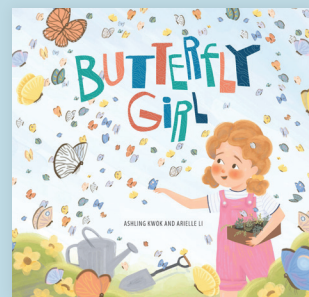


Title: Butterfly Girl
Author: Ashling Kwok
Illustrator: Arielle Li
Price: AU \$24.99 | NZ \$27.99 | USA \$19.99 | CA \$24.99 | UK £10.99
ISBN: 9781922539564
Publication date: October 2023
Audience age: 4-8 years
Key Curriculum Areas: English, Science / STEAM, Health and Physical Education, Visual Arts



SYNOPSIS:

Olivia and her butterfly friends spend all of their time together, until one day everything changes, and Olivia and her mother move to an apartment in the city. Olivia is heartbroken because she doesn't want to leave her butterfly friends behind but her mother assures her that she will make new friends in the city.

When Olivia and her mum arrive in the city, it's so grey and gloomy that everyone is sheltering inside. Olivia waits for new friends to come and play but no-one appears. So Olivia stands on her empty concrete apartment balcony and calls out to her butterfly friends — because they always come when she needs them. But this time, even her butterfly friends don't appear.

Then Olivia remembers that butterflies need colourful nectar plants, a puddle pool and rocks to rest their wings on, but Olivia doesn't have a garden anymore so she decides to build a butterfly balcony garden using whatever she can find. Olivia waits and waits and waits but her butterflies stay away. Just as Olivia is about to lose hope, a gust of wind blows flowers from her balcony garden across the grey sky and onto her neighbours' balconies. People of all ages and cultural ethnicities appear on their balconies to pick up the flowers, and Olivia suddenly knows exactly what she needs to do to attract (human and butterfly) friends.

THEMES:

- Cultural diversity
- Environment
- Friendship
- Happiness
- Loneliness
- Mental Health

SELLING POINTS:

- Illustrates urban life with its cultural diversity while emphasising the need to make space for animals.
- Shows children that they don't need material objects or large properties in order to be happy; they can add a touch of magic to their lives whatever their situation may be.
- Highlights the fact that one small person can make a big difference to the environment and also to the lives of others, and that loneliness and the need for friendship crosses all age groups and cultural boundaries.
- Includes instructions for establishing a butterfly garden.

WRITING STYLE:

Gentle, sensitive, emotional, evocative, vivid.

ILLUSTRATION STYLE:

Warm, vibrant colours against cool greys using digital gouache

AUTHOR MOTIVATION:

To show children that they have the power to change their world and the lives of the people around them. And to also remind children about how important it is to be inclusive – to welcome people of all ages, ethnicities, and social status into their lives – because *everyone* matters.

AUTHOR/ILLUSTRATOR BACKGROUND:

Ashling Kwok is an internationally published author from Sydney. She is obsessed with children's literature and loves immersing herself in magical worlds where anything is possible.

Arielle Li is a Taiwanese–Australian illustrator based in Adelaide. When she's not working, she enjoys playing with her cats and practising Taekwondo.

INTERVIEW:**AUTHOR****What is the inspiration for this story?**

The idea for this story came to me during the pandemic. While we were all complaining about being in lock down and only being allowed to go outside for short periods of time, I saw a news story about a poor family living in a tiny apartment in a bleak, colourless city on the other side of the world who were never allowed to leave their home. I wondered how anyone could stay mentally sane in that situation and thought about how lucky we are to be living in Australia where we have so much freedom and are surrounded by colour and beauty at every turn. I felt blessed but also sad because I couldn't stop thinking about that poor family, and especially the children, who were locked away in a colourless world.

I tried to think of simple ways that someone in that situation might be able to change their environment and keep their spirits alive. Then I saw an image of a balcony garden overflowing with colourful flowers and remembered how my niece Olivia loves to chase butterflies - and the idea for *Butterfly Girl* was borne.

I hope this story shows children that they have the power to change their world and the lives of the people around them. No matter what your situation is, you can bring colour (physical and mental) to your world.

What was the most rewarding part of this project?

Watching the story grow from a simple idea into a story filled with important themes that need to remain in the social conscience. I wanted *Butterfly Girl* to be an inclusive story – one that highlighted the need to include people of all ages, ethnicities, and social status – because everyone matters. I hope I've achieved my aim.

What was the most challenging part of this project?

Finishing the manuscript because every time I thought I was done I'd think of a new layer I wanted to add or more descriptive way to describe a scene. It was endless but it was also worth every painful moment because I'm delighted with the result.

ILLUSTRATOR**What media do you use to create your illustrations? Briefly describe your process.**

I used an app on my iPad Pro called Procreate to create the illustrations. I started by brainstorming a few character designs for Olivia. After we've decided on a design, I then sketched out the thumbnail storyboards, making adjustments as needed. Then, after the storyboard is approved, I then used the sketch as a base to paint on top of digitally.

What was the most rewarding part of this project?

I enjoyed designing the environment and creating the contrast of a cold, grey city against the warm, vibrant and colourful balcony world that Olivia's created. I also love designing all of Olivia's neighbours!

What was the most challenging part of this project?

Butterflies. I'm scared of them, so researching them was a challenge that I eventually overcame. I tried focusing on their wings and the pattern, which seemed to help.

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION:

Before Reading

- Ask students, what kind of insects they might see in their garden, balcony or local park? Make a list.
- Turn and talk to a friend about your favourite insect. Why do you like it? Where might you see them feeding, sleeping or producing offspring?
- What are your ideas about 'pollinators', and what is 'pollination'?
- Watch this video on pollinators:
[\(5\) Flowers and Their Pollinators: A Perfect Match! | Spring is Here! | SciShow Kids - YouTube](#)
- We will be focusing on butterflies. What do you know about them? Can you name some different kinds of butterflies? Show students some labelled pictures of various butterfly species.
- Look at the cover of 'Butterfly Girl'. What do you notice? Can you recognise any particular kinds of butterflies? Why do you think the character might be called, Butterfly Girl? Why might the butterflies be important to her?
- How does the cover make you feel? What does it make you wonder?

During Reading

- On the first page, have a look at the picture and the place where Olivia lives. Why do you think she only has 'butterfly friends'?
- What is Olivia building for the butterflies? What is the main purpose for this?
- What can you see happening with all the boxes, and how do you think Olivia feels about it? How do you know?
- Do you think the butterflies will come after her singing and dancing?
- Will they come to her butterfly balcony garden?
- Why do you think they're not coming to Olivia? Why do you think she is waiting such a long time?
- What has Olivia discovered is the best strategy for making friends?

After Reading

- What did you like / dislike about this story? How did it make you feel? What was your reaction to the ending?
- What did you learn about Olivia? How did she change by the end of the story? How was she still the same?
- The story of Butterfly Girl is like an analogy that could represent 'a girl growing her wings'. Discuss this concept.
- What else does this story make you wonder about? What would you like to know?
- How does the story show the importance of 'open-mindedness', as well as appreciating the simple / small things in life? List some things that are 'valuable', but are NOT materialistic.
- What did you learn about butterflies? Can you explain or draw the life cycle of a butterfly?
- Why are pollinators important? How can you encourage more pollinators to your garden?
- How are the butterflies and the community of friends in the story similar? What does 'diversity' mean?
- What is significant about the group of people and their importance to Olivia, the community and the environment? Why is their help and friendship important?
- What are the similarities and differences between her old country home and her new urban balcony apartment? Use a Venn Diagram to organise your thoughts.
- What do you like about the illustrations? How does the colour palette help to show the two different settings? How do the pictures illustrate the kind of environment that the butterflies are attracted to?
- How can you relate to this story? Think about significant events and changes in your life. How have you changed? How have you connected with other people or animals? Why is this important?

ACTIVITIES:

ENGLISH

Vocabulary: Noun – Verb – Adjective Sorting

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468)

- Locate in the book, and write a list of nouns (names of things), verbs (action words) and adjectives (describing words) into the corresponding columns, like the examples below. Add your own relevant terms to the lists. See **BLM 1**.

Nouns – *Olivia, butterfly, friends, sun, balcony, garden, city, plant, rainbows, etc.*

Verbs – *sang, danced, whirled, fluttered, twirled, shine, waited, built, watched, plant, grow, care, imagined, etc.*

Adjectives – *sunny, rainy, new, favourite, louder, faster, grey, etc.*

Vocabulary: Synonyms

(ACELA1432) (ACELA1464) (ACELA1435) (ACELA1437) (ACELA1451) (ACELA1452) (ACELA1454) (ACELA1468) (ACELA1470) (ACELT1584) (ACELY1650) (ACELY1660) (ACELY1670) (ACELY1651) (ACELY1661) (ACELY1671)

- Using the terms found in the ‘Noun – Verb – Adjective Match’ task, students can write their own sentences using synonyms. For example, instead of “*On sunny days, they danced and whirled, and fluttered and twirled.*”, try “*On bright days, they jived and spun, and flitted and twisted.*”
- Students can fold a piece of paper in half and cut out a butterfly wing shape. Open and write the original sentence on one side, and the new sentence on the other. Draw a picture that matches both sentences. See **BLM 2**.

Vocabulary: Adjectives – Labelled Butterfly Diagrams

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468) (ACELA1469) (ACELA1470) (ACELT1578) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670) Science links - (ACSSU002) (ACSSU017) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034) (ACSHE035) (ACSIS014) (ACSIS024) (ACSIS037) (ACSIS025) (ACSIS038) (ACSIS012) (ACSIS029) (ACSIS042)

- Write adjectives paired with nouns to describe the features of a butterfly. For example, long proboscis, orange and black wings, round abdomen, thin antennae, etc. See **BLM 3**.

Comprehension:

(ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELY1650) (ACELY1660) (ACELY1665) (ACELY1670)

Through writing and discussion, answer comprehension questions relating to the story, such as:

- Knowledge:** Who was in the story? What was the problem? Where did Olivia move to? What was she waiting for? How did she make friends?
- Comprehension:** Retell the story in your own words. What was the main idea? What are the similarities and differences between Olivia and the butterflies?
- Application:** How are the butterflies a symbol, or analogy, for the change in Olivia? Why was it important for Olivia to make new friends (and keep her old butterfly friends too)? How is the balcony garden a symbol of growth and adaptation?
- Analysis:** What are the features of a butterfly? Draw a diagram showing a butterfly’s life cycle. How does the old home compare to the new one? How did Olivia ensure the butterflies could adapt? Why was it important for Olivia to have a garden on her balcony?
- Synthesis:** Predict how Olivia might make friends or help the environment in the future. What other ideas can you think of for encouraging pollinators to your garden? What might happen if Olivia’s butterfly friends didn’t visit anymore? How would you design your own balcony garden?
- Evaluation:** Do you agree that friendship and diversity are important for your own social health and for a sense of community? What is the most important thing the story is teaching us? What do you think about the way Olivia has made new friends? How has she helped other people to come together? What places and organisations can we visit or research to learn more about butterflies?

Comprehension: Story Sequence / Retell

(ACELA1435) (ACELA1434) (ACELA1447) (ACELA1451) (ACELA1463) (ACELT1578) (ACELT1584) (ACELT1580) (ACELT1586) (ACELY1650) (ACELY1660) (ACELY1670) (ACELT1785)

- Order the sentences as they appeared in the book, and draw the story sequence. See **BLM 4**.
 1. When Olivia sang, the butterflies came.
 2. One day, everything changed.
 3. Olivia waited for new friends, but no one came.
 4. Olivia built a balcony garden for the butterflies.
 5. Then Olivia helped her new friends care for their gardens.
 6. Olivia had more friends than she could have ever imagined.
- Students can also make stick puppets of the characters and butterflies to retell the story in their own words.

Creative Writing: Innovation on Text – Butterfly Friends

(ACELA1435) (ACELA1451) (ACELT1783) (ACELT1831) (ACELT1582) (ACELT1832) (ACELT1833)

- Discuss what makes a good friend. Make a list of ways friends help and are kind to each other. *‘Olivia helped her new friends plant, and grow and care for their gardens.’*
- Students complete the sentence, **‘I help my friends ...’**
- The sentences could be written on cut-out and decorated paper butterflies, and made into a class display of dancing and whirling butterflies.

Narrative Writing:

(ACELT1580) (ACELY1651) (ACELY1652) (ACELT1832) (ACELY1661) (ACELY1672) (ACELY1648) (ACELY1658) (ACELY1674)

- Students can brainstorm some possible story ideas based on the concepts of ‘changes’, ‘transformations’, ‘making friends’ or ‘butterflies’. Think about the analogy of how Olivia changed and ‘grew her wings’ as she created a new community of gardening friends, in similarity to the life cycle of a butterfly. They can also think about other familiar texts with similar themes to use as a reference.
- Students then use one of their ideas to write a narrative story. It could be based on fact or completely imaginary. Who are the characters? Where is the setting based? What does your world look like? What kinds of emotional or physical challenges might you need to be overcome (eg. moving house, trying to make new friends, missing old friends, or environmental challenges)? How will they be resolved?
- Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Remember to use interesting action words and language!
- Decide if the story is written in first or third person. Set it out with a beginning, middle and end.

Information Report/Procedural Text

(ACELA1430) (ACELA1786) (ACELA1447) (ACELA1450) (ACELA1453) (ACELA1463) (ACELY1648) (ACELY1651) (ACELY1658) (ACELY1660) (ACELY1661) (ACELY1668) (ACELY1671) | Science Links: (ACSSU002) (ACSSU017) (ACSSU030) (ACSIS233) (ACSIS027) (ACSIS040)

- Students can create a poster or digital presentation with the collation of facts about a chosen butterfly species, including its life cycle showing metamorphosis, body parts and functions, what they eat and information about pollination. Be sure to include a title, interesting facts, diagrams or pictures, and captions for the information report. Some more facts about butterflies can be found at these links: [11 Amazing Butterfly Facts for Kids \[UPDATED Facts\] \(growkido.com\)](#)
[30 Butterfly Facts for Kids - Little Passports](#)
- Students could write a procedural text with the benefits of and method to setting up your own butterfly garden. Useful tips can be found at the back of ‘Butterfly Girl’. Include a title, introduction on what the piece is about, materials needed, steps in order, and conclusion. Further instructions on how to grow a butterfly garden can be found here: [Plant a Butterfly Garden - KidsGardening](#)

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- **Butterfly Placemat Chart:** Students can complete the chart to include their research on butterflies. Fill in the headings, such as: Butterflies Live, Butterflies Have, Butterflies Can, Butterflies Eat, Butterflies Are... See **BLM 5**.
- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Tips to Grow a Butterfly Garden'. The sub-headings could include; 'A sunny spot', 'A splash of colour', 'Types of flowers', 'A puddle of water', 'Rocks', 'Personalise it', 'No chemicals'. Write and/or draw short descriptions for each sub-heading. See **BLM 6**.
- **Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between two different aspects of the story. These can include: Olivia and the butterflies, Olivia's two homes, butterflies and another pollinating insect, etc. See **BLM 7**.
- **Y-Chart:** Students can imagine themselves as Olivia in one of the scenes from the story. For example, when she sang and danced with the butterflies, or when she felt lonely because the butterflies didn't come. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 8**.

SCIENCE / STEAM

Butterfly Life Cycle

(ACSSU002) (ACSSU017) (ACSSU211) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE035) (AC SIS014) (AC SIS037) (AC SIS011) (AC SIS024) (AC SIS039) (AC SIS233) (AC SIS027) (AC SIS041) (AC SIS012) (AC SIS029)

(See 'Information Report' Task). Other tasks can include, depending on the level of students' knowledge:

- Match the name of the stages to the pictures, and write information about each in the life cycle. See **BLM 9**.
- Create a paper wheel with a split pin to demonstrate the changing stages of the butterfly's life cycle. They could use pencils, natural materials or craft items to show the stages from eggs, larva / caterpillar, chrysalis, to adult butterfly.
- Create a 3D life cycle model using paper, cardboard, craft foam, wire, cotton wool, and so on.
- Watch the process of metamorphosis in your own butterfly garden. Students write and draw what they notice.
- Watch videos to learn about butterflies. Some examples can be seen here:
[How Does a Caterpillar Become a Butterfly? | Amazing Animals | Spring is Here | SciShow Kids - YouTube](#)
[Metamorphosis: Caterpillar to Butterfly for Children - FreeSchool - YouTube](#)
[Facts about Butterflies for Kids | Classroom Learning Video - YouTube](#)

Flying Butterfly Experiment – Chemical Reaction

(ACSSU003) (ACSSU018) (ACSSU031) (ACSHE013) (ACSHE021) (ACSHE034) (AC SIS014) (AC SIS011) (AC SIS233) (AC SIS012) (AC SIS024) (AC SIS025) (AC SIS039) (AC SIS027) (AC SIS041) (AC SIS029)

- Explore the chemical reaction of vinegar and baking soda with this fun flying 'caterpillar to butterfly' balloon experiment. You will need a balloon, permanent marker, vinegar, baking soda, empty clear bottle, spoon and tray. Draw a caterpillar on one side of the balloon, and a butterfly on the other. Pour some vinegar into the bottle, and some baking soda inside the balloon (a funnel may help). Attach the balloon to the bottle, and lift to show the caterpillar side (this is the larva). Predict and observe what happens when the baking soda fills into the bottle. Will the caterpillar grow and change into a butterfly?
- Experiment with variations like adding in dish soap. Predict, observe and record the findings. Which balloon worked the best?

Science involved: The baking soda (base) and vinegar (acid) mixed together releases carbon dioxide (gas). There is a further reaction when the carbon dioxide mixes with the soap.

Dancing, Twirling Butterfly Experiment - Physics

(ACSSU005) (ACSSU033) (ACSHE013) (ACSHE021) (ACSHE034) (ACSHE022) (ACISIS014) (ACISIS011) (ACISIS233) (ACISIS012) (ACISIS024) (ACISIS025) (ACISIS039) (ACISIS027) (ACISIS213) (ACISIS041) (ACISIS029) (ACISIS042)

- Explore the science of kinetic energy with this rubber band powered butterfly that spins through the air. You will need two large paper clips (or bendable wire), a rubber band, pliers, coloured paper (and coloured markers for decorating the wings), scissors and tape. An instructional video can be found at:

[How to make a butterfly robot run on a rubber band, fly extremely long and beautiful - YouTube](#)

Science involved: When the coil is turned, the elastic band stores energy within it in the form of potential energy. When it is released, this stored energy is released, which causes it to spin. The force generated pushes the butterfly forwards.

STEAM: Build a Butterfly Box

Science links: (ACSSU005) (ACSSU033) (ACSHE013) (ACSHE021) (ACSHE034) (ACISIS014) (ACISIS011) (ACISIS233) (ACISIS012) (ACISIS024) (ACISIS025) (ACISIS027) (ACISIS213) (ACISIS041) (ACISIS029) (ACISIS042)

Design and Technologies links: (ACTDEK001) (ACTDEK002) (ACTDEK003) (ACTDEK004) (ACTDEP005) (ACTDEP006) (ACTDEP007) (ACTDEP008) (ACTDEP009) | Visual Arts links: (ACAVAM106) (ACAVAM107) (ACAVAM108)

'On rainy days, they waited for the sun to shine again.'

Olivia is building a butterfly house for her butterfly friends. Using untreated wood, nails, screws and hammer, wire, twigs, non-toxic paint and paintbrush, you can make one, too!

- In groups, students can carefully think about and draw a design of their project, and decide on the tools, equipment and other materials needed. Where will the butterflies rest? Where will they drink from? What else is needed to encourage them to come to the butterfly box? (Butterfly food can include sugar or honey water and ripe fruit). How will it stay together and where will it be placed?
- Students build and decorate their butterfly boxes. Evaluate whether any adjustments are necessary.
- Place outside and observe its effectiveness over a period of time. Record the results in a graph, with pictures or photos, and a report.

Instructions on how to build a butterfly box can be found at:

[Build a Butterfly Box \(backyardbuddies.org.au\)](http://backyardbuddies.org.au)

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Read books and texts about butterflies, changes, or making friends
- Observe different kinds of butterflies and other pollinators in your own or local garden
- Write down, draw or collect images of yourself changing over time
- Plant flowers or plants that will attract caterpillars and butterflies
- Build a butterfly house!
- Dance, whirl, flutter and twirl like a butterfly
- Visit and make new friends with people in your neighbourhood or community – attend local events
- Attend gardening events
- Sing songs about garden critters!
- Interview an adult about changes or momentous events in their lives
- Keep a journal of your own changes or achievements, or start a photo album with your friends.

VISUAL ARTS

Patterned Butterfly Collage:

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

- Allow students to observe other artworks with butterflies, flowers and/or by pattern artists. Students can create a collaged piece using their chosen media; from patterned papers to fabrics, or paints and fine liners for details. Cut out butterfly and flower shapes and arrange them in a visually appealing way.

Urban Art:

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

- Show students images, or they can find some around their neighbourhood, of urban or street art. What kinds of images and diversity can they see? How does the urban art incorporate nature or environmental considerations?
- Students can choose to create their own urban art with their chosen media and technique – watercolours, spray paints, printing, pencils, etc. How will the art be represented? (on paper, bricks, as a mural, etc). Students need to include diversity of people, animals, and nature.

Nouns, Verbs, Adverbs and Adjectives

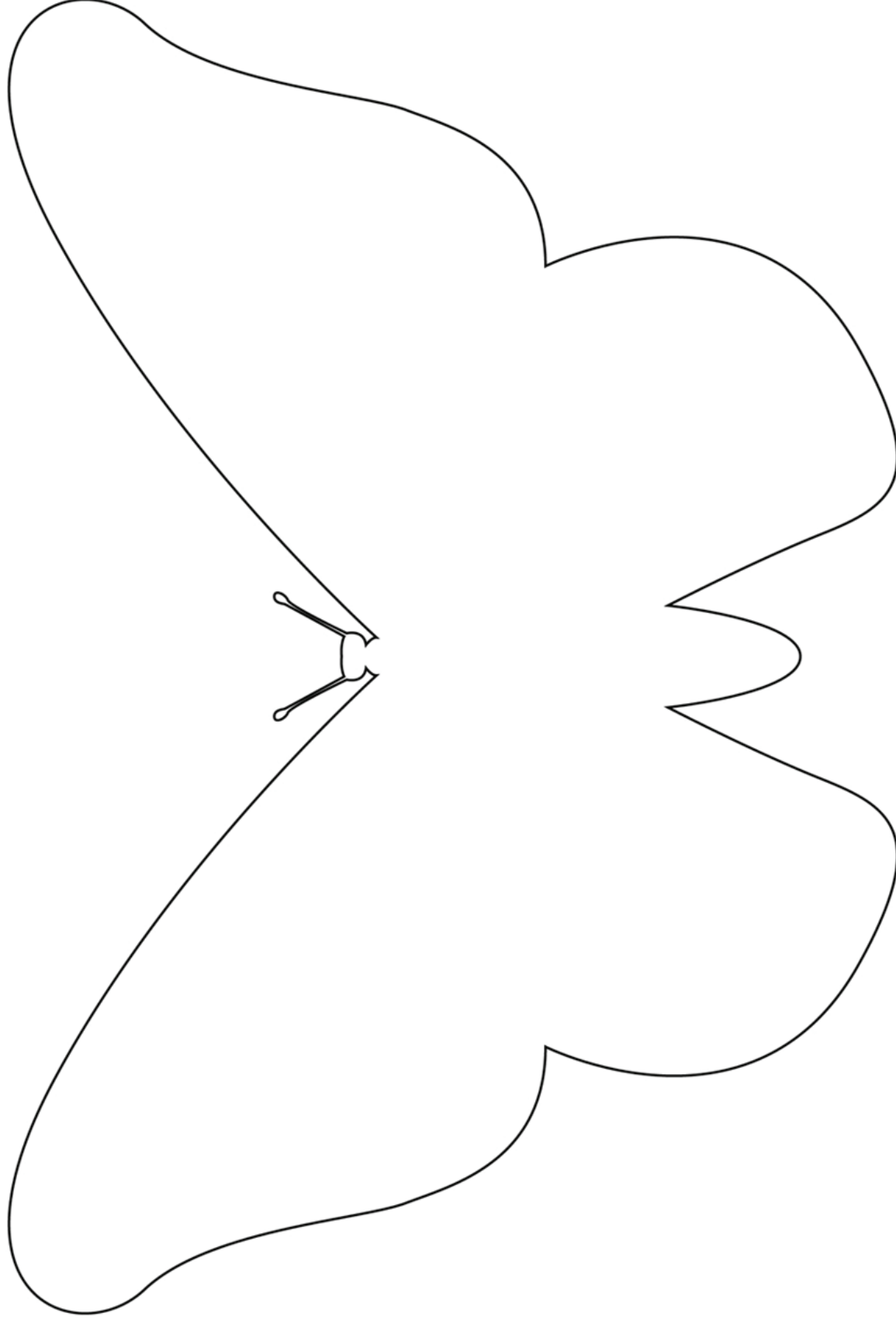
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NOUNS	VERBS	ADJECTIVES

NAME _____

DATE _____



Labelled Butterfly Diagram

NAME _____

DATE _____

wings

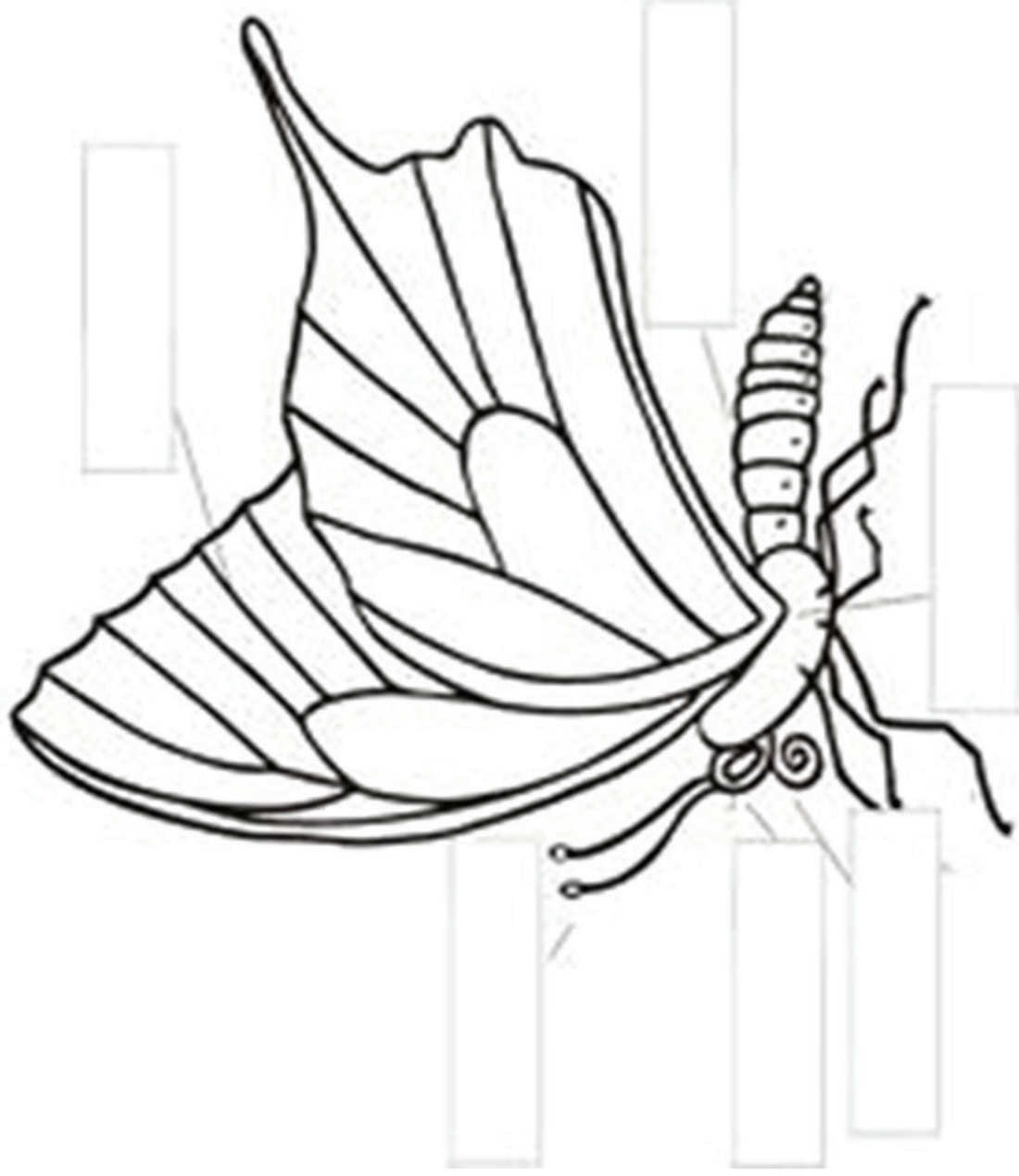
head

thorax

abdomen

proboscis

antennae



NAME _____

DATE _____

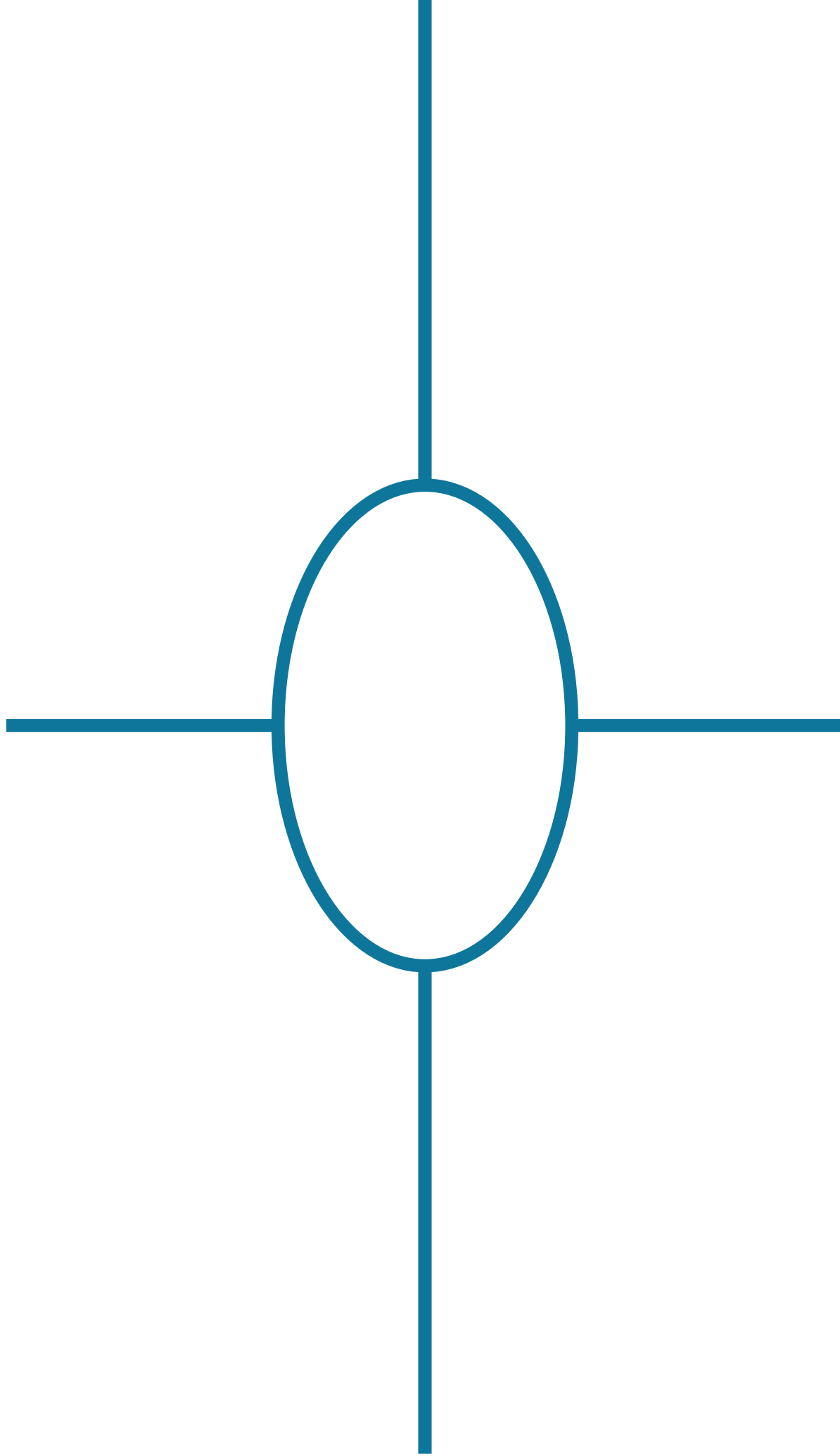
Write the sentences in order, and draw a picture to match.

<p>1.</p> <p>When Olivia sang, the butterflies came.</p>		
<p>2.</p> <p>Olivia built a balcony garden for the butterflies..</p>		
<p>3.</p> <p>Olivia waited for new friends, but no one came.</p>		
<p>4.</p> <p>One day, everything changed.</p>		
<p>5.</p> <p>Olivia had more friends than she could have ever imagined.</p>		
<p>6.</p> <p>Then Olivia helped her new friends care for their gardens.</p>		

Placement Chart

NAME _____

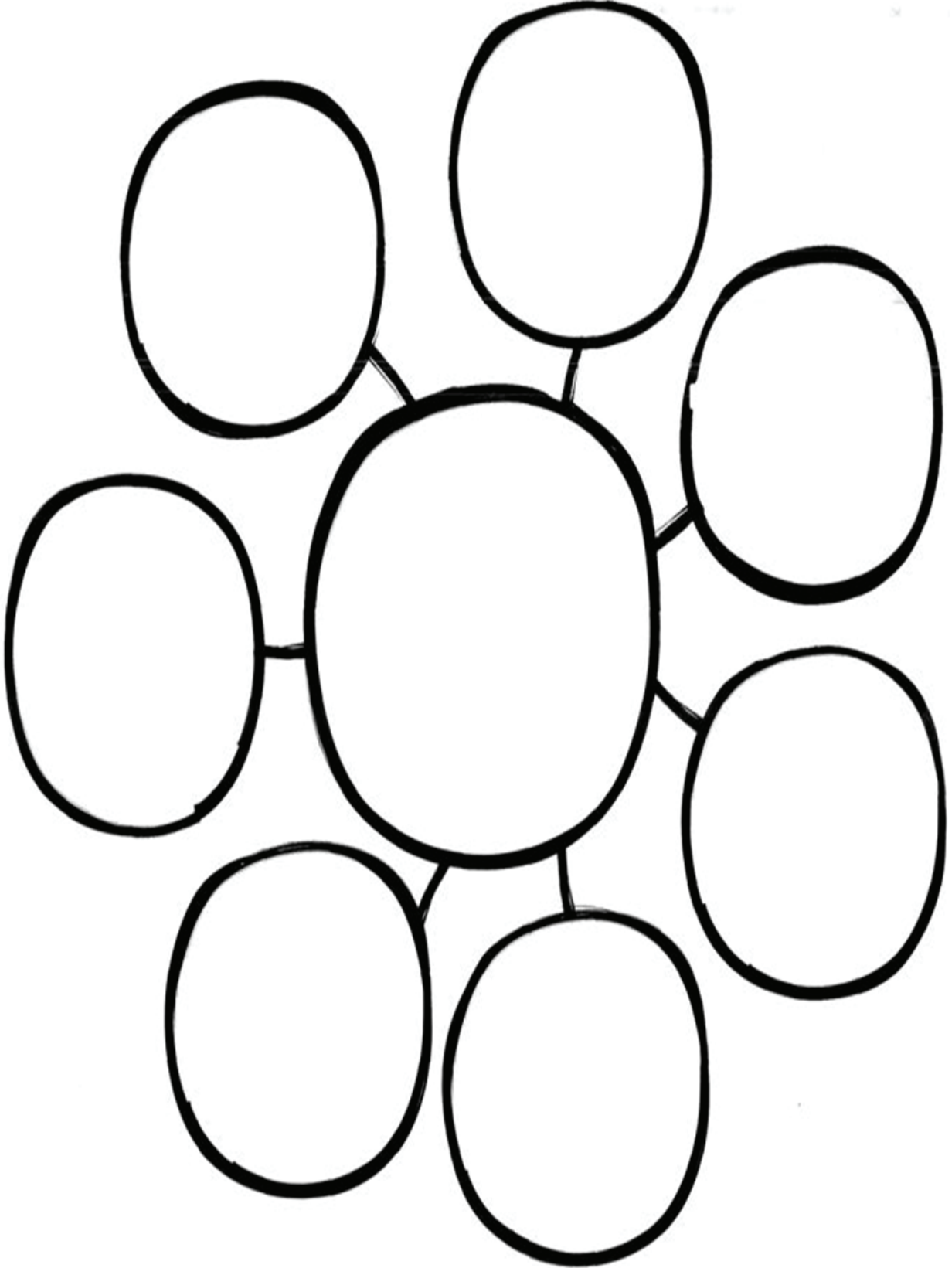
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Concept Web

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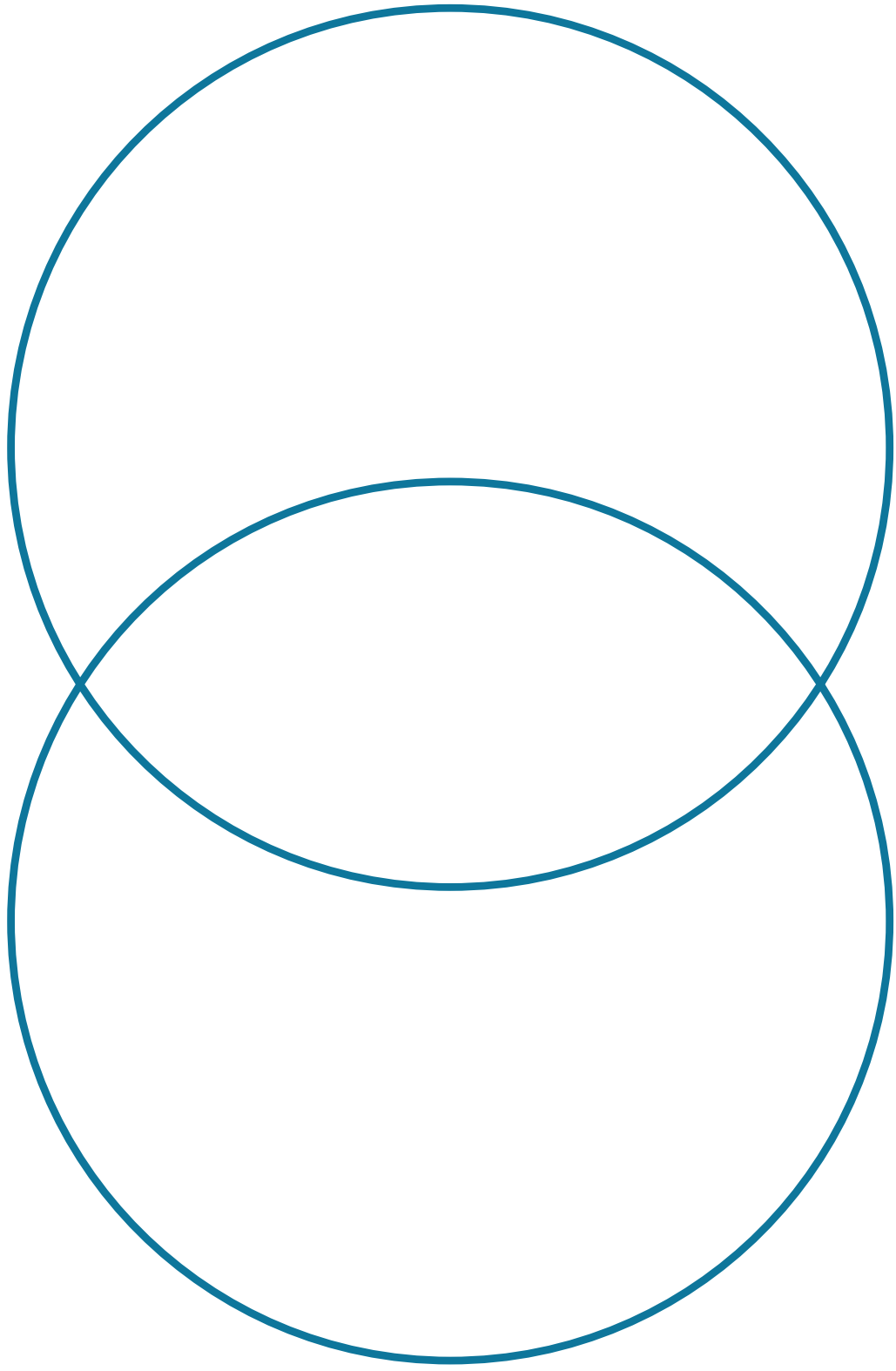
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Vehn Diagram

NAME _____

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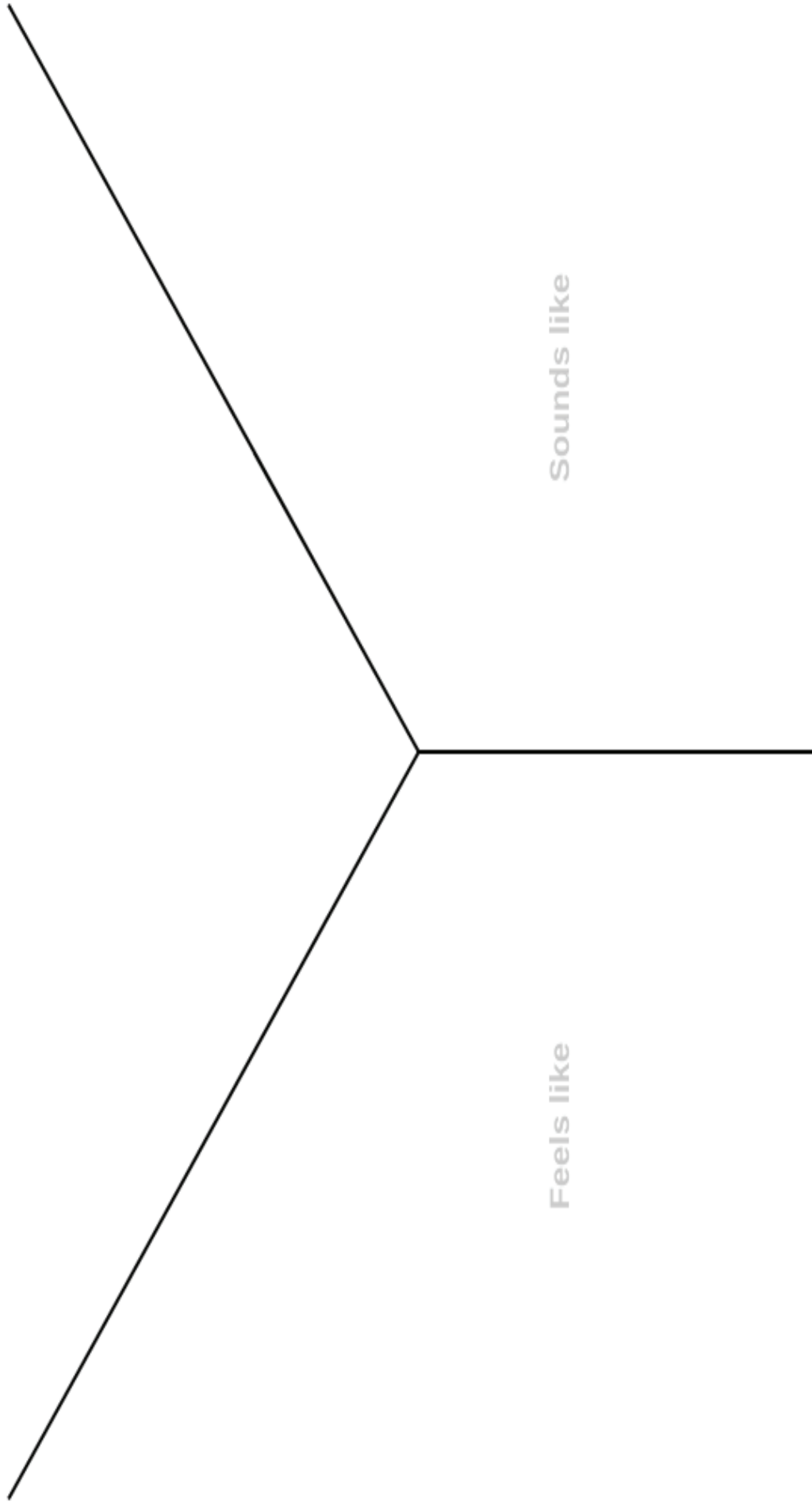
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Sounds like

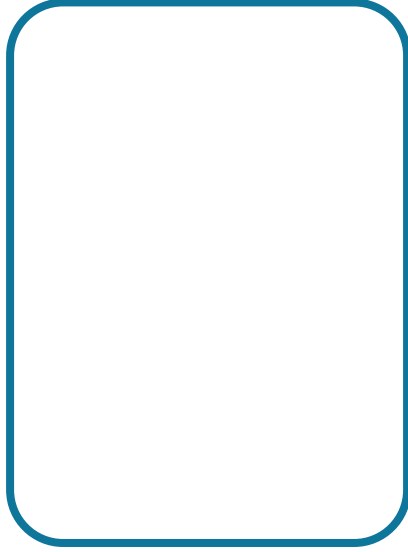


Life Cycle of a Butterfly

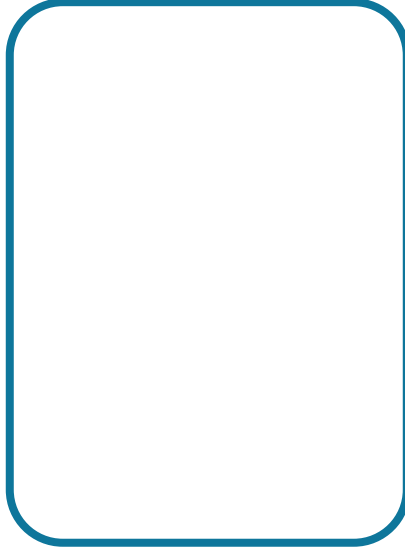
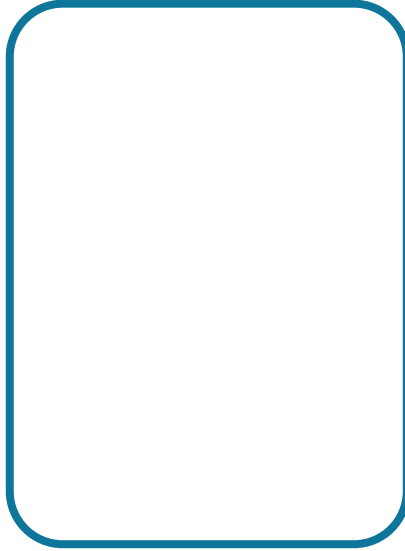
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Eggs

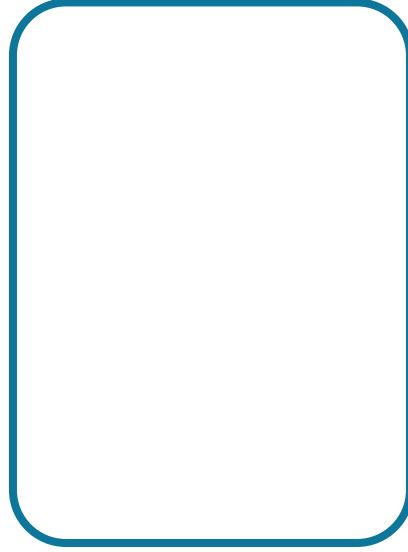


**Larva
(caterpillar)**

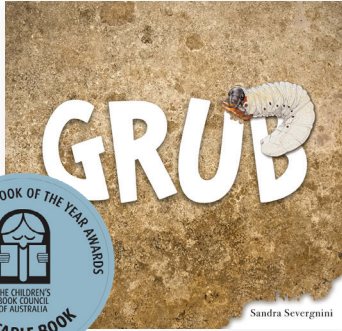


Chrysalis

Butterfly



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