as dictionary, thesaurus etc.

## Lesson 3

Discuss how Bertie's feelings are similar to those of the boy in Chapters 1 & 2. Help your child by pointing out some incidents and asking: *Was he excited? Miserable? Brave? Surprised? Happy?* Then let her carry out the activity in *R&R Workbook*, page 7.

## Extension Activities

## Lesson 1

*Writing a letter.* On page 8 we are told that the boy was homesick after he received a letter from his mother. Ask your child to think of what she might have said.

*Role Play.* Imagine the conversation the boy had at home with his parents about sending him away to school. Role play with your teacher.

## Lesson 2

On page 5 in *R&R Workbook* you will find some things that the old woman said or did. What do these tell you about her? Ask your child to complete this activity. S/he can do this orally.

*Boarding school* – page 6, *R&R Workbook*. Read this information in *R&R Workbook*. The activity is open ended in that your child will have to use his own judgment. S/he may not be familiar with the term, 'prep'.

## Lesson 3

*Time words.* Ask your child to write 2 or 3 sentences describing his school day which include words and phrases indicating time. Can he think of other words and phrases to add to the worksheet?

## Lesson 4

*Hot seating.* Ask your child to choose one of the characters he has met so far (these can be minor ones too) and to think of 4 or 5 good questions to ask him or her. You will need to act in role as the character. Change parts and let your child be interviewed.