

Flexipillar Island
educational supplement

to accompany

Flexipillar Island

[Turning Flexipillar Island into a teaching tool]

By George C. Oluikpe

Educational supplement to

Flexipillar Island

[Teachers' online resource]



George C. Oluikpe

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1.0 Introduction

Flexipillar Island carries a special message using, as a vehicle, characters which children are naturally curious about and fascinated with. As an educational tool, built into the story are opportunities for teaching and sharpening predictive and mystery solving skills, memory, reading comprehension, logical and analytic thinking, the environment and survival as well as science and geography. These benefits are best realized when an adult supervisor – a teacher, parent or guardian – pauses the reading at intervals, say, at the end of each scene, to discuss what was just read.

This booklet serves as a resource for teachers and parents to help young children draw the most educational benefits from the main book, ***Flexipillar Island***. In fact, this booklet turns ***Flexipillar Island*** into a teaching tool.

2.0 Organization of *Flexipillar Island* educational supplement

The book consists of seventeen linked scenes, with a range of 106 to 128 words, for an average of approximately 118 words. Some younger children might not be able to read or listen to the entire book in one sitting. For those children, the best approach might be to read one or two scenes at a time, unless, of course, they ask for more.

There is a set of ***suggested companion exercise*** for each of the seventeen scenes. These suggested (mostly open-ended) questions are grouped into challenge levels: *Level 1 Exercise*, *Level 2 Exercise*, *Level 3 Exercise* and *Level 4 Exercise*. Some of the scenes do not have all four challenge levels associated with them. There are three additional sets of general exercises at the end, under the titles, *General Exercises*, *Moral of the Story* and *Extended Exercises*.

The final set of exercises (*Appendix B*) consists of two thematic word search puzzles. In each puzzle the clues are names of the nine flexipillars featured in the book. The first word search exercise is basic, with the clues listed in the normal spelling forms. This puzzle can be assigned to any child who can do simple word search.

The second puzzle is more challenging; the letter sets that form the clues are *anagrams* of names of the characters in the story. So the student must unscramble each word and then, find it in the puzzle. This puzzle is for advanced readers who can unscramble words, to begin with.

Most of the exercises are centered around the content of the book. Some others are of a general knowledge nature. For example, the questions, “What causes flooding?” and “Are all caterpillars friendly?” test for general knowledge. Such exercises contribute to the general understanding of the story and the educational value of the book.

For each scene, the questions have been arranged in what appears to be a logical order. However, teachers should feel free to rearrange the questions (if there is a logical reason to do so), skip some, replace some or include additional questions.

In preparing to read ***Flexipillar Island*** with children, the adult supervisor (parent, teacher, etc.) is urged to consider the following preliminary steps.

Step 1: Read the entire book to get a general feel before introducing it to the children.

Step 2: Reread the book, this time, more slowly. At the end of each scene, read the *suggested companion activities*.

Step 3: Taking into consideration the developmental level of the children the book is intended for, decide whether to read one or more scenes in one sitting. If you deem it realistic to attempt to read more than one scene at a time, decide which scenes may be read in each session. Although the scenes have approximately the same number of words, the groupings do not have to be equal. You may adopt either logical grouping ('natural' breaking points) or dramatic effect grouping (making use of suspense).

Teachers (or other adult supervisors) should use their judgments to determine whether and where to pause for exercises within a scene. It may be expedient to pause repeatedly within a scene or hold off until the end of some scenes. It would be necessary to ensure that children understand unfamiliar expressions or words before they proceed to the end of a scene. For example, in *Scene 4*, children need to understand the meanings of "fellow munchers" and "dune" before they get to the end of the scene. On the other hand, there is probably no need to pause for discussion before the end of *Scene 1*.

Step 4: Again, taking into consideration the developmental level of the children the book is intended for, decide in advance how high to go in the accompanying exercises: *Level 1 Exercise*, *Level 2 Exercise*, *Level 3 Exercise* and *Level 4 Exercise*. A partially filled chart is provided in *Appendix C* for the teacher's convenience. **It is strongly recommended that all readers participate in all Level 1 Exercises.** In the chart in *Appendix C*, *Level 1* exercises have been checked for all scenes, to emphasize this recommendation. Beyond the *Level 1* exercises, the teacher is encouraged to check the highest level intended for the group under consideration. This may include the *Extended Exercise* sets and a separate chart for each group, as well as the word search puzzles.

Step 5: Plan an effective strategy to maximize the excitement and learning experience. For example, you may link a reading session with a visit to a playground or park to look for butterflies and caterpillars. You or the children may also dramatize the scenes.

Step 6: Prepare the equipment and materials you may need. For example, have a map, newspaper clippings or encyclopedia handy or internet connection ready to look up information.

3.0 Suggested Companion Exercises

The suggested companion exercises presented in this section are reproduced in *Appendix A*. The suggested exercises in this section are "uncluttered" whereas each question in *Appendix A* is followed by a suggested response/answer or hint. Each suggested response is preceded by the subheading, "**Starter hint.**" Both these subheadings and the text of the suggested responses are printed in *Monotype Cursive* while everything else is printed in **Times New Roman**.

Teachers/parents may feel free to read through this section for an overview of the questions associated with each scene or just jump straight to *Appendix A*, where each question is followed by a suggested response.

3.1. Scene 1

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: What brought the different creatures to the island?

Question: What is a flood?

Question: What causes flooding?

Question: Give examples of flooding which you have seen or heard about.

Question: What types of damage can floods cause?

Question: How can we prevent flooding?

Question: What kinds of flood can humans prevent?

3.2 Scene 2

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Where is Flexipillar Island? Is it a real place? Explain your answer.

Question: Why did the different creatures hold separate meetings?

Question: Why were caterpillars allowed to name the island after themselves?

Question: Why did some creatures worry that the caterpillars would kill the trees?

Question: What types of creatures might have had this fear?

Question: Why did some creatures not care about the name of the island?

Question: What is meant by “so long as there are enough caterpillars to go around,” mean?

Question: What types of creatures might love to see more caterpillars around?

Question: What types of creatures would wish that caterpillars were not around?

Question: What do caterpillars eat?

Question: Are all caterpillars friendly?

Question: Are some caterpillars unfriendly?

[Level 2 Exercise]

To the teacher/guardian, ask the child:

Question: What does the phrase, “ ... **four lives to live**,” mean?

[Level 3 Exercise]

To the teacher/guardian, ask the child:

Question: What are the **four lives**?

Question: What do caterpillars become as adults?

3.3 Scene 3

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are the “**crawly citizens**”?

Question: What is a “**royal family**”?

[Level 2 Exercise]

To the teacher/guardian, ask the child:

Question: Does your state (or country) have a state (or national) butterfly? If so, what is its name?

Question: Which other states have state (or national) butterflies? Name these state (or national) butterflies.

[Level 3 Exercise]

To the teacher/guardian, ask the child:

Question: Why does Vicepillar warn, “... **I am nobody’s assistant**”?

Question: How is a butterfly selected to be a state (or national) butterfly?

Question: Does a state (or national) butterfly get special treatment? If so, what is the special treatment?

To the teacher/guardian, if you live in the United States:

- a) Show a simple map of the United States – flat or globular.
- b) Help the students identify the region called the Northwest.
- c) Challenge students to identify some states in this region.

To the teacher/guardian, if you live outside the United States:

- a) Show a simple world or regional map – flat or globular.
- b) Help the students identify the United States and then Northwest United States.

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What other butterflies can you find in the Northwest United States?

3.4 Scene 4

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are the “**fellow munchers**”?

Question: Why does Buckpillar hate his own name?

Question: Buckpillar said, “My parents” What creatures might be his parents?

Question: Why does Buckpillar look sad?

Question: What is a “**dune**”?

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple regional map encompassing the Caribbean, Mexico and the United States.
- b) Help the students identify the countries (or states) in the region.

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What other butterflies can you find in the Caribbean, Mexico and the United States?

3.5 Scene 5

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are the “lovely critters”?

Question: Why does Ladypillar talk about *make-ups*?

3.6 Scene 6

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why does Gypsypillar not like her name?

Question: How do gypsies dress?

Question: Why is Gypsypillar sad?

[Level 3 Exercise]

To the teacher/guardian, ask the child:

Question: Why does Gypsypillar not like bats?

To the teacher/guardian:

- a) Show a simple regional or world map encompassing the United States, Canada, Japan and New Zealand.
- b) Help the students identify the countries (or states) in these regions.

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What other butterflies can you find in the United States, Canada, Japan and New Zealand?

Question: What are the differences between a moth and a butterfly?

3.7 Scene 7

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why did the flexipillars lie still?

Question: How did the flexipillars trick the bird this time?

Question: Why did most of the flexipillars take a long time to move after the bird was gone?

[Level 2 Exercise]

To the teacher/guardian, ask the child:

Question: Why did “Mr. Bold” call the bird “**one smart bird**”?

Question: What lesson do you think “Mr. Bold’s” cousin had taught the bird?

3.8 Scene 8

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why did Saddlepillar warn, “Don’t even think of sitting on my back, ...”?

Question: How does Saddlepillar confuse his enemies?

Question: How many heads does Saddlepillar really have?

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple map of the United States.
- b) Help the students identify Florida on the map.

[Level 4 Exercise]

To the teacher/guardian:

Challenge the students to name some of the plants they would expect to see in Florida.

3.9 Scene 9

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why does Monarpillar eat milkweed?

[Level 3 Exercise]

To the teacher/guardian, ask the child:

Question: How would scientists “give” Monarpillar how long to live as an adult?

To the teacher/guardian:

- a) Show a simple map of North America.
- b) Help the students identify the countries (and states) that make up North America.

[Level 4 Exercise]

To the teacher/guardian:

Challenge the students to name some of the other butterflies they would expect to see in North America.

3.10 Scene 10

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Do you think that Flannelpillar has *sharp needles* sticking out of his skin now? Explain your answer.

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple regional map of North and Central America.
- b) Help the students identify the countries that make up this region.

[Level 4 Exercise]

To the teacher/guardian:

Challenge the students to name some of the plants that North and Central American countries might have in common.

3.11 Scene 11

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Whom did Crowpillar call “**pretty creatures**?”

Question: What type of creatures do you think Crowpillar’s parents were?

Question: Why does Crowpillar not like to be called “**common**?”

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple regional or world map encompassing Sri Lanka, India and Australia.
- b) Ask them whether each of these countries is on the east, south, west or north of the United States (or of your country).

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What types of plants do you expect these countries to have in common? Explain your answer.

3.12 Scene 12

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are the “**chubby ones**?”

Question: Why did Bluepillar say, “Don’t be sad”?

Question: How do you think red ants serve Bluepillar? For example, do you think that red ants fetch breakfast, lunch or dinner, clean up after Bluepillar?

[Level 2 Exercise]

To the teacher/guardian, ask the child:

Question: Do you think that members of Bluepillar’s family could eat “**queen ants**” Explain your answer.

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple regional or world map encompassing Europe and Asia.
- b) Help the students identify the countries in this region.

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What types of plants do you expect Europe and Asia to have in common? Explain your answer.

3.13 Scene 13

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Do you think that the red ants were just tricking Bluepillar’s cousin by rubbing his belly? Explain your answer.

Question: Do you think that the red ants were going to feed Bluepillar’s cousin to their young ones? Explain your answer.

3.14 Scene 14

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why did Bluepillar think that her cousin was “**very lucky**?”

3.15 Scene 15

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why did Gypsypillar think that if she ate oleander, pipevine, milkweed and dogbane together, he would live forever?

Question: What do you think Gypsypillar was going to do when she crawled out of the meeting?

3.16 Scene 16

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Whose legs do you think the army ants were chewing on?

Question: Whose body do you think was lying on milkweed and dogbane leaves?

Question: Why did birds and spiders stay away from the dead body?

Question: Why were the other flexipillars sad?

3.17 Scene 17

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: What secret did Bluepillar keep to herself?

Question: Do you think that Bluepillar really meant to keep secrets? Explain your answer.

Question: What do you think happened to Buckpillar? Explain your answer.

Question: Do you think that Buckpillar was smart? Explain your answer.

Question: What secret did Monarpillar keep?

Question: Do you think that Monarpillar really meant to keep secrets? Explain your answer.

Question: What do you think happened to Gypsypillar? Explain your answer.

Question: Do you think that Buckpillar was smart? Explain your answer.

3.18 General Exercise

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are your favorite characters in the story? Explain your answer.

Question: If you were Buckpillar, would you do anything differently? Explain your answer.

Question: Do you know somebody who has done something similar to what Buckpillar did?

Question: Have you ever done something similar to what Gypsypillar did?

Question: If you were Gypsypillar, would you do anything differently? Explain your answer.

Question: Have you ever done something similar to what Gypsypillar did?

Question: Do you know somebody who has done something similar to what Gypsypillar did?

3.19 Moral of the story

To the teacher/guardian, ask the child:

Question: What have you learned from the story?

Question: Would you ever do something similar to what Buckpillar or Gypsypillar did? Explain your answer.

3.20 Extended Exercise, part 1

To the teacher/guardian, remind the child that:

On page one, the book says that **every creature on the island could find its favorite food** right there. In different parts of the book, we read about or see pictures of different creatures, like cows, sheep, lizards and frogs; snakes, birds and bats; spiders, ants, butterflies and caterpillars.

Then, challenge them:

Question: What other creatures might be living on *Flexipillar Island*? Explain your answer.

Question: Name all the plants that must grow in *Flexipillar Island*. Explain your answer.

3.21 Extended Exercise, part 2

To the teacher/guardian, ask the child:

Question: Did you know that some people raise butterflies?

Question: Do you know anybody who raises butterflies?

Question: Why do people raise butterflies?

Question: What roles do butterflies play in our lives? [Think of pollination.]

Question: What harm can caterpillars cause, other than biting or stinging? [Think about what they feed on.]

Question: Did you know that some scientists spend time studying butterflies and other insects?

Question: What do we call a scientist who studies insects?

Question: What is an island?

Question: Name some islands which you have visited, read or heard about.

Question: Look at the picture of *Flexipillar Island* on the cover of the book. Do you think that the creatures that live on this island would ever get away to another land? Explain your answer.

Question: Would you like to live on *Flexipillar Island*? Explain your answer.

Question: In what ways do some plants protect themselves? [Hint: Think about the rubber tree which produces latex that gums up an invading insect's mouth.]

Question: In what ways do some insects protect themselves from their enemies? [Hint: Think about Saddlepillar, then other insects.]

4.0 Thematic word search puzzles

<i>To the teacher/guardian, ask the child:</i>
--

Copy and reproduce the desired word search puzzles. Give one to each student and explain the procedure, if necessary.

For the second puzzle, it might be more convenient for the students if you copy each page on a separate sheet instead of back-to-back.

Each student may work at his or her own pace or they can work competitively.

Flexipillar Island Characters: Puzzle 1

Name: _____ Date: _____

N	C	A	G	E	B	O	A	A	S	K	D	L	I	M	I	A	E	E	E	L	C	Y	I	Y	I	N	O	I	S
E	E	A	A	O	A	I	E	G	H	K	S	O	U	C	A	U	E	L	K	A	O	N	D	R	S	A	W	N	F
I	A	R	H	R	I	R	L	I	R	O	R	B	K	E	O	U	E	H	H	C	O	E	D	E	R	O	I	U	E
T	E	C	W	A	S	R	S	D	R	V	A	L	P	D	D	O	L	I	A	D	M	E	N	R	M	G	L	I	K
L	R	A	E	O	S	E	N	I	O	A	L	L	E	E	U	G	S	T	O	O	N	D	M	R	E	N	U	O	E
P	G	I	M	M	N	L	P	O	A	E	L	P	A	A	S	S	I	A	F	T	I	Y	A	S	O	R	M	Y	J
R	Y	L	L	T	P	G	N	T	E	A	I	Y	U	Y	S	O	A	T	A	M	R	L	N	I	K	L	T	O	S
A	E	E	H	S	W	N	G	T	S	A	P	S	A	I	I	E	R	E	E	G	L	R	S	N	G	L	I	H	D
L	E	L	E	E	U	S	K	C	T	U	R	A	N	U	W	U	N	C	C	I	S	N	R	S	Q	R	O	O	H
L	S	E	U	T	S	S	V	A	R	S	A	N	R	E	G	U	Y	S	P	D	E	L	S	E	I	A	E	U	E
I	F	O	K	B	R	D	A	X	R	S	N	H	L	T	I	G	N	Y	A	U	L	R	F	H	O	T	R	R	E
P	S	N	E	R	N	D	N	D	A	Y	O	N	T	H	I	M	S	S	N	T	O	T	K	E	O	B	U	A	A
L	S	B	I	U	E	N	F	L	D	O	M	I	A	O	T	P	S	W	E	E	Y	M	L	W	L	H	Y	S	H
E	T	O	T	A	I	A	M	E	K	L	P	C	A	B	Y	I	H	H	K	N	K	N	E	Y	M	O	O	A	N
N	I	Y	W	H	L	U	C	L	E	S	E	O	E	G	N	J	I	I	L	E	O	L	R	C	T	D	U	O	H
N	A	I	T	Y	E	A	I	R	A	I	E	P	F	A	R	O	Z	E	I	S	S	O	W	M	P	A	T	U	R
A	H	R	B	I	P	N	C	H	P	O	F	U	I	O	A	M	A	E	E	I	C	B	I	L	R	E	H	A	S
L	E	E	C	C	Y	U	O	H	O	T	I	A	A	L	S	Y	N	K	G	S	O	A	A	U	C	Y	L	L	U
F	D	K	L	P	S	N	K	U	W	U	F	B	R	A	L	L	I	P	K	C	U	B	O	S	O	L	E	C	U
M	N	L	O	O	O	K	E	R	O	E	N	S	J	N	I	A	A	O	S	A	Y	E	L	S	I	R	E	A	S
E	R	I	N	S	N	N	B	Y	A	O	L	Y	R	W	W	G	R	E	I	W	R	P	K	P	E	E	S	T	C
Y	H	A	O	H	H	L	S	E	C	L	D	P	Z	H	I	I	B	E	H	B	W	D	W	L	S	R	E	C	L
M	O	T	L	C	N	N	E	N	G	I	L	E	C	Y	E	S	S	I	N	E	H	O	U	S	H	S	K	H	I
B	R	A	L	L	I	P	E	C	I	V	D	I	M	I	U	W	E	E	G	G	R	L	E	N	R	O	E	E	A
T	U	K	R	B	I	R	R	N	B	R	R	E	P	F	V	L	G	I	R	C	E	L	D	I	S	I	S	D	D
B	U	P	A	R	G	P	F	S	L	O	T	E	S	Y	N	N	S	E	E	W	H	A	E	X	E	N	A	U	E
Y	T	V	G	U	E	N	E	T	S	M	I	D	N	D	D	H	E	R	R	C	I	U	A	A	E	T	U	L	A
D	S	S	E	I	S	M	G	U	O	A	P	A	Y	T	A	A	N	G	S	E	A	I	A	P	E	C	N	R	U
U	U	H	A	M	G	M	U	E	L	S	Y	U	O	S	O	A	L	N	F	T	A	O	D	O	C	K	V	M	O
I	C	E	A	D	D	A	L	L	D	B	R	A	E	E	L	C	E	N	S	N	N	E	T	L	R	U	E	W	I

Find these words in the puzzle:

BLUEPILLAR BUCKPILLAR CROWPILLAR FLANNELPILLAR
GYPSYPILLAR LADYPILLAR MONARPILLAR SADDLEPILLAR
VICEPILLAR

Flexipillar Island Characters: Puzzle 2, Part 1

Instructions

1. Unscramble each of the letter sets in **Column 1** to form the name of one flexipillar.
2. Write the name of the flexipillar in **Column 2** -- to the right of each letter set. The first one has been done for you as an example.
3. Find the name of each flexipillar in the puzzle on the next page.

	Column 1 [Letter set]	Column 2 [Name of flexipillar]
1.	BLPIUELARL	BLUEPILLAR
2.	LIELANLPNRLAF	
3.	MILLRRNAAPO	
4.	BCLIKPALUR	
5.	LRPIYSLYGAP	
6.	DAADELPRSILL	
7.	CLOARLPiWR	
8.	LIPRLLDAYA	
9.	LCVILRPEIA	

Flexipillar Island Characters: Puzzle 2, Part 2

Name: _____ Date: _____

U	N	D	R	I	E	A	N	T	R	T	I	L	F	L	A	N	N	E	L	P	I	L	L	A	R	N	U	H	T
N	Y	E	R	X	U	E	H	V	N	H	T	U	S	F	M	E	F	C	N	D	L	S	A	H	R	L	M	F	B
Q	Y	D	L	L	E	C	N	N	T	U	W	I	D	M	C	T	T	T	U	R	E	E	Y	B	A	K	U	S	P
B	O	E	A	W	E	L	G	R	L	O	S	S	P	N	G	R	A	S	A	A	R	D	A	A	L	R	U	N	M
E	L	B	O	S	S	S	A	O	C	S	R	R	E	L	E	P	R	L	S	C	R	L	Y	B	L	P	C	L	A
I	G	H	R	R	E	M	U	I	Y	T	U	V	U	L	E	L	L	A	S	I	S	Y	U	T	I	D	N	B	A
H	H	T	E	E	C	E	O	A	C	K	L	D	E	R	S	I	I	T	R	U	M	E	A	T	P	E	T	R	S
R	H	H	S	H	A	S	Y	U	D	A	E	B	A	S	P	C	U	A	A	W	D	E	D	W	R	P	R	F	B
R	P	T	E	A	F	D	E	E	V	O	E	C	T	E	R	A	L	W	E	S	L	O	K	O	A	O	E	N	R
N	R	R	T	E	D	I	U	F	S	Y	E	F	U	O	G	L	C	A	C	C	I	H	L	W	N	R	A	E	T
I	C	U	A	Z	S	D	Z	F	C	H	A	L	M	S	I	S	L	H	B	F	I	R	P	I	O	O	P	S	I
T	E	U	P	K	R	I	L	L	A	A	B	T	N	P	P	M	L	L	J	U	Y	C	E	D	M	R	U	S	Y
E	S	S	A	R	G	R	Y	E	I	F	U	E	K	C	O	R	H	N	S	Z	O	D	O	B	A	M	D	S	B
Y	O	M	K	I	S	A	S	O	P	A	K	C	O	C	O	E	I	E	A	A	S	G	M	S	L	A	A	O	S
O	S	S	D	R	Y	L	R	T	N	I	U	L	T	Y	M	O	O	I	I	E	R	S	P	A	A	R	R	E	E
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I	O	R	A	L	L	I	P	Y	S	P	Y	G	A	E	O	H	P	E	O	Y	P	S	L	O	S	W	S	T	K
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E	N	N	N	M	A	Y	S	L	S	R	E	S	R	T	G	C	E	L	L	I	U	Y	D	M	E	I	A	Y	B
A	A	O	T	L	A	U	I	C	E	O	B	S	R	U	X	T	D	C	Y	Q	H	L	G	A	O	R	L	L	M
S	C	I	G	K	N	S	N	L	F	L	I	A	T	E	U	H	R	Y	I	E	A	C	E	Y	P	Y	U	T	N
E	R	D	A	V	O	S	O	E	W	J	U	D	S	I	E	C	H	S	O	V	D	P	S	F	E	L	O	Z	L
B	H	D	R	U	N	K	H	T	C	S	T	E	O	S	P	Y	K	R	R	E	S	O	B	C	R	E	W	D	R

Appendix A: Starter hints on Suggested Companion Exercises

A.1 Hints for Scene 1

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: What brought the different creatures to the island?

Starter hint: The creatures were brought to the island by a flood which destroyed the creatures' homes

Question: What is a flood?

Starter hint: A flood is an unwanted pool of water [could be other liquid, though]

Question: What causes flooding?

Starter hint: Flooding is often caused by overflow of river, lake, ocean, etc.; high tide; broken pipes, very heavy rain fall, etc.

Question: Give examples of flooding which you have seen or heard about.

[Starter hint: One example of flooding is seen when a water main breaks in the street. Another example is seen when somebody carelessly leaves a kitchen tap running while the drain is blocked.]

Question: What types of damage can floods cause?

Starter hint: Damage to homes, vehicles; loss of lives, including animals, erosion of beaches, etc. Indoor flooding can damage rugs, furniture, paper boxes sitting on the floor.

Question: How can we prevent flooding?

Starter hint: We can prevent some flooding by building sea walls and dams; keeping drains clear of solid materials, replacing aging pipes before they rust and break, etc. Indoor flooding can be prevented by making sure that taps are not left running when they are not actually in use.

Question: What kinds of flood can humans prevent?

Starter hint: We can easily prevent floods caused by broken pipes, clogged or aging drainage systems and those caused by blocked drainage in the sink.

A.2 Hints for Scene 2

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Where is Flexipillar Island? Is it a real place? Explain your answer.

Starter hint: Flexipillar Island is an imaginary (make-believe) island in an imaginary sea.

Question: Why did the different creatures hold separate meetings?

Starter hint: They have different needs and the small ones did not want to mix with bigger ones that might eat them.

Question: Why were caterpillars allowed to name the island after themselves?

Starter hint: There were many more caterpillars than any other creatures on the island. This is a good example of 'democracy' in the animal world.

Question: Why did some creatures worry that the caterpillars would kill the trees?

Starter hint: Caterpillars eat some leaves; the trees could die if they are stripped of leaves for a long time.

Question: What types of creatures might have had this fear?

Starter hint: Animals that eat and survive on leaves would be worried.

Question: Why did some creatures not care about the name of the island?

Starter hint: These creatures were more concerned with survival than with the mere name of the island.

Question: What is meant by “so long as there are enough caterpillars to go around,” mean?

Starter hint: It means simply, “as long as there were enough caterpillars for the creatures that feed on them.”

Question: What types of creatures might love to see more caterpillars around?

Starter hint: The creatures that eat caterpillars, such as birds and lizards, would love to see large numbers of caterpillars.

Question: What types of creatures would wish that caterpillars were not around?

Starter hint: Creatures that eat leaves but do not eat caterpillars would wish that caterpillars were not around.

Question: What do caterpillars eat?

Starter hint: Caterpillars eat mostly leaves, but sometimes, flowers also.

Question: Are all caterpillars friendly?

Starter hint: No; some bite, sting or cause irritation to the skin. The flannel caterpillar is one example. Caterpillars can only be described as “friendly” in the sense that they are not aggressive.

Question: Are some caterpillars unfriendly?

Starter hint: Yes, the flannel caterpillar is one example of an unfriendly caterpillar, not because it attacks, but because it can cause skin irritation.

[Level 2 Exercise]

To the teacher/guardian, ask the child:

Question: What does the phrase, “ ... four lives to live,” mean?

Starter hint: The phrase means ‘four forms’ that caterpillars take, from the egg form to adult form. [If the children are curious, it will be alright to mention the four forms right here.]

[Level 3 Exercise]

To the teacher/guardian, ask the child:

Question: What are the four lives?

Starter hint: The ‘four lives’ (or life cycles) are egg, larva, pupa and adult (butterfly or moth)

Question: What do caterpillars become as adults?

Starter hint: Some of them become butterflies and others become moths. [Use your judgment to decide whether or not to stress the distinction between the two adults in terms of shapes, when they are active, etc.]

A.3 Hints for Scene 3

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are the “crawly citizens”?

Starter hint: The ‘crawly citizens’ are caterpillars.

Question: What is a “royal family”?

Starter hint: A royal family is a family of a king, queen, or, sometimes, a chief in some communities. [This may be an opportunity to talk about the differences between a king or queen (British and other European government forms), versus a chief (Native American, African or other cultures) and ‘First Family’ (in the United States). Here, again, you must use your judgment to determine how far to go.]

[Level 2 Exercise]

To the teacher/guardian, ask the child:

Question: Does your state (or country) have a state (or national) butterfly? If so, what is its name?

[Starter hint: This question is state-specific and may call for some research.]

Question: Which other states have state (or national) butterflies? Name these state (or national) butterflies.

[Starter hint: This question is state-specific and may call for some research.]

[Level 3 Exercise]

To the teacher/guardian, ask the child:

Question: Why does Vicepillar warn, “... I am nobody’s assistant”?

Starter hint: The prefix, ‘vice,’ means ‘assistant.’ So ‘vicepillar’ can (erroneously) be interpreted as ‘assistant caterpillar.’ Vicepillar did not want anyone to think of him as another creature’s assistant.

Question: How is a butterfly selected to be a state (or national) butterfly?

Starter hint: Some states have organizations that are interested in things like insects, animals, plants, landmarks and so on. These organizations sponsor ‘bragging rights.’ They suggest and vote on creatures they consider native to their respective states, representative of the states’ ideals or insects, animals, plants, landmarks, etc., which they claim bragging rights for.

Question: Does a state (or national) butterfly get special treatment? If so, what is the special treatment?

Starter hint: Usually, yes. Generally, people are not allowed to harm such creatures. Pictures of such creatures often appear on special documents, on flags, plaques and postage stamps. [If possible children should be encouraged to collect postage stamps that have pictures of birds, insects and other creatures. The significance of such pictures may be discussed.]

To the teacher/guardian, if you live in the United States:

- a) Show a simple map of the United States – flat or globular.
- b) Help the students identify the region called the Northwest.
- c) Challenge students to identify some states in this region.

To the teacher/guardian, if you live outside the United States:

- a) Show a simple world or regional map – flat or globular.
- b) Help the students identify the United States and then Northwest United States.

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What other butterflies can you find in the Northwest United States?

[Starter hint: This question requires research.]

A.4 Hints for Scene 4

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are the “fellow munchers”?

Starter hint: Fellow munchers’ are the other caterpillars in the meeting

Question: Why does Buckpillar hate his own name?

Starter hint: The adjective ‘common,’ is often interpreted as ‘cheap’ or ‘not respectable’ and this can be offensive.

Question: Buckpillar said, “My parents” What creatures might be his parents?

Starter hint: Buckpillars parents are the common buckeye butterfly.

Question: Why does Buckpillar look sad?

Starter hint: Buckpillar looks sad perhaps because he had lost his parents and ‘homeland.’

Question: What is a “dune”?

Starter hint: A sand dune is a ridge of sand, usually created by winds.

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple regional map encompassing the Caribbean, Mexico and the United States.
- b) Help the students identify the countries (or states) in the region.

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What other butterflies can you find in the Caribbean, Mexico and the United States?

[Starter hint: Use the internet or encyclopedia to look up butterflies in these regions.]

A.5 Hints for Scene 5

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are the “lovely critters”?

Starter hint: The lovely critters are the different caterpillars.

Question: Why does Ladypillar talk about make-ups?

Starter hint: The adjective, ‘painted,’ suggests ‘heavy makeup.’

A.6 Hints for Scene 6

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why does Gypsypillar not like her name?

Starter hint: The ‘gypsy’ part of the name makes it sound like this butterfly behaves like a gypsy -- in strange outfits.

Question: How do gypsies dress?

Starter hint: A gypsy dresses in uncommon, strange outfits, making them look like ‘nomads’ or wanderers.

Question: Why is Gypsypillar sad?

Starter hint: She is sad because she had lost her parents and home and is now forced to try to survive on a strange island.

[Level 3 Exercise]

To the teacher/guardian, ask the child:

Question: Why does Gypsypillar not like bats?

Starter hint: Bats feed on insects, including butterflies, moths and their caterpillars. So bats could also eat Gypsypillar if they got a chance.

To the teacher/guardian:

- a) Show a simple regional or world map encompassing the United States, Canada, Japan and New Zealand.
- b) Help the students identify the countries (or states) in these regions.

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What other butterflies can you find in the United States, Canada, Japan and New Zealand?

[Starter hint: This challenge question may require some research.]

Question: What are the differences between a moth and a butterfly?

Starter hint: In general, butterflies are active (flying around and feeding) in the day, whereas moths are more active in the night. There are some exceptions, however.

A.7 Hints for Scene 7

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why did the flexipillars lie still?

Starter hint: They lay still so the bird would not recognize them as lunch and snatch them. When they lie still birds might not make them out from the surrounding.

Question: How did the flexipillars trick the bird this time?

Starter hint: They lay still so the bird did not recognize them. If they had moved, the bird would have known that they were 'living snacks' waiting to be eaten.

Question: Why did most of the flexipillars take a long time to move after the bird was gone?

Starter hint: They wanted to make sure that the bird had actually given up and gone. If they moved too soon, the bird might turn around and grab them.

[Level 2 Exercise]

To the teacher/guardian, ask the child:

Question: Why did “Mr. Bold” call the bird “one smart bird”?

Starter hint: The bird had learned to stay away from caterpillars like ‘Mr. Bold’ because such caterpillars could make them sick.

Question: What lesson do you think ‘Mr. Bold’s’ cousin had taught the bird?

Starter hint: The bird must have become sick after eating another caterpillar – one like ‘Mr. Bold.’

A.8 Hints for Scene 8

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why did Saddlepillar warn, “Don’t even think of sitting on my back, ...”?

Starter hint: Saddlepillar’s back looks like a saddle, which horse riders sit on. but any creature touching this saddle-like platform could be stung.

Question: How does Saddlepillar confuse his enemies?

Starter hint: He lies still and blends into (looks like) the surrounding – the plants around.

Question: How many heads does Saddlepillar really have?

Starter hint: Of course, he has only one head. However, it is hard to tell the head from the tail without examining it very closely. Appearing to have two heads is one way to confuse and scare away his enemies.

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple map of the United States.
- b) Help the students identify Florida on the map.

[Level 4 Exercise]

To the teacher/guardian:

Challenge the students to name some of the plants they would expect to see in Florida. [Use sources, such as the internet or encyclopedia, in the research.]

A.9 Hints for Scene 9

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why does Monarpillar eat milkweed?

***Starter hint:** Although milkweed can poison other creatures, Monarpillar can safely eat it and then store the poison, which it can use to make her enemies sick. So Monarpillar eats milkweed both as normal food and as protection.*

[Level 3 Exercise]

To the teacher/guardian, ask the child:

Question: How would scientists “give” Monarpillar how long to live as an adult?

***Starter hint:** Scientists do not actually decide how long any creature can live. However, through careful observation, scientists have discovered how long many creatures, such as insects, usually live.*

[Level 3 Exercise, continued]

To the teacher/guardian:

- a) Show a simple map of North America.
- b) Help the students identify the countries (and states) that make up North America.

[Level 4 Exercise]

To the teacher/guardian:

Challenge the students to name some of the other butterflies they would expect to see in North America. [Sources, such as the internet and encyclopedia may be used for the research.]

A.10 Hints for Scene 10

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Do you think that Flannelpillar has *sharp needles* sticking out of his skin now?
Explain your answer.

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Starter hint: *Flannelpillar does not have real needles sticking out of its skin. However, it has some stiff hairs like a cat's whiskers. These stiff hairs can scare other creatures away.*

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple regional map of North and Central America.
- b) Help the students identify the countries that make up this region.

[Level 4 Exercise]

To the teacher/guardian:

Challenge the students to name some of the plants that North and Central America countries might have in common.

A.11 Hints for Scene 11

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Whom did Crowpillar call “pretty creatures?”

Starter hint: *The ‘pretty creatures’ are the other caterpillars in the meeting.*

Question: What type of creatures do you think Crowpillar’s parents were?

Starter hint: *Crowpillar’s parents are the common crow butterfly.*

Question: Why does Crowpillar not like to be called “common?”

Starter hint: *The word, ‘common,’ suggests that the person or creature is ‘cheap’ and not respectable.*

[Level 3 Exercise]

To the teacher/guardian:

- a) Show a simple regional or world map encompassing Sri Lanka, India and Australia.
- b) Ask them whether each of these countries is on the east, south, west or north of the United States (or of your country).

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What types of plants do you expect these countries to have in common? Explain your answer.

***Starter hint:** These countries are likely to have monkey rope, strawpod, oleander, dogbane and milkweed. [This is a reasonable argument since these are the plants that the common crow feeds on. However, we can also credit the argument that these plants do not all have to grow in each of the regions mentioned; the common crow can probably survive on just one of these plants, wherever it is available.]*

A.12 Hints for Scene 12

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are the “chubby ones?”

***Starter hint:** The ‘chubby ones’ are the other caterpillars in the meeting. Of course, caterpillars are generally chubby creatures.*

Question: Why did Bluepillar say, “Don’t be sad”?

***Starter hint:** The other caterpillars probably looked sad because they were not sure of how they would survive on a strange land.*

Question: How do you think red ants serve Bluepillar? For example, do you think that red ants fetch breakfast, lunch or dinner, clean up after Bluepillar?

***Starter hint:** Red ants make them comfortable.*

[Level 2 Exercise]

To the teacher/guardian, ask the child:

Question: Do you think that members of Bluepillar’s family could eat “queen ants” Explain your answer.

***Starter hint:** The statement, ‘Even their queen is tasty.’ shows that members of Bluepillar’s family do eat ‘queen ants.’*

[Level 3 Exercise]

To the teacher/guardian:

a) Show a simple regional or world map encompassing Europe and Asia.

b) Help the students identify the countries in this region.

[Level 4 Exercise]

To the teacher/guardian, ask the child:

Question: What types of plants do you expect Europe and Asia to have in common? Explain your answer.

***Starter hint:** These countries might have thyme, marjoram, trefoil, black medick, common restharrow and white clover in common. [This is a reasonable argument since these are the plants that the common blue butterfly feeds on. However, we can also entertain the argument that these plants do not all have to grow in each of the regions mentioned; the common blue butterfly can probably survive on just one or two of these plants, wherever it is available.]*

A.13 Hints for Scene 13

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Do you think that the red ants were just tricking Bluepillar's cousin by rubbing his belly? Explain your answer.

***[Starter hint:** This is question calls for more than speculation. Listen to the children's responses and supporting arguments. Perhaps, revisit this question after reading Scene 14, giving the children an opportunity to validate or revise their initial responses.]*

Question: Do you think that the red ants were going to feed Bluepillar's cousin to their young ones? Explain your answer.

***[Starter hint:** This is question calls for more than speculation. Listen to the children's responses and supporting arguments. Perhaps, revisit this question after reading Scene 14, giving the children an opportunity to validate or revise their original responses.]*

A.14 Hints for Scene 14

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why did Bluepillar think that her cousin was "very lucky?"

***Starter hint:** Bluepillar knew that the red ants were going to take good care of his cousin, rather than eat her.*

A.15 Hints for Scene 15

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Why did Gypsypillar think that if she ate oleander, pipevine, milkweed and dogbane together, she would live forever?

Starter hint: Gypsypillar mistakenly assumed that the more poison her body stored, the more powerful and the longer the poisons will keep her enemies away.

Question: What do you think Gypsypillar was going to do when she crawled out of the meeting?

Starter hint: She probably went to secretly eat the poisonous leaves which, she believed, would protect her from enemies.

A.16 Hints for Scene 16

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Whose legs do you think the army ants were chewing on?

Starter hint: Since Gypsypillar and Buckpillar were missing, the legs could belong to either of them. The legs could also possibly belong to other caterpillars not mentioned in the story. [Let children stay with their opinions, to be validated or verified in Scene 17.]

Question: Whose body do you think was lying on milkweed and dogbane leaves?

Starter hint: Since Gypsypillar and Buckpillar were missing, the creature lying on milkweed and dogbane leaves could be either of them. The bodies could also possibly belong to other caterpillars not mentioned in the story. [Let children stay with their opinions, to be validated or verified in Scene 17.]

Question: Why did birds and spiders stay away from the dead body?

Starter hint: The birds and spiders had probably had previous experiences; they had probably sensed that the dead body was poisonous. [You may also entertain an argument that these spiders and birds just don't eat dead bodies; they must kill and then eat.]

Question: Why were the other flexipillars sad?

Starter hint: They were sad because they believed that they had lost two members of their community.

A.17 Hints for Scene 17

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: What secret did Bluepillar keep to herself?

***Starter hint:** She did not tell her friends that she knew which ants are friendly and which ones to avoid. She would not knowingly drop herself among other ants that might readily take her for snack.*

Question: Do you think that Bluepillar really meant to keep secrets? Explain your answer.

There is no clear evidence that Bluepillar intentionally kept a secret from her friends; they did not ask her how she managed to befriend red ants and she did not volunteer an explanation. [Listen to children's responses and arguments for logical thinking.]

Question: What do you think happened to Buckpillar? Explain your answer.

***Starter hint:** There are several logical answers. He might have been hiding. He might have been killed by other creatures, such as spiders, lizards or birds, and so on. [Listen to children's responses and explanations for logical thinking.]*

Question: Do you think that Buckpillar was smart? Explain your answer.

***Starter hint:** Buckpillar was not smart. He erroneously assumed that all ants are friendly. Red ants might be friendly to common blue caterpillars but not to other ants. Perhaps, unlike other caterpillars, common blue caterpillars might resemble red ant queens. In that case, red ants would treat common blue ants like a queen. Buckpillar did not even consider the likelihood that the bigger an ant, the more dangerous it might be.*

Question: What secret did Monarpillar keep?

***Starter hint:** She did not explain that milkweed could make other insects seek,*

Question: Do you think that Monarpillar really meant to keep secrets? Explain your answer.

***Starter hint:** There is no clear evidence that Monarpillar intentionally kept a secret from her friends; they just did not ask her how he managed to eat poisonous leaves without becoming sick. Maybe she did not think of volunteering an explanation. [Listen to children's responses and arguments for logical thinking.]*

Question: What do you think happened to Gypsypillar? Explain your answer.

***Starter hint:** There are several possibilities. Gypsypillar might have been hiding. She might have been killed by other creatures, such as spiders, lizards or birds, and so on. [Listen to children's responses and explanations for logical thinking.]*

Question: Do you think that Gypsypillar was smart? Explain your answer.

Starter hint: Gypsypillar was not smart at all. She erroneously assumed that combining several poisonous leaves would make her live longer instead of killing her quicker. She did not even consider the likelihood that Monarpillar and Crowpillar had something in them that allowed them to eat poisonous leaves without becoming sick, but Gypsypillar did not have that protection. She simply followed blindly and greedily.

A.18 General Exercise

[Level 1 Exercise]

To the teacher/guardian, ask the child:

Question: Who are your favorite characters in the story? Explain your answer.

[Starter hint: This is a matter of taste. Just listen to children's reasons for their choices.]

Question: Have you ever done something similar to what Buckpillar did?

[Starter hint: Just listen to children's stories.]

Question: Do you know somebody who has done something similar to what Buckpillar did?

[Starter hint: Just listen to children's stories.]

Question: If you were Buckpillar, would you do anything differently? Explain your answer.

Starter hint: There are several things that Buckpillar could have done differently. For example, before throwing himself down to any ants, he could have observed whether those ants are friendly to begin with. If they are friendly, are they friendly to all caterpillars? Does Bluepillar have something (physical looks, smell, special skills or magical charm) about her that made red ants love her? If so, does Buckpillar have that all-important characteristic?

Question: Have you ever done something similar to what Gypsypillar did?

[Starter hint: Just listen to children's stories.]

Question: Do you know somebody who has done something similar to what Gypsypillar did?

[Starter hint: Just listen to children's stories.]

Question: If you were Gypsypillar, would you do anything differently? Explain your answer.

Starter hint: There are several things that Gypsypillar could have done differently. For example, before gouging herself on leaves her parents probably never ate, she should have considered whether her body could tolerate any of them, to begin with. If she was so desperate, she should have tried out the poisonous leaves individually and a little at a time. Better yet, she should ask the caterpillars she was imitating, how it is that the poisonous leaves did not make them sick.

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Discuss other examples of plants that are poisonous to some creatures but not others. For example, the oleander is one of the most poisonous plants on earth. Eating a leaf can kill a human being. But the comparatively tiny common crow caterpillar feeds on it without becoming sick.

A.19 Moral of the story

To the teacher/guardian, ask the child:

Question: What have you learned from the story?

***Starter hint:** The most important lesson is not to follow others blindly. Some people who have special protections can get away with certain behaviors while others who don't have similar protections land in serious trouble.*

Question: Would you ever do something similar to what **Buckpillar** or **Gypsypillar** did? Explain your answer.

***Starter hint:** If a strange action appears to be attractive and fascinating, take time to find out what it takes to safely engage in that action before you plunge in.*

A.20 Extended Exercise, part 1

To the teacher/guardian, remind the child that:

On page one, the book says that **every creature on the island could find its favorite food** right there. In different parts of the book, we read about or see pictures of different creatures, like cows, sheep, lizards and frogs; snakes, birds and bats; spiders, ants, butterflies and caterpillars.

Then, challenge them:

Question: What other creatures might be living on *Flexipillar Island*? Explain your answer.

***Starter hint:** Other animals that might be living on *Flexipillar Island* include rats, squirrels, mice, and so on. These animals must be available for snakes to survive.*

Question: Name all the plants that must grow in *Flexipillar Island*. Explain your answer.

***Starter hint:** Perhaps all the plants that the caterpillars and their parents feed on must grow on the island. We can figure this out from the statement in Scene 1: "Every animal could find its favorite foods. Cows, frogs, lizards, snakes, birds and insects could all find favorite foods." The plants that the insects feed on would include alder, apple, aspen, aster, basswood, black medick, cherry, chestnut, citrus, common restharrow, corn, dogbane, dogwoods, elms, hibiscus, hollyhock, ivy, legumes, mallow, malva, maple, maples, marjoram, milkweed, monkey rope, nettle, oaks, oleander, plantain, plum, poplar, roses,*

snapdragon, stonecrop, strawpod, thistle, thyme, trefoil, verbena, white clover, willow, willow. So these plants should be growing on Flexipillar Island.

[Other plants that cows and sheep eat must also grow on the island. It would be interesting to find out what types of leaves cows and sheep eat.]

A.21 Extended Exercise, part 2

To the teacher/guardian, ask the child:
--

Question: Did you know that some people raise butterflies?

[Starter hint: Just listen to children's responses and ask necessary follow-up questions.]

Question: Do you know anybody who raises butterflies?

[Starter hint: Just listen to children's responses and ask necessary follow-up questions.]

Question: Why do people raise butterflies?

Starter hint: People are fascinated by watching the transformation of an insect through several stages of life in just a matter of days. The best way to observe this transformation is by creating the environment near your own home. It is also fascinating to watch the majestic flights of butterflies and their display of freedom.

Question: What roles do butterflies play in our lives? [Think of pollination.]

Starter hint: Butterflies act as a pollinator and, hence, contribute to abundant food supply. They are also an indicator of the status of our ecosystem; their presence or absence and their pattern of flight may indicate the condition of our ecosystem.

Question: What harm can caterpillars cause, other than biting or stinging? [Think about what they feed on.]

Starter hint: Caterpillars feed mostly on leaves. When they are large enough in numbers they can kill a tree by stripping it of leaves.

Question: Did you know that some scientists spend time studying butterflies and other insects?

[Starter hint: This is a general knowledge question.]

Question: What do we call a scientist who studies insects?

Starter hint: A scientist who studies insects is called an entomologist.

Question: What is an island?

Flexipillar Island

Starter hint: *An island is a patch/mass of land completely surrounded by water.*

Question: Name some islands which you have visited, read or heard about.

[Starter hint: *Invite children to name some islands they know or have visited, hear or read about.*]

Question: Look at the picture of *Flexipillar Island* on the cover of the book. Do you think that the creatures that live on this island would ever get away to another land? Explain your answer.

Starter hint: *Heavy-set animals, like the cows, which cannot swim or fly, might never get away unless they are rescued and transported away by boat or air craft. The ones that fly, like birds, bats, butterflies and other insects can escape to nearby islands.*

Question: Would you like to live on *Flexipillar Island*? Explain your answer.

Starter hint: *This is a matter of personal taste. The unique shape of the island may make it attractive to those who love to live in exotic places. The island stands on a fragile-looking 'pillar,' which appears as if it could easily collapse and sink in the event of a high wind or earthquake. This makes it a dangerous place to live. Children may have numerous reasons for their choices.*

Question: In what ways do some plants protect themselves? [Think about the rubber tree which produces latex which can gum up an invading insect's mouth.]

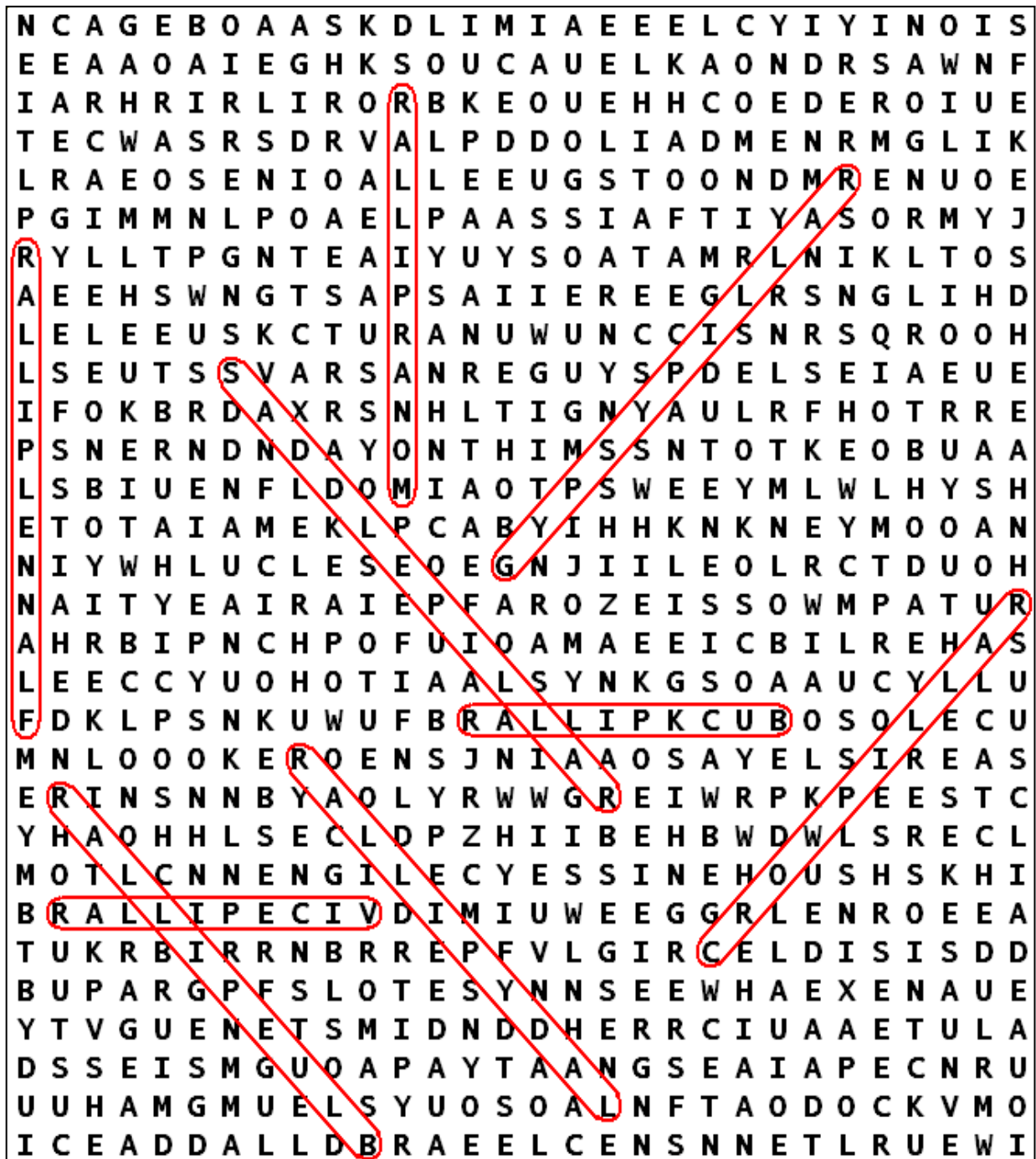
Starter hint: *Plants have several ways to defend and protect themselves from attack. For example, some plants produce sharp thorns which deter animals. Other plants produce strong, foul smelling oils that ward off insects. The rubber tree produces latex that gums up an invading insect's mouth. Yet others produce chemicals like nicotine, caffeine and opiates which serve as insecticides. Some plants even form a mutual protection relationship with friendly animals and ants. In this type of arrangement, the friendly insects and animals protect the plant from predator animals and insects. In turns, the plant provides a safe home to the friendly animals and insects.*

Question: In what ways do some insects protect themselves from their enemies? [Hint: Think about *Saddlepillar*, then other insects.]

Starter hint: *Some insects protect themselves by confusing their enemies, for example, by appearing to have two heads. This is one of *Saddlepillar*'s tricks. Others blend in – they have colors that make them look like their surroundings [camouflaging]. Some even look like scary creatures. As an example, the big dots on the buckeye butterfly's wings make it look like an owl or a tiger.*

Appendix B: Solutions to the word search puzzles

Puzzle 1



BLUEPILLAR BUCKPILLAR CROWPILLAR FLANNELPILLAR
GYPSYPILLAR LADYPILLAR MONARPILLAR SADDLEPILLAR
VICEPILLAR

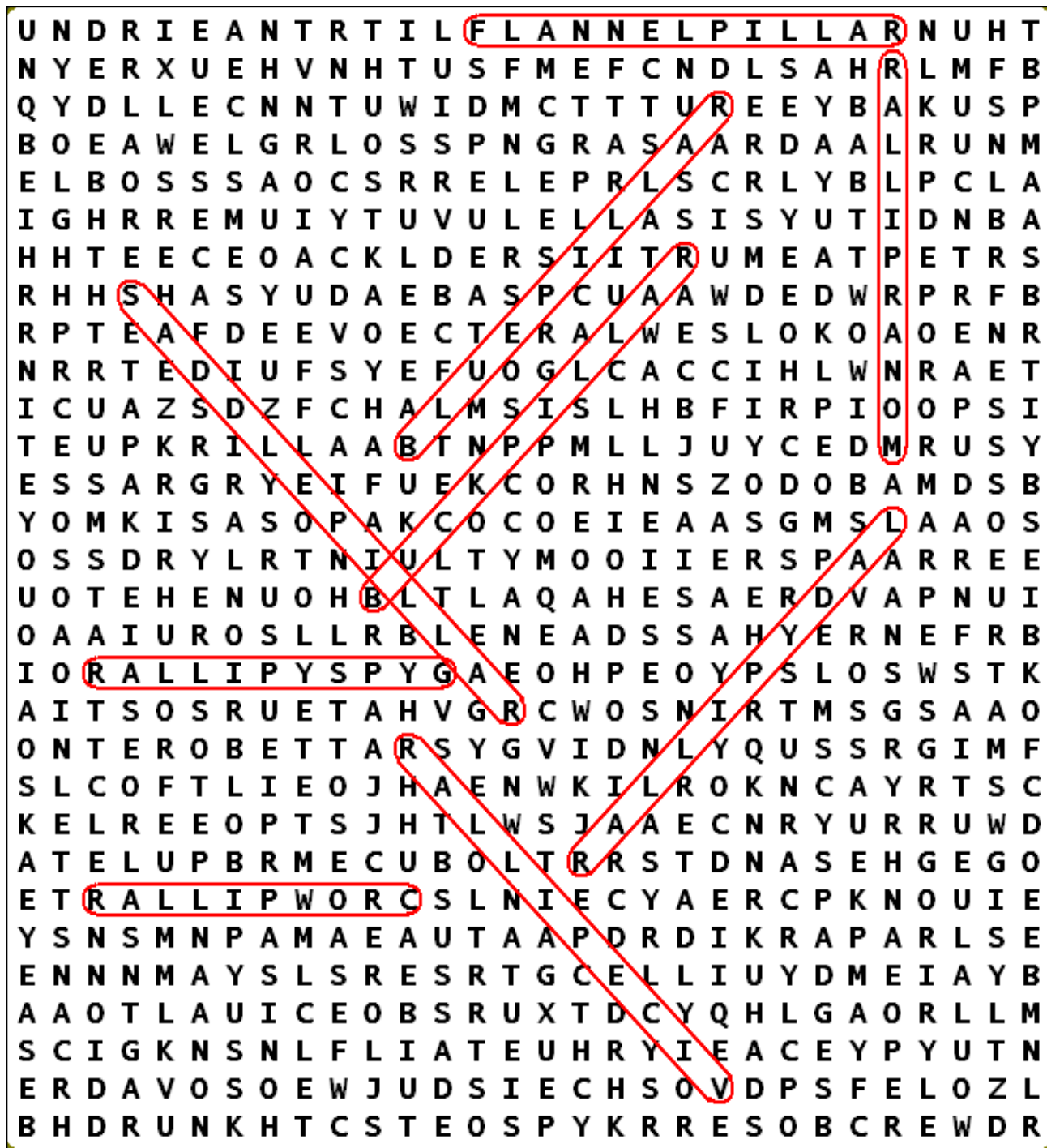
Puzzle 2, Part 1

Instructions

1. Unscramble each of the letter sets in **Column 1** to form the name of one flexipillar.
2. Write the name of the flexipillar in **Column 2** -- to the right of each letter set. The first one has been done for you as an example.
3. Find the name of each flexipillar in the puzzle on the next page.

	Column 1 [Letter set]	Column 2 [Name of flexipillar]
1.	BLPIUELARL	BLUEPILLAR
2.	LIELANLPNRLAF	<i>Flannelpillar</i>
3.	MILLRRNAAPO	<i>Monarpillar</i>
4.	BCLIKPALUR	<i>Buckpillar</i>
5.	LRPIYSLYGAP	<i>Gypsypillar</i>
6.	DAADELPRSILL	<i>Saddlepillar</i>
7.	CLOARLPIWR	<i>Crowpillar</i>
8.	LIPRLLDAYA	<i>Ladypillar</i>
9.	LCVILRPEIA	<i>Vicepillar</i>

Puzzle 2, Part 2



Appendix C: Chart of highest level questioning intended

Group: _____
(Grade/age/ability group)

Scene	Level 1 Exercise	Level 2 Exercise	Level 3 Exercise	Level 4 Exercise
Scene 1	√	[Not available]	[Not available]	[Not available]
Scene 2	√			[Not available]
Scene 3	√			
Scene 4	√	[Not available]		
Scene 5	√	[Not available]	[Not available]	[Not available]
Scene 6	√	[Not available]		
Scene 7	√		[Not available]	[Not available]
Scene 8	√	[Not available]		
Scene 9	√	[Not available]		
Scene 10	√	[Not available]		
Scene 11	√	[Not available]		
Scene 12	√			
Scene 13	√	[Not available]	[Not available]	[Not available]
Scene 14	√	[Not available]	[Not available]	[Not available]
Scene 15	√	[Not available]	[Not available]	[Not available]
Scene 16	√	[Not available]	[Not available]	[Not available]
Scene 17	√	[Not available]	[Not available]	[Not available]
General Exercise	√	[Not available]	[Not available]	[Not available]
Moral of the story	√	[Not available]	[Not available]	[Not available]
Equivalents				
	Level 1	Level 2	Level 3	Level 4
Extended Exercise, part 1			√	√
Extended Exercise, part 2				√
Word Search Puzzle 1			√	√
Word Search Puzzle 2				√