THE WILDFLOWER EXPLORERS

The Garden Rescue Challenge

Name:

Look for clues. Circle the helpful choice in each pair.

1 A beetle under a twig



Leave its home | Clear it away

2 A butterfly on a flower



Chase it | Watch quietly

3 A plant is drooping



Ask an adult to check | Keep adding water

4 A new place to explore



Go in alone | Ask Gran first

Tell a partner: Which picture clue helped you choose?

Challenge: Can a tidy garden still leave homes for small creatures?

THE WILDFLOWER EXPLORERS

Spot the Helpful Changes

Name: _____

Compare the gardens. Circle three changes in the second picture.





Point to a place that stayed the same.

Which change might help a garden visitor? Explain aloud.

Is a visitor guaranteed to arrive? Talk about your ideas.

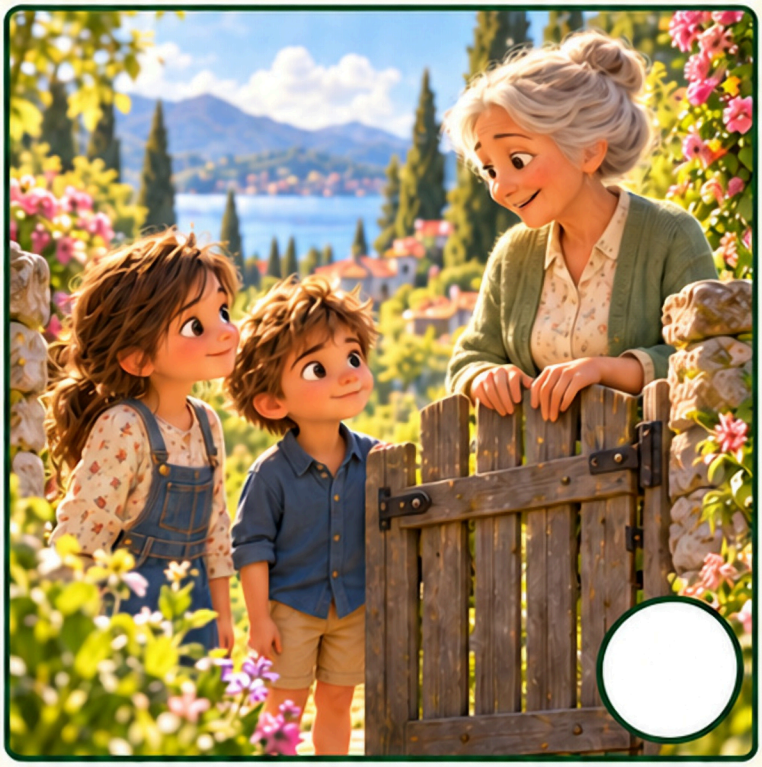
THE WILDFLOWER EXPLORERS

The Story Shuffle

Name:

The pictures are mixed up. Write 1, 2, 3 and 4 in the empty circles to show the story order.









Point to the picture that shows the children learning before they act.

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Match the Garden Clues

Name: _____

Read the clues with an adult. Draw a line to the matching picture.

I have wings and can sip nectar.



I am a young butterfly that eats suitable leaves.



I have hard wing cases and may shelter under a twig.



I have petals. Many garden visitors come to me for nectar.



flower

leaf

shelter

Talk: Which garden feature could help each visitor?

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Name: _____

The Record Detective



Imagine this:

Theo watches one flower for five minutes. He sees no butterfly visits.

Circle the record that tells only what Theo found.

A. There are no butterflies anywhere. ◯

B. No butterfly visits were seen during this five-minute watch. ◯

C. Butterflies never visit flowers. ◯

Underline the words that make your chosen record careful.

What could Theo check next?



Watch again later ◯



Compare the weather ◯



Say butterflies will never come ◯

Circle two useful next steps. Explain your choices aloud.

THE WILDFLOWER EXPLORERS

Leaf Edge Sort

Name: _____

Look at the edges of the picture leaves. Sort the cards into two groups. Cut with adult help and stick, or point and say.

A



B



C



D



Smooth edges

Toothed edges

Challenge: Find another way to sort the same cards. Tell a partner.

THE WILDFLOWER EXPLORERS

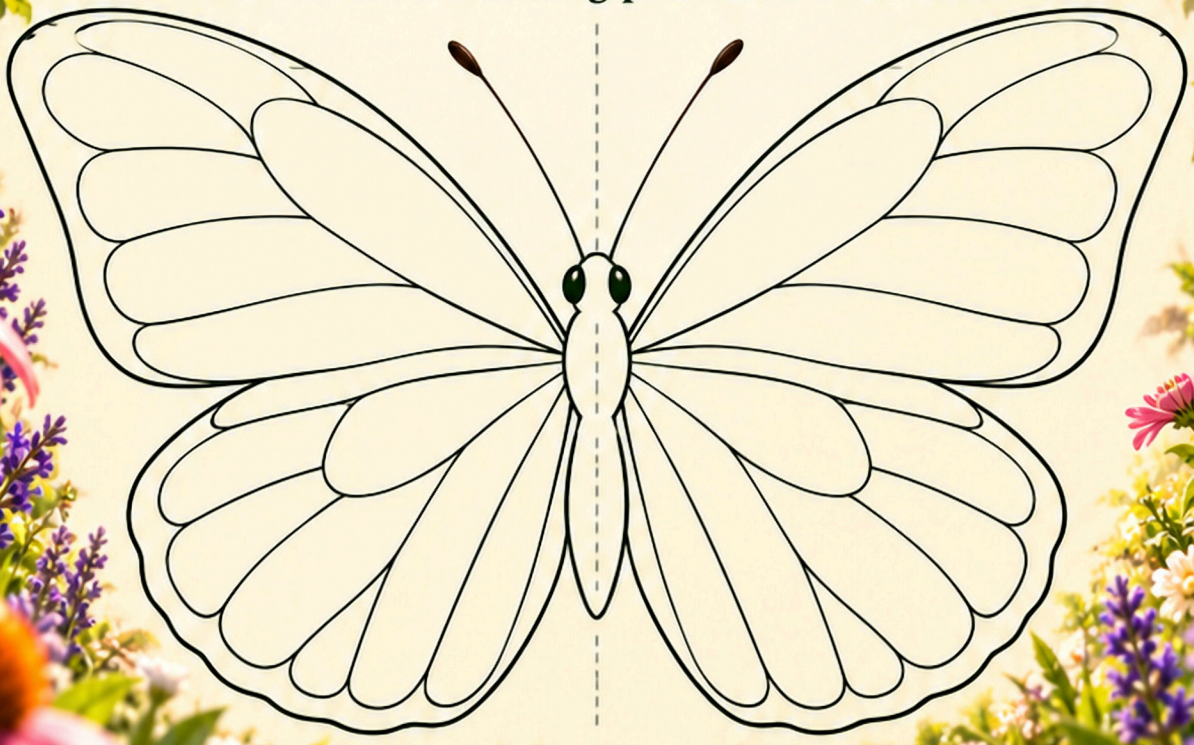
Mirror-Wing Studio

Name: _____

These are imaginary butterfly patterns.
Finish the right wing to match the left.



Now invent a matching pattern on both sides.



THE WILDFLOWER EXPLORERS

Garden Texture Lab

Name: _____

1. With an adult, choose a fallen leaf and a safe textured object.
2. Put paper over each one. Rub gently with the side of a crayon.



My leaf rubbing

My other texture

- Circle a repeating line or shape in your rubbings.
- Talk: What is the same? What is different?

smooth | rough | ridges | lines

A Fair Watch Challenge

Name: _____

Imagine two groups comparing visits to two flowering plants.
Find two differences that make their watches hard to compare.



Group A
Morning
Sunny
5 minutes



Group B
Afternoon
Cloudy
10 minutes

Circle two differences in the labels.

Plan a better comparison

Tick two helpful choices.

- ☐ Watch for the same length of time.
- ☐ Choose the same time and similar weather.
- ☐ Stop as soon as one plant gets a visitor.

Talk: Why could the conditions change what we see?

THE WILDFLOWER EXPLORERS

Name: _____

Tiny Garden Theatre

Cut out the picture cards with adult help. Move them to retell the story.
Show a problem, a clue and a helpful action.

Poppy



Theo



Gran



Butterfly



Flower



Beetle and twig



Problem — a problem to solve

Clue — a hint or sign

Helpful action — what helps

Swap roles. Can your partner explain why the action helps?

Challenge: Retell it without moving the beetle's home.

Using the activity pack

Ten separate A4 pupil sheets - suggested ages 5-8

The first ten PDF pages are the pupil activities. These three final pages provide adult guidance and acceptable responses. The sheets complement the storybook and differ from its six integrated activities. Several tasks work from their own pictures; The Story Shuffle and Tiny Garden Theatre work best after shared reading.

Choose, talk, move, draw and make

Read directions aloud when needed. Pupils may point, speak, use symbols, work with a partner or receive adult scribing. Evaluate the idea separately from reading fluency, handwriting or artistic finish. The two imagined watch scenarios are teaching examples, not additional canonical story scenes.

Printing and preparation

Print only the pages needed on A4, at Actual size / 100% where your printer supports the page margins. Check a sample before printing a class set. Use single-sided printing for the leaf and theatre cut-out pages. Leaf cards belong with the sorting areas on the same page; a second copy can provide a separate cutting sheet. The pupil sheets have no printed page numbers; this guide lists them by PDF order and title.

Materials and participation

Pencils, colouring tools, glue and child-appropriate scissors with adult support. The texture task needs paper, a crayon and adult-checked fallen leaves or safe objects. A pupil can point to the cards instead of cutting, use pre-cut pieces or examine a prepared rubbing. No garden, purchase or live insect encounter is required.

Care for children and wildlife

Adults check the site and materials, manage sharp tools and follow normal hygiene and individual support arrangements. Do not pick unknown plants, taste garden materials, handle insects or disturb refuges for these activities. Use fallen materials checked by an adult. The orange butterfly and other creatures are illustrations, not local species identification guides.

Relationship to the teacher guide

This pack contains short activity support. The separate extensive teacher guide provides the longer teaching sequence, curriculum suggestions, adaptations and assessment tools. Access and copying remain subject to the purchase or membership licence.

Responses and teaching notes

1. The Garden Rescue Challenge

Helpful choices: Leave its home; Watch quietly; Ask an adult to check; Ask Gran first. Ask children to explain a visible clue and why their choice helps. A tidy garden can retain sheltered, undisturbed areas. Drooping is a reason to investigate, not proof that every plant needs more water.

2. Spot the Helpful Changes

Accept any three clearly visible changes, such as more flowers, a bee visitor, the butterfly or fuller planting. The gate, stone edging and shaded leafy refuge remain recognisable. Ask pupils to distinguish a changed feature from a visiting animal. The scene illustrates possibilities; new planting does not guarantee an insect arrival.

3. The Story Shuffle

Correct numbers by position: top left 3; top right 1; bottom left 4; bottom right 2. The order is asking Gran to explore, watching to learn, planting, then observing the flowering corner later. Bottom right shows learning before acting. Accept an oral retelling or pointing sequence instead of written numbers. Time passes between planting and the later flowers.

4. Match the Garden Clues

The four clues from top to bottom match: butterfly; caterpillar; beetle; flower. In the picture column these are positions 3, 4, 2 and 1. Let pupils trace with a finger or use a partner before drawing lines. A caterpillar is the larval stage; it does not eat any available leaf. Suitable food plants differ among species. The bottom discussion has more than one useful response.

5. The Record Detective

Choose B: No butterfly visits were seen during this five-minute watch. Useful limiting words include during this five-minute watch; none seen here does not mean none exist anywhere. Helpful next steps are Watch again later and Compare the weather. Both may improve the evidence; neither guarantees a visitor.

6. Leaf Edge Sort

Smooth edges: A and C. Toothed edges: B and D. Use the illustrated edge, not a guessed species name. Another sorting rule could use long/narrow versus broad shape. Let the pupil explain the rule, including an observation that some shapes do not fit a simple two-group rule neatly. For access, use pre-cut cards or pointing.

Creative tasks and useful feedback

7. Mirror-Wing Studio

On the first imaginary butterfly, match the colours and corresponding features across the centre line. The existing outlines provide a scaffold. On the second, invent a pattern that corresponds on both sides. Discuss approximate reflection rather than demanding perfectly identical colouring or fine motor accuracy. This is an art exercise, not a species drawing.

8. Garden Texture Lab

Use adult-checked fallen leaves and safe surfaces. The pupil makes two real rubbings, then circles a repeated line or shape they can actually see. Accept comparisons such as branching lines, closely spaced ridges or a smoother appearance. A prepared rubbing or photograph is an alternative. Do not require a particular result or a personal outdoor collection.

9. A Fair Watch Challenge

The labels differ in time of day, weather and duration. Accept any two relevant differences; the plants themselves also differ, which is the intended comparison. Tick Watch for the same length of time and Choose the same time and similar weather. Do not tick stopping when a visitor arrives. A better comparison still needs careful records and preferably repetition; it does not by itself prove a cause.

10. Tiny Garden Theatre

There is no single script. Look for an event consistent with the book: the children notice a problem, use a clue and choose an action with adult help. Give the flower and beetle cards useful roles without claiming that people can read an animal’s thoughts. Keep the beetle refuge undisturbed in the retelling. Swap speaking, moving and observing roles; pupils need not perform publicly.

What to assess

Look for one clear example of noticing a detail, using evidence, sorting by a stated rule, ordering events or explaining a helpful action. Note the response mode and adult prompting. Good discussion may include uncertainty or a revised answer. Do not score the number of wildlife visitors, access to a home garden or an adult’s artistic judgement.

Feedback that helps

Try: Show me the clue; Explain your sorting rule; Which detail supports that order?; What can this record tell us?; What would you check next? Revisit one example before adding more writing. The reference story is Jonathan Hewston’s The Wildflower Explorers: The Butterfly Beyond the Gate, copyright 2026.