

Danny and the Monarch Butterfly

Level I / 282 words / informational

High frequency words:

again, around, every, found, first, open, small, soon, very

Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: diagram, glossary, photographs.
- Possible discussion questions: "Where have you seen a monarch butterfly? What do you know about monarch butterflies?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *butterfly, caterpillar, larva, pupa, metamorphosis, milkweed, and monarch*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *butterfly* and *milkweed* are compound words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

FUN FACT

Monarch butterflies may all look the same, but there is a difference. Males have thinner wing veins and have two black spots on their lower wings. Females have thicker wing veins and no black spots on their lower wings.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What was the main idea of this book? What did you learn about the butterfly's life cycle?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What did you find interesting in this book? Why? What do you think will happen to the butterfly next?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ed* suffix: *changed, dropped, hatched, looked, and watched*.
- On separate cards, write and draw each stage of the butterfly's life cycle: *egg, caterpillar, chrysalis, and butterfly*. Have the students put the cards in sequential order to match the text.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

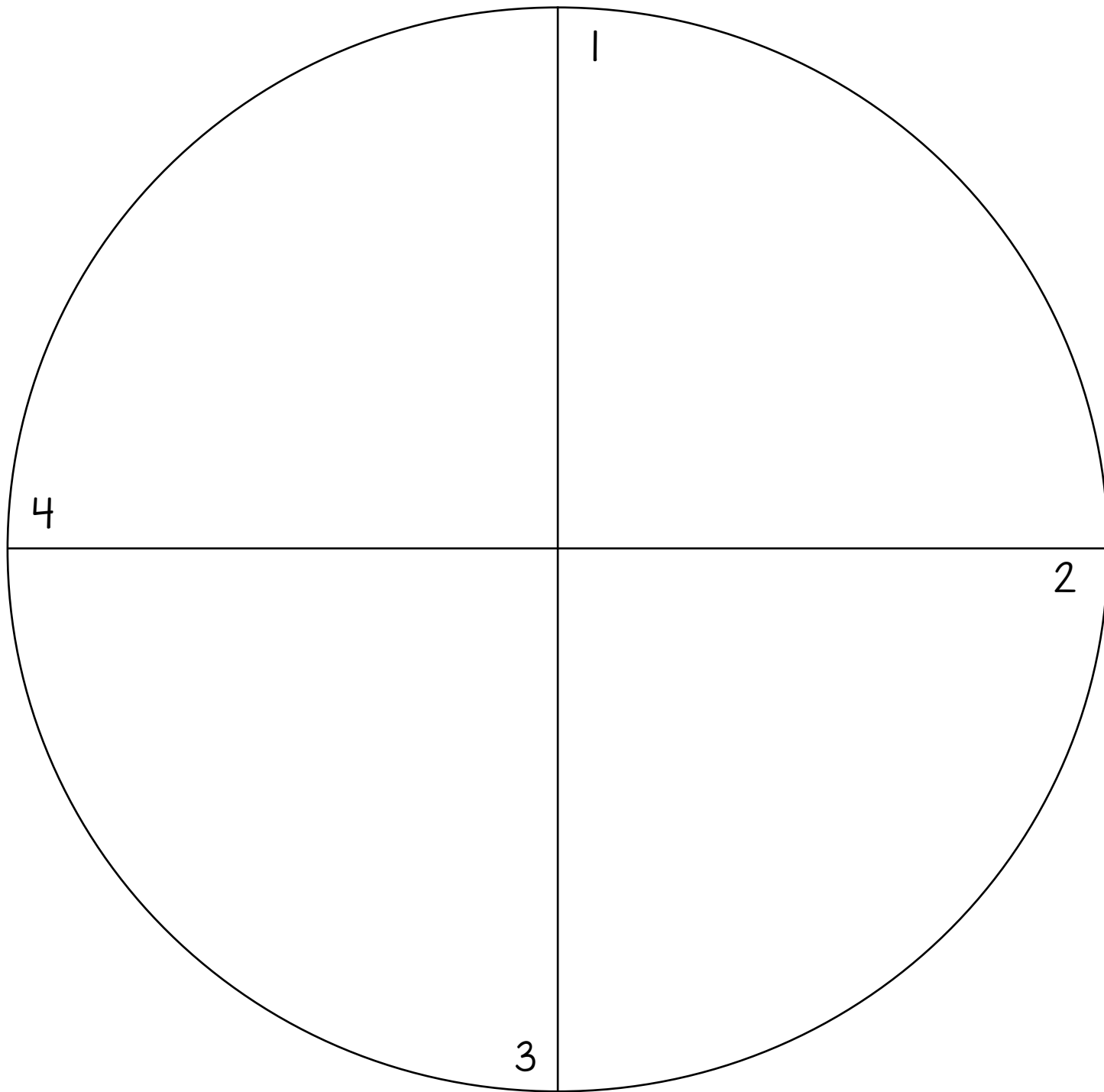
Writing activity

- Have the students create a timeline wheel graphic organizer with text and drawings for the butterfly's life cycle in this story. A timeline wheel allows students to list information in sequential order. Once complete, have the students use the information on their timeline wheel to write a sentence about butterflies.

Teaching Points: Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing words with the *-ed* suffix; Sequencing; Rereading; Introducing the timeline wheel graphic organizer.

Name

Timeline Title _____



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