

8 pages, 57 words

### Genre:

Nonfiction

### Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- use a wide variety of high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text
- look at each part or syllable of a longer word to read it
- read simple plural words and verbs with -s endings

### Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related events
- text includes repetitive phrases

### High-frequency Words:

*the, from, comes, a, and, then, in, for*

### Phonics

- consonant blends: gr, st, br

### National Standards:

- RF.K.1 (a-d), RF.K.3 (a, c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

### ELL/ESL

*La mariposa*

[See back page](#)

Guided Reading with

## THE BUTTERFLY

*Guided Reading: D*

*DRA: 4*

*Intervention: 5*

*written by Barbara Flores, Elena Castro and Eddie Hernandez*

*illustrated by Michael Ramirez*

**Overview:** Do you know how a butterfly is born and grows? Read this book and find out.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- Have you seen a butterfly before? Where?
- What do you know about how butterflies start out? How do they change?

### 2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: *The Butterfly*
- Ask children to predict what the book might show.
- Show the back cover and read the copy. Ask children how the bears might help them learn to count.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice how many bears each picture shows.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word.

### 4. Be aware of the following text features:

- The book contains familiar words: the, from, comes, a, and, then, in, for. It also contains other common words including mother, many, one, makes, about,



two, weeks.

- The book contains topic-specific vocabulary words including: butterfly, egg/eggs, caterpillar, chrysalis.
- There are some repetitive phrases (e.g., “The caterpillar eats and eats.”)
- Some phrasing is more characteristic of literary language than oral language (e.g., “From one egg comes a caterpillar.”)

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about how a butterfly is born and how it grows.**

**2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.**

**3. Look for these reading behaviors during the first reading:**

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

**4. As children read, suggest a reading strategy if they are struggling:** “Try rereading the sentence. Try looking at the picture to make sense of the print.”

Encourage children to take a guess based on the subject of the book or to use the beginning sounds, known parts of the word, or say all the sounds in the word to read it.

**5. Possible teaching points to address based on your observations:**

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the information presented, including the sequence and use of topic-specific vocabulary.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

## After the First Reading

**1. Have children confirm their predictions and talk about how butterflies grow.**

**2. Ask questions like:**

- How are butterflies born? What happens after a mother butterfly lays eggs?
- What do caterpillars do?
- How do caterpillars change in ways you can see?
- How are caterpillars changes hidden?
- What did you learn from the illustrations?



- Where might you see lots of butterflies?
- How does the story show time passing?
- How is a caterpillar and butterfly the similar and different?
- What do you think happens next after the butterfly emerges from the chrysalis?

### 3. Connect the story to children's own experiences with butterflies and/or insects.

## Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Practice matching word cards with key vocabulary from the book to picture cards that show their meaning. Talk about the letters and word parts of some of the multi-syllable words (e.g., caterpillar).

Provide students with some of the sentences from the book to cut out, read, and match to illustrations depicting the butterfly life cycle.

Practice using sequential vocabulary to retell the events from the book and other processes that follow a sequence. Brainstorm and post a list of helpful words and phrases, such as "First," "Then," "Next," "One day," "Finally," etc.

**Mathematics:** Write caterpillar and butterfly-themed story problems, such as, "A caterpillar ate 3 leaves. Then it ate 4 more leaves. How many leaves did it eat?"

Use a calendar to practice determining when "two weeks" from a certain date will be.

Investigate or review symmetry. Take children on

a walk around the school or outside and ask them to find examples of symmetry. Use a small mirror to determine objects children find as symmetrical or nonsymmetrical by having children hold the mirror in the center to see if there is a mirror image. If possible, use a digital or disposable camera (or mobile phone) to take pictures of some of the things children find. Let children use the printed pictures to illustrate a chart explaining symmetry.

**Science:** Ask students to brainstorm additional questions about caterpillars and butterflies. Learn more by reading other nonfiction titles or viewing websites or online videos. Compile information gathered on a class chart.

Learn more about the life cycles of other living things (e.g., other insects, frogs, chickens, plants), and compare findings to the information presented about butterflies.

Read aloud *Waiting for Wings* by Lois Ehlert to help children learn more about the life cycle and metamorphosis of caterpillars/butterflies. Read aloud *Leo and the Butterflies* (<https://www.leeandlow.com/books/leo-and-the-butterflies>) to learn about butterflies in a rainforest.

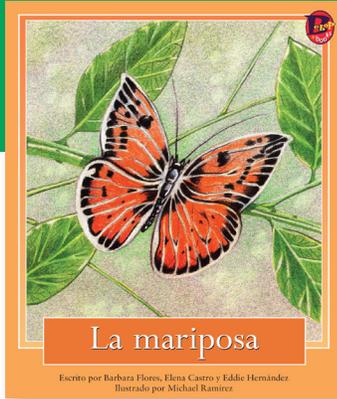
**Art:** Have students make their own symmetrical butterflies by painting one side of a butterfly-shaped paper and folding it so the paint transfers.

Share the story *Butterflies for Kiri* (<https://www.leeandlow.com/books/butterflies-for-kiri>) and have students try making origami butterflies.

Show children some photographs of different butterflies. Call their attention to the colors and designs. Also explain the symmetry. Give children a butterfly shape and pastels or colored chalks. Have them decorate one side of the butterfly, then fold it in half with the chalk or paint side in. Rub the folded butterfly firmly and then open it. The chalk or paint will have left a residue on the uncolored side. Children can then finish coloring their butterflies and hang them for a class display.



## BEBOP CLASSROOM CONNECTION



Guided Reading: *D*  
EDL/DRA: 4  
Intervention: 6

### Guided Reading with **LA MARIPOSA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need the same kinds of support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

**Noun Support:** The following parts of the butterfly’s life cycle are mentioned in the story: mariposa, huevitos, oruga, crisálida

Print the illustrations from the story on cards. Then, print the names of the parts of the butterfly’s life cycle on cards. Have students match the names with the corresponding illustrations from the story.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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**For more information about Bebop Books, please contact:**

**Abraham Barretto, Vice President of Educational Sales Bebop Books**

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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com