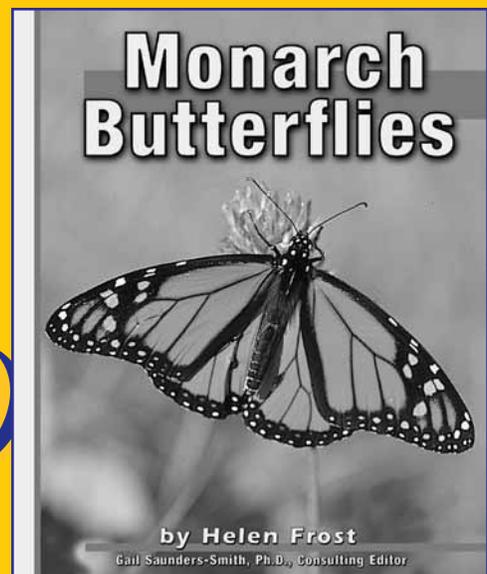
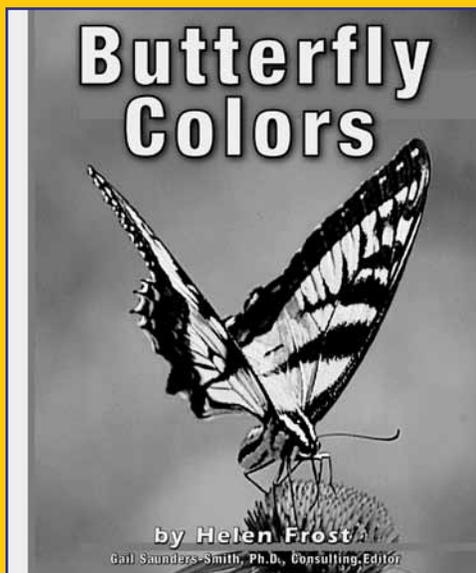
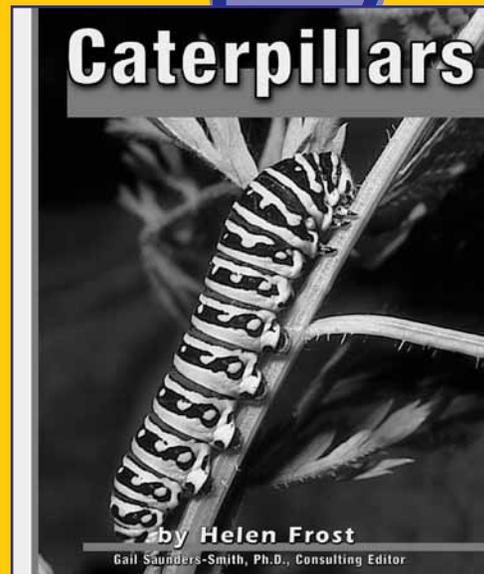
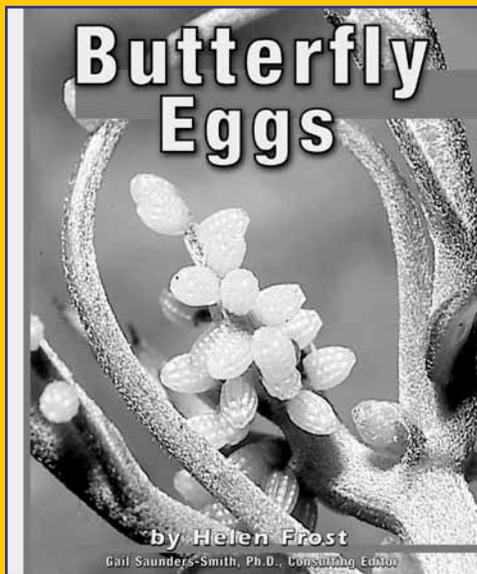
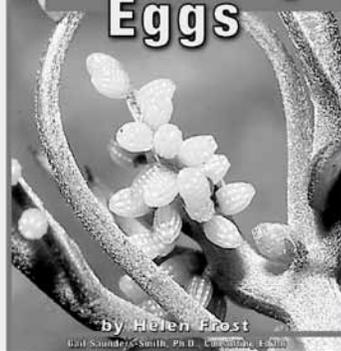


Teaching Guide for the Pebble Books Butterflies Set



ISBN 0-7368-8651-6

Butterfly Eggs



Butterfly Eggs

Early-Intervention Level for Reading Recovery®-type Programs*: 9
Guided Reading Level**: F

Supports

- Moderate photo support
- Some repetitive text: *Some butterfly eggs are*

Challenges

- Concept vocabulary: *bumpy, caterpillar, female, hatch, smooth*
- Two to three lines of text per page

Text Features

- High-frequency words: *a, are, from, of, on, one, some*
- Long /a/, spelled CVCe (*female*) and ay (*lay*)

The Butterflies set supports the following standards:

Benchmarks for Science Literacy:

Project 2061 (AAAS, 1995)

- Standard 5A and 5D, K-2

National Science Education Standards (NAS, 1996)

- Content Standard C, K-4

Lesson for Guided Reading

Butterfly Eggs

Talk with students about the title of the set, *Butterflies*. Share that this set of books will help them learn about butterflies. Cover up the word *eggs* on the cover. Speculate with students what these yellow objects could be. Elicit the answer “eggs,” and reveal and read the word. Discuss what students might learn about butterfly eggs in the book.

First Reading

- On the title page, have students identify the white objects as butterfly eggs, then read the title and author’s name.
- Check students’ understanding of a table of contents by asking, “On which page will we read about egg colors?”
- On page 4, challenge students to find the eggs. Point out how small they are compared to the butterfly.
- Let students compare not only the butterfly, but the grouping of eggs on page 6. On page 7, sound out the word *different* together.
- On pages 8 and 10, ask students how many eggs they see on each leaf. You might write down the words *one* and *many* on the board. Encourage students to match the words on the board with the words on pages 9 and 11.
- Have students describe the eggs on pages 12 and 14 with words such as *smooth* and *bumpy*. Instruct students to read the sentences and look for these words.
- Mention that pages 17 and 19 talk about the eggs’ colors. Tell students to read the sentences and look for these words.
- Ask students to identify the animal on page 20 as a caterpillar. Model reading the word *caterpillar* on page 21, pointing out the word *cat* at the beginning.

Rereading

During subsequent readings of the book, introduce students to the butterfly names in small type at the bottom of each text page. Monitor as students read the books on their own to see if they recognize repetitive phrases.

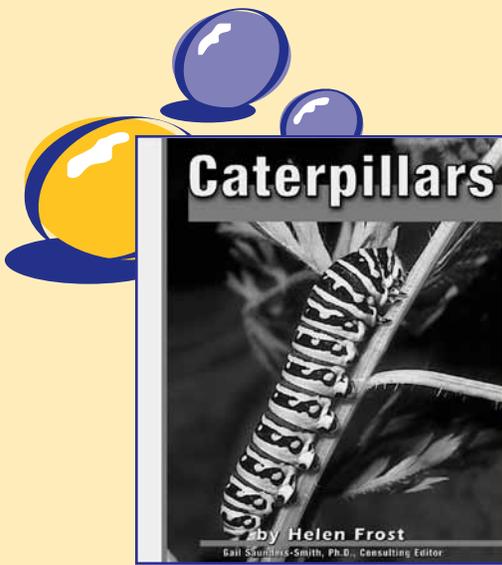
Teaching Points

Double consonants: *ff, gg, ll, tt*; short /e/ (*eggs*), long /e/ (*green*)

Performance Assessment

Instruct students to draw two different eggs they discovered in the book. Challenge them to write two sentences that compare the eggs.

* Reading Recovery® is a registered trademark of the Ohio State University. The complete Reading Recovery® Booklist, created by Ohio State University, includes books from numerous publishers, since a premise of the program is that children be provided with a wide range of texts. One publisher’s booklist alone is not sufficient to implement a Reading Recovery® program. Pebble Books have not been officially leveled by Reading Recovery®. However, levels have been provided for your convenience by Reading Recovery® teacher trainers.
** Guided Reading Levels have been assigned using guidelines established by Irene C. Fountas and Gay Su Pinnell in their book *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (Heinemann, 1999). All levels are subject to change as they are periodically tested and evaluated.



Caterpillars

Early-Intervention Level: 9

Guided Reading Level: F

Supports

- Repetitive sentence stem: *The caterpillar*
- Close photo/text match

Challenges

- Concept vocabulary: *butterfly, caterpillar, chrysalis, egg, molt*
- Two sentences on some pages

Text Features

- High-frequency words: *a, an, and, from, it, of, or, out, the*
- Long /i/, spelled CVCe (*five, times, upside*)

Lesson for Guided Reading

Caterpillars

Ask students if they recognize the creature on the cover, and confirm that it is a caterpillar. Challenge students to find the word on the cover. Discuss what they would like to learn about caterpillars and record their ideas.

First Reading

- Help students recognize the word *Caterpillar* on the title page as the same word from the book cover. Compare the caterpillars in the photographs as well.
- Read the table of contents to preview the book. Recall what students mentioned they would like to learn about caterpillars. Ask, “Which of your ideas do you see here?”
- Have students find the word *caterpillar* on page 5 and then talk about the photograph on page 4. Ask, “What is happening in this photograph?” Mention that the blue object is an egg. Read the sentence to confirm their ideas.
- For pages 6 and 8, have students notice the caterpillar is on a plant. Model finding the words *plants* and *grows* on pages 7 and 9.
- On page 10, tell students that the caterpillar is growing. Explain that in order to grow, the caterpillar must shed its old skin. Have students point to the old skin.
- For pages 13 and 15, prepare students by telling them that words they have already learned are in the sentences.
- For pages 16 and 17, inform students that the caterpillar is about to hang upside down. Read the sentence with them, pointing out these words.
- On pages 19 and 21, students are introduced to a rather difficult word—*chrysalis*. Help them sound out the word, explaining that the *y* is pronounced as a short /i/.

Rereading

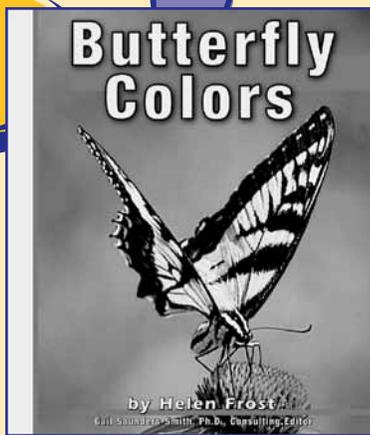
Let students reread the book with partners. Monitor the students to check for print concepts, such as left-to-right tracking and one-to-one word matching.

Teaching Points

Verb ending *-s* (*becomes, crawls, eats, grows, hangs, molts*); subject/action sentence pattern: *The caterpillar grows.*

Performance Assessment

Divide the class into groups of four to five students. Ask each group member to write a simple sentence about the caterpillar’s life and illustrate the sentences. Have the groups put their sentences in order to show a caterpillar’s life.



Butterfly Colors

Early-Intervention Level: 10

Guided Reading Level: F

Supports

- Repetitive phrases
- Similar sentence structures

Challenges

- Concept vocabulary: *butterfly, pattern, scales, stripe, wing*
- Some variation in sentence beginnings

Text Features

- High-frequency words: *a, be, can, has, have, is, many, of, one, the, two*
- S-blends: *sc (scales), sp (spots), str (stripes)*

Lesson for Guided Reading

Butterfly Colors

Discuss different butterflies students might have seen. Ask, “What color were the butterflies? Were both wings the same or were they different? What patterns have you seen on butterfly wings?” Speculate with students how the wings get their colors. Record their predictions to check after reading.

First Reading

- Read the title and author’s name on the title page. Point out to students that this text matches that on the book cover.
- Turn to the table of contents. Mention that a table of contents previews the information in a book.
- Turn to pages 4 and 5. Ask, “What do you think this photograph shows us?” Confirm that it is a close-up of a butterfly wing. Help students recognize the word *Butterfly*, then find *wings* as they exaggerate the initial /w/ sound.
- Talk about the close-up of the scales on page 6. Remind students that the word *scales* was on page 5. Challenge them to find the word *scale* on page 7.
- For page 9, prepare students that they will read words they have already seen—*scales, butterfly, wings*.
- On pages 10 and 12, talk about the wing colors and patterns. Then read the text on pages 11 and 13, pointing out the repetitive phrase: *Butterfly wings can*.
- On pages 15 and 17, encourage students to look for the new word *patterns*.
- The sentence structure on page 19 differs from previous pages. Challenge students to recognize the words *butterfly* and *wings*, even though they are not next to each other.
- Finally, for pages 20 and 21, talk about what the two sides of the butterfly’s wings do, then read the sentence.

Rereading

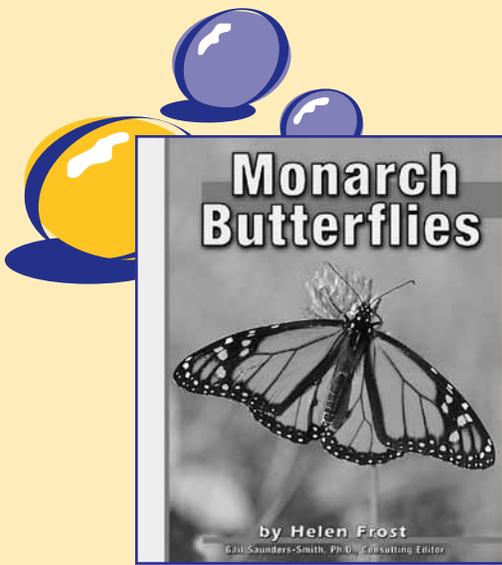
As students read the book again, point out that each butterfly has a name. The names are shown in small type at the bottom of several pages. Help students read the names.

Teaching Points

Long vowel pattern, CVCe (*scales, sides, stripes*)

Performance Assessment

Invite students to draw a butterfly from the book or make up their own butterfly wing patterns. Encourage them to write a sentence or two that describes the wings.



Monarch Butterflies

Early-Intervention Level: 11

Guided Reading Level: G

Supports

- Revisits concept words (*caterpillar*, *chrysalis*)
- One sentence on a page

Challenges

- Concept vocabulary: *autumn*, *chrysalises*, *migrate*, *milkweed*, *monarch*, *nectar*
- Variation in word usage

Text Features

- High-frequency words: *and*, *are*, *from*, *on*, *the*, *they*, *to*, *with*
- /k/, spelled *c* (*nectar*), *ch* (*monarch*, *chrysalis*), *ck* (*suck*)

Lesson for Guided Reading

Monarch Butterflies

Share with students that this book is about a type of butterfly. Let students describe the butterfly on the cover, and ask them to find the word *Butterflies*. Help students sound out the word *Monarch*, noting that the letters *ch* sound like /k/.

First Reading

- Have students read the title page and notice that this butterfly is the same as the butterfly on the cover.
- Pause at the table of contents and ask, “What will we learn about monarch butterflies in this book? How can you tell?”
- On page 5, read the first two words, *Monarch butterflies*. Point out that these are words students have seen on the cover and title page. Then draw students’ attention to the photograph on page 4. Have them match the word *egg* in the label with the word *eggs* in the text. Model how to read the word *milkweed* by dividing it into two parts.
- Turn to pages 6 and 7. Review the word *caterpillars*.
- On page 9, cover up the *-es* ending on the word *chrysalises*. Help students recall this word. Uncover the *-es* for students to read the entire word.
- For page 10, talk about the monarch’s colors. Tell students that the words *orange* and *black* are in the sentence on page 11.
- On page 13, explain that students will hear the /k/ sound, but it will be spelled three ways—*ch*, *ck*, and *c*. Read the sentence with the class, exaggerating the /k/ sound.
- Start pages 14 and 15 by reading the words in the photo label that match the words in the text (*during autumn*).
- For pages 17, 19, and 21, help students recognize difficult words they have just learned along with other sight words.

Rereading

Encourage students to reread the book with a partner. Observe as students read, checking to be sure that they recognize and sound out difficult words.

Teaching Points

Long /a/, spelled CVCe (*migrate*, *places*, *same*); *ar* pronounced as /ar/ (*are*, *monarch*) and as /er/ (*caterpillar*, *nectar*)

Performance Assessment

Encourage students to imagine they are monarch butterflies. Ask students to draw a monarch butterfly with a speech balloon above its head. Instruct students to write a sentence in the speech bubble that tells about the monarch’s life.

Extending the Lesson

The following activities incorporate concept knowledge gained from the Butterflies set.

Objectives

The student will:

- Develop an understanding of the cycle of life.
- Learn how animals can be alike, yet different.

Entry Point—Engaging the Learners

- Let students react to the butterfly patterns and colors in the books. Encourage them to identify colors and patterns.
- Talk with students about butterflies' hatching from eggs. Have students tell you what butterfly wings and butterfly eggs have in common.
- Review with students how butterflies evolve. Let students consider their sense of touch as they think about caterpillars and butterflies. Ask, "How might a caterpillar feel?"

Preparation

- Gather art paper, colored markers, and small hand mirrors, preferably square or rectangular.
- Also gather art supplies and cardboard tubes from paper towels or bathroom tissue. You could ask students to bring in tubes.
- Bring in paper plates and brass fasteners for students to make a life cycle wheel.

Activities

- Let students flip through the butterfly books. Encourage them to pay special attention to the butterflies' wing colors and patterns. Challenge them to note something special about them (the patterns are symmetrical). Write "symmetry" on the board. Elicit possible definitions, then confirm that the wings are "mirror images" of each other. To explain, turn to page 20 in *Butterfly Colors*. Place the edge of the mirror on the page in the center of the butterfly's body at a

90° angle. Instruct students to draw the outline of a butterfly, then to draw colors and patterns in one wing. Challenge them to draw a symmetrical pattern in the other wing. Let students place the mirrors on their drawings to check their work.

- Recall with students that caterpillars transform into chrysalises and then into butterflies. Ask students to draw a caterpillar and a butterfly and to cut each out. Pass out a cardboard tube to each student. Explain that this tube will serve as the shell of the chrysalis. Have them place their butterfly cutout in one end. Write this poem, and invite students to read it with you.

Look at the caterpillar, crawling on the tree.

It turns into a chrysalis. What else could it be?

Look! It's a butterfly! What a sight to see!

As students say the rhyme, tell them to walk their caterpillar cutouts across their desks, then to move the caterpillars into the chrysalis shells. For the last line, tell them to pull out the butterflies.

- Invite students to make life cycle wheels to show how a butterfly grows and changes. Have students divide a paper plate into four quadrants. In each quadrant, tell students to draw, label, and number a stage of a butterfly's life—egg, caterpillar, chrysalis, and butterfly. Demonstrate how to trace the plate onto construction paper and cut out the circle. Help students to cut a quadrant from the circle and to attach the circle to the plate in the center with a brass fastener. As the cover turns, it reveals each phase of the butterfly's life.

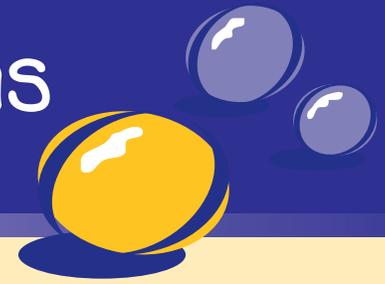
Challenging and Checking

Using a life cycle wheel without labels and numbers, display different stages of a butterfly's life for students to identify.

Reflecting

Assess what questions students can ask and answer about how animals are the same yet different. (Which features do butterflies have in common? How can you tell one butterfly from another?)

Curriculum Connections



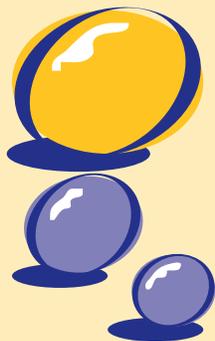
The following activities can be used to expand your butterfly studies into other subject areas.

Geography

- Turn to page 18 in the book *Monarch Butterflies*. Challenge students to identify the map. Review that a map is a drawing of a place from above that shows what an entire area looks like.
- Display a larger, more detailed map of North America. Share with students that North America is one of the world's continents. Ask if they know which countries can be found on North America. Invite students to the map to read the names of Canada, the United States, and Mexico. Point out the lines that show the borders.
- Mention to students that maps have a place where the lines and symbols are explained. Point out the map key to the class. Have students find the line in the key that designates country borders, matching it with the line on the map that separates the countries. Talk about other symbols in the map key, and challenge students to find examples of the symbols on the map.
- Conclude by reminding students that maps show both land and water. Encourage students to locate and identify large bodies of water, such as oceans and seas, along with smaller water bodies, such as rivers and lakes.

Math

- Remind students that butterflies have two wings on each side of their bodies. Ask, "How many wings do butterflies have in all?" (four) Invite each student to draw a butterfly, making sure they include all four wings. Have students cut them out. Use the butterfly cutouts as manipulatives to practice counting by 2's and 4's. Also



encourage students to count and add butterfly wings with varied sets of butterflies.

- Challenge students to compare and contrast the butterflies they created. Ask them to group the butterflies to show similar features. For example, some students might have drawn wings with stripes, others with spots, and so on. Make sure students explain the reasons for each group.

Art

- Arrange the class into groups to make butterfly mobiles. Instruct each group member to draw a butterfly and cut it out. The butterfly can be one from the book, or one they make up. Show how to tape one end of a length of string to a butterfly, then how to tape the other end of the string to the edge of a paper plate. Once all the butterflies have been attached, invite the groups to share their butterfly mobiles with the class. Display the mobiles around the room.
- Invite students to make flip books to show a butterfly in motion. Tell students to fold a sheet of drawing paper in half vertically, then in half horizontally. Have them unfold the paper, then cut apart the squares on the creases. Ask them to repeat the procedure with another sheet of paper. They should now have eight squares. Tell students to draw a butterfly in the lower left corner of a square. On subsequent squares, have them draw the butterfly in a new position, near the former position. The butterfly's wings can be in a slightly different position, too. Have students put all the squares together in order. Show how to hold the book on the left, then flip the pages on the right. Students will see their butterflies "fly" across the pages. For sturdier flip books, use index cards instead of drawing paper.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

School Work to Bring Home

- Let students bring home any writing assignments that you choose not to keep for assessment purposes. Encourage students to describe the books they read and how their writing reflects what they learned.
- Invite students to take home the chrysalis tube and butterfly cutout to demonstrate for their families how a butterfly is born. Have students copy the rhyme so they can recite it as well. Suggest that students pause after the second line of the rhyme so their families can answer. Have them reveal the butterfly surprise from the other end of the tube.
- Suggest that students show their families the butterfly flip books they made in class. Encourage students to show how the flip books work, then have students invite their families to manipulate the flip books themselves so they can make the butterflies “fly” across the pages.

Show What You Know

- Encourage students to share with their families the new vocabulary they learned while reading about butterflies. Suggest that students use the life cycle wheels to do so. Have them use such words as *caterpillar* and *chrysalis* as they explain how a butterfly grows and changes.
- Have students show their families what they learned about maps while studying butterflies. Encourage them to take out an atlas or a map at home. Tell them to identify the land and water areas, as well as to point out the map key and explain its purpose. Suggest that students sum up by describing a map as a drawing from above.

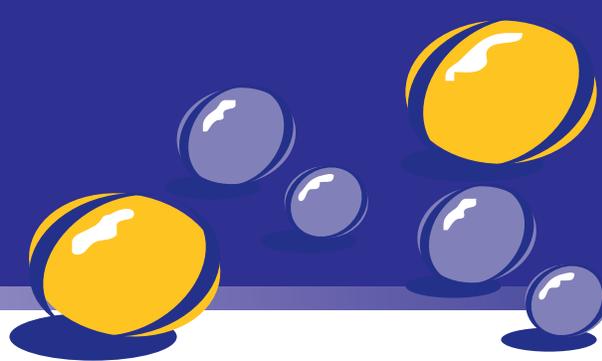
Activities to Do at Home

- Invite students to make books with their families that show how butterflies are born. Referring to their life cycle wheels, tell students to draw each life stage on a sheet of paper. Below the drawing, encourage them to ask their families for help to write a sentence that describes the stage. Encourage them to create a cover for the book, listing themselves or their families as the authors. Then instruct them to staple the pages together to make the book complete.
- Tell students to share with their families that the patterns on the wings of a butterfly are symmetrical. With their families, ask students to create painted butterfly wings with symmetrical patterns. Send home with students a sheet of heavy drawing paper, folded in half vertically. Tell students to unfold the paper. On one side of the fold, instruct them to draw half of a butterfly, or two of the butterfly’s wings. With their families, have them drip some paint inside the wing outline. Then have them fold the unpainted side over, pressing it against the painted side. When students open the paper, a symmetrical painted pattern will appear on both wings. Tell them to complete the butterfly by drawing in the second set of wings.

Back in Class

- Invite students to share their family-created butterfly books with the class. You might write sample sentences from students’ books, comparing how the same information is written in different ways.
- Assign students to partners. Invite the partners to read their family butterfly books to each other.
- Set up a bulletin board titled “Butterfly Symmetry.” Display the butterfly paintings students created with their families.

Assessment



The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage in students effective prereading and post-reading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation as to how each of the assessment tools provided here might be used.

Reading Skills, Behaviors, and Strategies Chart

Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart, and then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced, but overall emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated reading titles outside those included in this Pebble Books set or the unit to which it belongs.

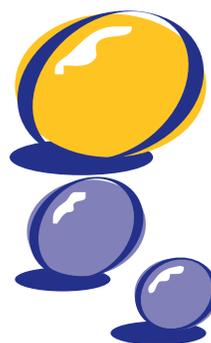
Think About It Chart

This chart, to be completed by the student, is modeled after the familiar K-W-L chart. The *Think About It* chart asks students to identify through writing what they already know about a topic, what they would like to learn about that topic, and (to be completed during or after reading the book),

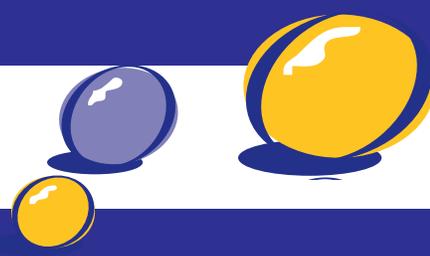
what they learned from this book about that topic. By its nature, this approach encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own, similar assessment, to test students' facility with the other informational literacy skills that are emphasized in the Pebble guided reading lessons.



Think About It



Name _____ Date _____

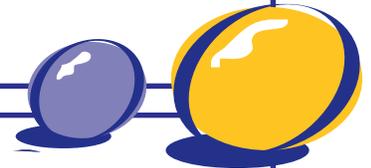
What I know about _____



What I want to know about _____



What I learned about _____



Informational Literacy Behaviors and Strategies



Name _____ Date _____

Have students briefly answer the following questions. Students may dictate for you to record their answers and your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use the glossary for?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
