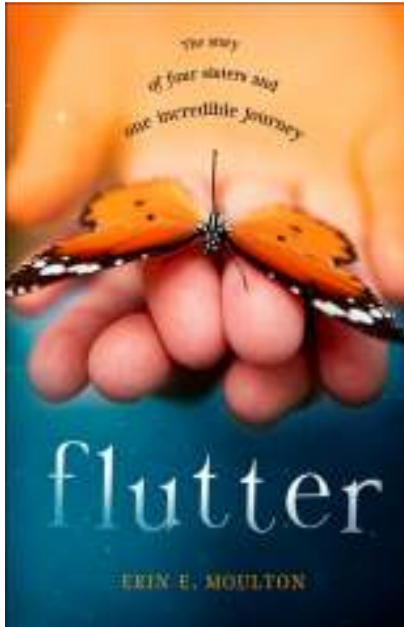


## TEACHER'S GUIDE

### *FLUTTER: THE STORY OF FOUR SISTERS AND ONE INCREDIBLE JOURNEY*

By Erin E. Moulton



#### **Praise for FLUTTER:**

“Moulton is an author to watch...” —*Booklist*

“Moulton’s charming debut [is a] heartfelt tale of familial love, with just a touch of magic.”

—*Publishers Weekly*

“...readers will enjoy the fast-paced action.”

—*Kirkus Reviews*

“This story is filled with adventure, hope, and love, and at the end, what we know is that Maple is a miracle too. When you get to the last page of Erin Moulton’s debut book, you’re going to want to go right back to the beginning and start all over again.”

—Kathi Appelt, author of the Newbery Honor Book *The Underneath*

**FLUTTER: The Story of Four Sisters and One Incredible Journey** (Philomel, 9780399255151; Ages 8-12; \$16.99), is a timeless story of sisterhood and selflessness.

Big things are about to happen at Maple's house. Mama's going to have a baby, which means now there will be four Rittle sisters instead of just three. But when baby Lily is born too early and can't come home from the hospital, Maple knows it's up to her to save her sister. So she and Dawn, armed with a map and some leftover dinner, head off down a river and up a mountain to find the Wise Woman who can grant miracles. Now it's not only Lily's survival that they have to worry about, but also their own. The dangers that Maple and Dawn encounter on their journey makes them realize a thing or two about miracles-and about each other.



#### **About the author:**

Erin E. Moulton grew up on a mountain in Vermont as the second of four sisters, just like Maple T. Rittle. She loved reading and playing with her imaginary friends, which led her to jobs working in libraries, schools, and theaters. When she's not working and writing, she is planning events for the Kinship Writers Association. Erin graduated with an MFA in writing for children from the Vermont College of Fine Arts, and now lives in southern New Hampshire with her husband, where she writes, drinks tea, and dreams.

You can visit Erin online at: [www.erinemoulton.com](http://www.erinemoulton.com) or find her on facebook as erin e. moulton (Author).

## Curriculum Tie-Ins

### Language Arts

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#### Metaphor Discussion(anytime)

##### Materials: Paper and pencil

Metaphor: a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them.

Throughout FLUTTER Dawn and Maple see a monarch butterfly and are often compared to that butterfly. We call this comparison a metaphor. In what way are Maple and Dawn like the Monarch? (Reminder: Maple and Dawn find themselves out of their usual routine, just like the monarch who finds himself at the window as the October chill is coming on. Maple and Dawn are trying to make their way home, just like monarchs when they begin their migration. Maple and Dawn survive better together, just as monarchs have a better chance of survival in a flutter than they do on their own.) Now let's make our own metaphors.

What animal, plant, insect are you most like? Why? Write down a few ideas on a piece of paper--make one serious and one silly--and then circle up to share.

#### Custom Folk Tales (Chapter 19)

##### Materials: Paper and pencil

Maple and Dawn head off into the wilderness to seek the healing water from the Wise Woman of the Mountains, a character of folkloric legend that they have heard of through countless stories and songs.

**Folklore:** traditional customs, tales, sayings, dances, or art forms preserved among a people. A branch of knowledge that deals with folklore. An often unsupported notion, story, or saying that is widely circulated.

Are there any local legends or bits of folklore you can think of? Now, Let's write our own folk stories or songs. Here are a few questions to get you started. Who/what is the focus of the tale? Is it a fictional character like the wise woman of the mountains? Is there a magical element at hand? If so, what are the boundaries of it? Is there a code, line, phrase or wish that will release their power? What is it? Be descriptive, use your imaginations and have fun!

**Reader's Theater(Chapter 7) :** Find under school and classroom resources at [www.erinemoulton.com](http://www.erinemoulton.com) or have the students create their own!

## Science

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### Monarch Migration (Chapter 1 and throughout)

#### Materials: Internet access to view slideshow and Journey North Website

Each fall, monarch butterflies travel to Mexico. Without ever having been to Mexico, they travel in a pack, known as a flutter, to reach their final destination. You can track sightings and be part of the monarch migration watch by way of the Journey North website. But before you can spot them, you must know what a Monarch looks like. At a quick glance Viceroy, Monarch and Painted Ladies look very much alike. View this slideshow to identify the differences between a monarch, a Viceroy, and a Painted Lady.

<http://www.learner.org/jnorth/tm/monarch/sl/8/0.html>

Then get out of the classroom and explore outside to see if you can spot any monarchs on the move. Map your sightings via the Journey North Site.

<http://www.learner.org/jnorth/monarch/>

### Bird Guides (Chapter Eighteen)

#### Materials: Paper(enough for 8 pages per student), pencils, makers, crayons, websites on birds or books of regional birds

Throughout Flutter, Maple and Dawn like to play a game where they have to remember the Latin names of birds. *Cardinalis Cardinalis* is the Latin name for Cardinal. But they're not all that easy, and they take a lot of time to memorize. So let's make our own bird guides and see if we can commit them to memory over time. Take 8 pieces of paper, fold them in half and staple them together. You now have a book. Have the kids decorate the cover. Since bird's vary widely from region to region, explore what bird guides are available to you that are specific to your local bird types. The Cornell Lab or Ornithology is a great place to start: <http://www.allaboutbirds.org/guide/search>. You can search by region and read about size, shape, habitat, bird song vs. bird call. The Latin name of the bird is located in the map section, so you can look for region and name all in one place. In their books, have the students draw several birds from their region. Put the common name, Latin name and a few notes about color pattern/physical appearance on each page. Then take it outdoors again!

See what birds you can find out in the wilderness. Also, if you feel ambitious and want to do more tracking, check out Bird Sleuths! <http://www.birds.cornell.edu/birdsleuth/>.

Once you have a complete bird guide, feel free to add to it as needed and study up on those Latin names to quiz your friends.

## History

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### A Sweet History (Anytime)

#### Materials: Paper, pens, pencils or markers, the internet

This project is in honor of our protagonist's name and heritage. Maple T. Rittle is named after a very sweet treat, maple syrup, and she is from Vermont where maple syrup comes in

every shade of amber. It is largely believed that the Native Americans taught the early settlers how to tap trees and harvest the sap needed for making maple syrup. There are a few different stories that explain how maple syrup was discovered and how its harvest has evolved over time. Have the students explore the sugaring process either on line or in a few select books from the library and then have them create a timeline of sugar through the ages. If you are feeling ambitious have each student write down and illustrate a milestone on a sheet of paper and then have them silently find their place along the Maple Sugar Milestone Timeline. In other words, instead of having them draw a line and write down the dates, have them be part of a “live” timeline across the classroom.

**\*\*Bringing maple sugar candy can be a great motivator!**

**Resources:**

<http://www.maplemuseum.com/indians-and-early-maple-sugaring-process>

<http://www.time.com/time/nation/article/0,8599,1891523,00.html>

<http://vermontpuremaplesyrup.com/vt/?tabid=97>

**Local Folklore**

**Materials: Books, internet, paper, pencils or posterboard and art supplies**

**Project:** In conjunction or following the language arts project on folklore, have the students research local folklore and legends. They can work in groups or individually. If individual, have each student write a research paper on it. If in groups, it would be great to have them put together a poster regarding it to then present to the class.

**Math**

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**Map Skills and Scales (Chapter Five)**

**Materials: sketch of the classroom (with scale), rulers, props or paper supplies for creating props, assorted maps**

**Project:** In Flutter, Maple and Dawn know how far it is to the wise woman of the mountains because they have a map, and on that map is a scale showing them how many inches equal a mile. A scale can vary in its depiction of distance, but on any good map, it will tell you the equivalent. For this exercise, bring along as many maps as you can find. Old road maps will work just fine. Break the students into groups of two, and give each group a ruler. Have them explore the distances from place to place using their ruler and the scale. Go over North, South, East and West. Once they are familiar with this, quiz them: What is 10 miles from the farthest northeast position on your map? What is 30 miles north of the southernmost point?

Once they understand the concept of scale, have them apply their knowledge in a new way. Hand out the classroom sketches to each group. Have them create their miracle water out of paper. It just needs to be a simple prop that can be hidden. Now they’re going to go on a quest for the miracle water. Have one person be the map holder and one be the questor.

The map holder must go hide the miracle water(prop).Then, using the sketch of the classroom, the map holder should draw a path to the miracle water. The map should lead

the questor from his location in the room to the location of the miracle water. The questor will use landmarks, scale and their ruler to find their way to the treasure.

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### Reading Journals/Daily discussion guides

Have students keep a journal throughout their time with FLUTTER and discuss the talking points at the beginning of each class. Discussion will revolve around vocabulary, action, connections and inference.

For each chapter, have them write down the following:

- 1) **Vocabulary:** Write down three vocabulary words that they stumbled on. Have them look up the words and write the definitions.
  
  - 2) **Main Event:** What happened in this chapter?
  
  - 3) **Connection:** What characters were in this chapter? Are they at all like you? How? If not, what happened in this chapter? Has anything like this ever happened to you?
  
  - 4) **Inference:** What is going to happen next? Write down three to 5 sentences on what you think will happen next in the story.
  
  - 5) **Questions:** Was anything confusing? Write down any questions you had while reading.
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For author interviews and readers theater, visit me on the web:

[www.erinemoulton.com](http://www.erinemoulton.com)