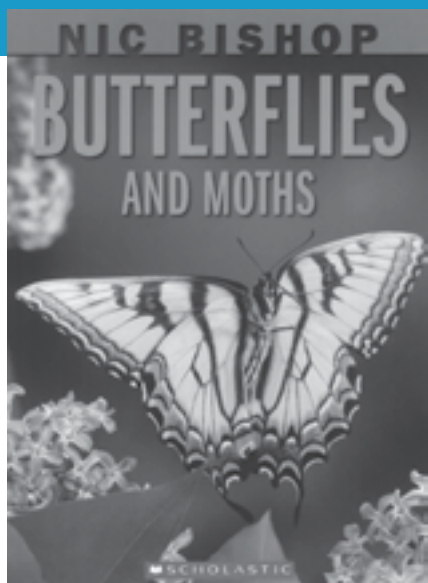


Butterflies and Moths



Lesson Objectives

You will read aloud *Butterflies and Moths*, which children will revisit in later lessons. Children will:

- Identify the main topic of a text and sections within it.
- Ask and answer questions about key details.
- Identify how the information in the text is organized.

About the Text

Summary

This book’s text and close-up photographs present basic information and fun facts about butterflies and moths, including what they look like, how they hide from enemies, and their amazing transformation from egg to adult.

Informational Text: Science

- Explain that a science book tells facts about a science topic. Point out that a science book often has features such as photographs, captions, and large bold type to help readers understand information.
- Help children notice ways that this science book is different from another science book, *Who Eats What?*

Critical Vocabulary

- Prior to reading, briefly define the following words:
 - creature** (p. 5) an animal
 - hatches** (p. 11) breaks free from its eggshell
 - enclosed** (p. 21) inside of something; covered completely
 - scales** (p. 25) hard, flat, thin, plate-like pieces that cover the wings of a moth or butterfly
- As you read, pause to point to the words as you encounter them, and review their definitions.

Word Bank

- To support children in writing about the text, display a word bank containing the Critical Vocabulary.
- Add other important words from the text, such as *caterpillar* and *pupa*, on subsequent readings.

New Concepts: Animals that Transform

- Tell children that some animals begin life looking one way, but then change into something completely different as adults. Compare this process to the way a little acorn can grow up into an enormous oak tree.
- Have children listen closely for details about how butterflies and moths change as they grow from a tiny egg to a caterpillar to a pupa to a winged adult.

Ready Teacher Toolbox

Teacher-Toolbox.com

	Prerequisite Skills	On-Level Skills
Ready Lessons		✓
Tools for Instruction	✓ ✓	✓
Interactive Tutorials	✓	



Step by Step

- **Introduce and explore *Butterflies and Moths*.** Read aloud the title and the name of the author, Nic Bishop. Explain that Bishop also took the photographs.

- Display the front and back covers and think aloud:

The title tells me the topic of the book. I wonder if this bug on the front cover is a butterfly or a moth. The bug on the back looks different; it has bigger antennae and looks fatter. I wonder which one that is? Maybe this book will explain how to tell the difference.

- Turn the pages. Ask children what they see repeated on each page, including photographs, captions, and sentences in larger, colored type. Show and briefly explain the index and glossary. Discuss how these features help the reader.

Tip: Point out that the close-up photographs show details of the insects that we wouldn't usually see. Discuss how seeing these details can make the text more interesting and exciting to read.

- **Read *Butterflies and Moths* aloud.** As you read, pause to define challenging vocabulary, and give children opportunities to look at the photographs.
- **Guide a review of the text.** Have children turn to Student Book page 23. Read aloud the first item, and invite volunteers to complete the sentence, based on what they heard and saw during the reading. Have children record their answers.
- Read aloud the second item, and help children recall features you noticed together in your preview. Display the book once more for review. Have children record their answers.
- Read aloud the Turn and Talk activity. As children discuss their facts, ask them what things about the book, such as photographs or colored text, helped them remember the facts they chose. Invite children to share their ideas and discuss as a class.
- Ask children if they have any additional questions about butterflies and moths after reading the text, such as *What kinds of butterflies and moths live here where we live?* or *Are butterflies and bees friends or enemies?* Discuss where you might look to find the answers to these questions.

Butterflies and Moths

Explore the Text



Hint: What did some of the pictures show you?

In this book, I learned about

what butterflies and
moths look like and how
they grow up.

Some features I notice in
this book are

Hint: Does the book look different or interesting in any way?

pictures, colored words,
captions, and a glossary.



Discuss three interesting facts you learned from reading this book.

ELL Support: Feature Words

- Explain that learning the names for the parts of a butterfly's and moth's body will help children understand the text.
- Display the photograph on page 27. Then copy the following words onto chart paper, and read them aloud: *head, eyes, antennae, thorax, legs*. Point out and name each body part on the photograph.
- Write the names of the body parts on stick-on notes and distribute them to children. Help children read the labels on the notes and stick the notes to the correct body parts in the photograph. Redistribute the notes until all children have had a chance to label a body part.
- Repeat the process with the photograph on page 33 and the words *proboscis, antennae, head, eyes, legs, and wings*, as well as with the photograph on page 24 and the words *scales and veins*.



Step by Step

- **Reread to learn about life stages.** Explain that children will listen and look for details about a butterfly's or moth's four stages of life. Instruct them to listen closely as you reread pages 10–23.

Tip: You may wish to skip pages 16–19, as these pages focus on how caterpillars avoid being eaten, not on a new stage of the life cycle.

- **Have children identify key details.** Use questions such as these to guide discussion.

Pages 10–13: What happens in the first two stages of a butterfly's or moth's life? (*it begins as an egg; the egg hatches and a caterpillar comes out*)

Pages 14–15: What does a caterpillar do? (*It eats, grows, and molts when it's too big for its skin.*)

Pages 20–21: How does a caterpillar become a moth or butterfly? (*It turns into a pupa; the pupa grows into wings, legs, and a body.*)

- **Guide children to demonstrate understanding.** Direct children to turn to Student Book page 24. Read aloud the drawing prompt and Hint. Guide children to put their answers in the correct order and use the Word Bank to spell challenging words.
- **Have children discuss text evidence.** Read aloud the Turn and Talk activity. Invite partners to present their drawings to the class, explaining how the drawings are alike and different.
- **Reflect on text structure and features.** Use the Close Reading activity to explore how the larger, colored text helps readers pay special attention to important information.

Butterflies and Moths

The Four Stages



- ✎ Draw the four stages of a butterfly's or moth's life. Label each stage.

Hint: How does it change as it grows?

1.		2.	
	egg		caterpillar
3.		4.	
	pupa		adult

Turn Talk Describe the life cycle of a butterfly and moth. Use your pictures, along with evidence from the book.

Tier Two Vocabulary: recognize

- Read aloud the first two sentences on page 13. Display the word *recognize* and read it aloud. Ask children what *recognize* might mean based on the the second sentence. (*find*)
- Say another sentence, such as *I answered the phone and recognized my father's voice*. Ask children what they think *recognize* might mean now that they have heard it in two sentences. (*to know or identify*)
- Use *recognize* in more sentences, such as *At first I didn't recognize the girl, but then I realized it was my cousin*. Then have children use *recognize* in their own sentences, such as *I got off the bus when I recognized my street*.

Close Reading

- Discuss how authors use text features to organize information. Display pages 20–21. Read aloud the first two paragraphs, tracking the print. Prompt:
 - What is the next stage of the caterpillar's life?** (*turning into a pupa*)
 - Which sentence tells this?** (*the colored one*)
 - Why do you think the author chose to put these words in big, colored text?** (*They stand out and help readers pay attention to an important fact.*)
- Use additional examples on pages 10, 13, and 14 to reinforce the purpose of the larger, colored words.



Step by Step

- **Reread to learn about a special body part.** Explain that children will listen and look for details about the special wings of butterflies and moths. Instruct children to listen closely as you reread pages 24–25, including the caption on page 25.
- **Have children identify key details.** Use questions such as these to guide discussion.

Page 25: What are the wings covered with?
(*tiny, colored scales*)

Page 25: How do the scales help butterflies and moths escape from an enemy? (*If they get caught in a web, the scales come off easily when they pull their wings away, so they can escape.*)

Page 25: What makes the wings strong? (*long, straight tubes called veins*)

Tip: Remind children that the photograph on page 24 is enlarged to help them see details. Flip back to page 23 to show the whole wing from afar.

- Use the Close Reading activity to discuss the special language used to describe the wings.
- **Guide children to demonstrate understanding.** Direct children to turn to Student Book page 25. Read aloud the writing prompt and the Hint. Remind children to write in complete sentences. Sample answers are shown.
- **Have children discuss text evidence.** Read aloud the Turn and Talk activity. Encourage partners to discuss how the descriptive language helped them better understand the wings. Invite children to share their lists with the class.

Butterflies and Moths

Special Wings



- ✎ List three things you learned about butterfly and moth wings.

Hint: What do they look like?
What do they feel like?

1. They are lighter than feathers.
2. They are covered in tiny scales.
3. The scales can come off of the wings.



Talk to your partner about your answers. How do wings help butterflies and moths?

Tier Two Vocabulary: *pattern*

- Display and read aloud the second paragraph on page 25. Point to the word *patterns* and the photo.
- Have children describe what they see in the photo. (*big orange circles, small white shapes, a black background*) Repeat with the photo on the front cover. (*black, white, grey, and orange stripes*)
- Tell children that they have described two patterns. Ask what they think the word *pattern* means. Guide them to see that *pattern* means “an arrangement of colors and shapes.”
- Model making a pattern with classroom objects, such as blocks or crayons. Then have children create and describe their own patterns.

Close Reading

- Explain that authors use descriptive language to help readers imagine what something is like.
- Display and reread page 25. Then prompt:
 - Which words tell about the weight of the wings?** (*“lighter than feathers”*)
 - What do the words “like a piece of glass” tell about the scales?** (*They are thin and breakable.*)
 - How would the wings look and feel in your hand?** (*brightly colored; very light; breakable*)
- Discuss whether children have a better understanding of butterfly and moth wings after thinking about what feathers and glass feel like.



Step by Step

- **Reread to learn about escaping from predators.**
Explain that children will listen for details about ways that butterflies and moths try to stay away from predators, or animals who hunt for and eat them. Instruct children to listen closely for these details as you reread pages 38–41.
- **Have children identify key details.** Use questions such as these to guide discussion.

Page 40: How do butterflies stay safe from birds? (*not flying in straight lines; having eyespots that confuse birds; dropping to the ground*)

Page 40: If a bird grabs a butterfly’s wing, what can help the butterfly escape? (*The scales on the wing tear off and allow it to escape.*)

Tip: Have children compare the photos on pages 34 and 41. Point out how page 34 shows the top of the blue morpho’s wings and page 41 shows the bottom.

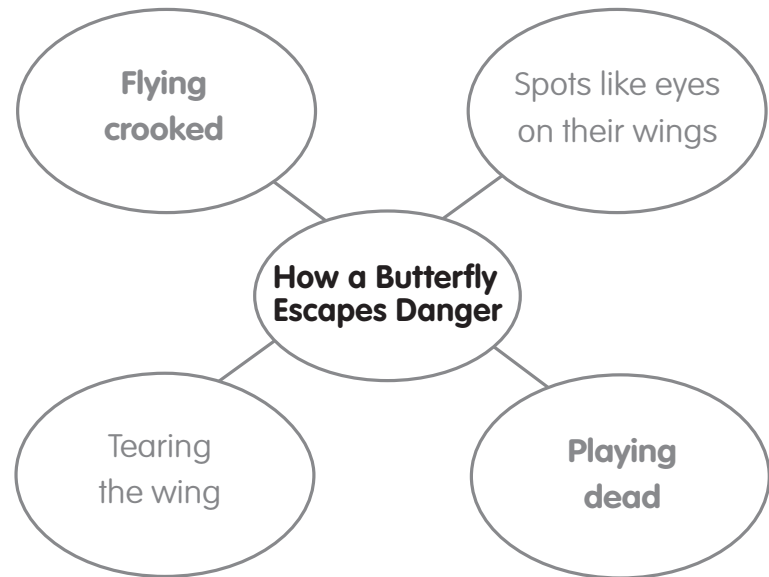
- **Guide children to demonstrate understanding.**
Direct children to turn to Student Book page 26. Read aloud the directions and the completed circles of the web. Help children complete the two remaining circles.
- **Have children discuss text evidence.** Read aloud the Turn and Talk activity. Suggest that partners try demonstrating each butterfly escape. Invite volunteers to share their ideas.
- **Review *Butterflies and Moths*.** Use the prompts in the Book Review to revisit and record important concepts from the book. As appropriate, point out that the large, colored sentences often state topics or key details.

Butterflies and Moths

Escaping Danger



- ✎ Fill in each blank circle with one way that a butterfly gets away from a predator.



- Turn and Talk** Discuss how a butterfly avoids being eaten. Use text evidence to support your answers.

Integrating Foundational Skills

Use these activities to integrate foundational skills into your reading of *Butterflies and Moths*.

- 1 Say these sets of phonemes, and have children say the word:
/d/ /r/ /ī/; /s/ /ī/ /z/; /d/ /ā/ /n/ /s/; /p/ /l/ /ā/ /s/; /g/ /l/ /ī/ /d/;
/b/ /r/ /ī/ /t/; /f/ /l/ /ā/ /p/; /g/ /r/ /ā/ /b/; /t/ /r/ /ā/ /l/.
(dry; size; dance; place; glide; bright; flap; grab; trail)
- 2 Display and review digraphs *sh*, *th*, *ch*. Then tell children to listen to the following words and write the sound they hear at the beginning: *chew*, *shiver*, *thorax*, *shelter*, *thing*, *changing*, *chunks*. Repeat with ending digraphs: *moth*, *inch*, *push*, *touch*, *mouth*, *search*, *munch*, *crush*, *health*.

Book Review

- As children review key details from *Butterflies and Moths*, record their answers on chart paper. Keep the chart on hand for later revisiting.

How are moths different from butterflies? (*moths fly at night, have less colorful wings and fat, furry bodies*)

What are the four life stages of a butterfly or moth?
(*egg, caterpillar, pupa, butterfly/moth*)

What are some ways caterpillars stay safe? (*colors; stinging hairs; poisons*)

How do butterflies and moths stay safe?
(*fly crooked; eyespots, play dead; tear their wings*)

Writing Activity

Write a Class Library Book

- Tell children that they will create a class library book about butterflies and moths. Explain that each child will create one to two pages for a book that tells some information they learned about butterflies and moths.
- Have children refer to their Student Book pages and to the text to recall interesting facts about butterflies and moths. Ask each child to choose a specific topic, such as the body parts of a butterfly, to write about on their book page(s).
- Have children work independently to create their page(s). Remind them to organize their writing in the following way: write the topic, give three facts about the topic, and then write a closing thought about the topic. Give children examples of what each of these parts should look like.
- Have children share their pages with the class. Help them organize the pages into one or more books, depending on the content of each child's work. Then have children work together to choose titles and create covers as needed.

Speaking and Listening Activity

Describe a Butterfly or Moth

- Help children practice describing things to others using important details and clear language.
- Explain that partners will take turns describing a moth or butterfly at any stage of its life cycle. The other partner will draw what is being described.
- Review the life cycle stages (egg, caterpillar, pupa, butterfly/moth). Ask individuals to decide and write down which stage they will describe.
- Have children take a few minutes to list some important details they will use in their descriptions. Remind them to use adjectives—words that tell about size, color, feel, and shape—as well as body parts and other details they will need to get a complete picture.
- Remind partners that they must listen carefully and draw only the details they hear, rather than details they recall from photographs. Ask children not to look at their partner's drawing until both partners have drawn.
- Have partners share their drawings with the class. Encourage them to discuss any improvements they would make in their descriptions after seeing their partner's drawing.

Language Activity

Sort Words

- Tell children that putting things together that are alike in some way is called *sorting* them. Explain that they are going to practice sorting words into groups.
- Create a three-column chart with these heads: *Color Words*, *Verbs (or Action Words)*, and *Places*.
- Organize children into three small groups. Tell each group to listen for one of the categories of words as you read aloud.
- Display and read aloud pages 4–5 of *Butterflies and Moths*, including the caption. Ask each small group to name words they heard that belong in their category.
- Record children's responses. As needed, reread the page sentence by sentence, pausing for children to identify words. (*Color Words: colorful, blues, reds, yellows; Verbs: skip, blown, dance, shimmer, glide, flying; Places: woods, fields, parks, backyards, gardens, forests, meadows*)
- Ask each group to add two or three words of their own to their category, and record responses. Display the chart for reference during other writing and language activities.