

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 233

Book Summary

The Butterfly Life Cycle follows the life cycle of the monarch butterfly from egg to caterpillar, to pupa, to butterfly, to the adult butterfly laying new eggs and starting the cycle anew. Lovely photographs fill every page with visual representations of the processes. In addition to learning about the monarch's metamorphosis, students will also have the chance to study sequencing events and using the VCe pattern.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand text
- Sequence events
- Discriminate medial long vowel /i/ sound
- Identify VCe pattern
- Understand and apply subject-verb agreement
- Recognize and use the high-frequency word *eats*

Materials

Green text indicates resources are available on the website.

- Book—*The Butterfly Life Cycle* (copy for each student)
- Chalkboard or dry-erase board
- Picture book about caterpillars
- Sticky notes
- Index cards
- Pages cut out of an extra copy of the book
- [Sequence events, VCe pattern, subject-verb agreement worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *eats*, *for*, *now*, *the*
- Content words:
 - Story critical: ***butterfly*** (n.), ***caterpillar*** (n.), ***life cycle*** (n.), ***mate*** (n.), ***pupa*** (n.), ***stages*** (n.)

Before Reading

Build Background

- Read a fictional picture book about caterpillars, such as *The Very Hungry Caterpillar*, to the class.
- Have students share with a partner everything they learned about caterpillars and butterflies. Invite volunteers to share their information with the rest of the class.

- Write the words *life cycle* on the board. Explain to students that a life cycle describes an animal or plant's life as it is born, grows, and dies. Discuss with students what they already know about a caterpillar's life cycle.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Retell**

- Review with students that effective readers stop now and then during reading to retell in their mind what is happening in the book. Remind them that retelling a book will help them remember and understand what they are reading.
- Explain to students that a retelling uses as many details from the story as possible and recounts these details in the same order as they appeared in the story. Point out that a retelling with the details out of order would not make sense.
- Model retelling using a familiar tale, such as *Little Red Riding Hood*.
Think-aloud: *When retelling Little Red Riding Hood, I will use as many details as I can, in the correct order. In this story, Little Red Riding Hood is a young girl who loves wearing her red cape with a hood. One day, she learns that her grandmother is sick. Her mother makes a basket full of goodies and asks Little Red Riding Hood to take the basket to her grandma, who lives in the woods. She warns her, though, not to step off the path that leads to the house. Little Red Riding Hood agrees and happily sets off through the forest. Meanwhile, the Big Bad Wolf happens to be roaming around nearby. He sees Little Red Riding Hood skipping down the path and thinks she looks like a tasty treat. He knows if he attacks her on the path, though, other people might see him. So he decides to trick Little Red Riding Hood. He convinces her to tell him where she is going because he pretends to be a nice wolf and tells her of a patch of flowers nearby. While Little Red Riding Hood picks some flowers for her grandmother, the Big Bad Wolf rushes ahead and arrives at her grandma's house first.*
- Continue retelling to the end of the story, and invite students to suggest details to complete the retelling.
- Have students place sticky notes on pages 7, 11, 12, and 15. Explain that as they read, students should stop on those pages to retell in their mind what has happened in the book to that point.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Ask students to raise their hand if they have ever planted a flower. Ask several questions to stimulate thinking on the process of a flower's growth. For example, you might ask: *Can a flower grow before a person plants its seed? Does a flower grow roots before or after it grows flower petals?* Discuss a flower's life cycle with students.
- Explain to students that just as there is a certain order to the way a flower grows, some books need to organize details in a certain order for the information to make sense. Explain to students that a sequence of events is a series of events or details arranged in a certain order.

- Model sequencing the steps of a familiar process, such as doing homework. Write the key words about each step on the board as you describe it to students, and write on the board the transition words used to link these events.
Think-aloud: *When I do homework, I follow a certain sequence of steps. First, I take my books and homework out of my backpack. Next, I read through my homework and think about how I will do it. Then, I work on my homework until it is finished. Finally, I put my homework back in my backpack so I am ready to take it to school. In order to complete my homework, I have to follow these steps in the correct sequence.*
- Explain to students that certain transition words are often used to clarify a sequence of events. Erase all the words from the board except for the transition words *first*, *next*, *then*, and *finally*. Point to each word and read them aloud with students.
- Ask students to think about how they get ready for school in the morning. Have them describe this process to a partner, focusing on the correct order of steps. Encourage them to use transition words to connect the events. Invite volunteers to share their sequence of events with the rest of the class.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 6, you might say: *Do you see the caterpillar in the picture? How big is it? What is a caterpillar? A caterpillar looks like a big and fuzzy worm, but it is actually the larva of a butterfly.*
- Write the story-critical vocabulary words on the board and read them aloud with students. Have students discuss each word with a partner. Have students write the words on index cards, one word per card. Ask students to draw a picture for every word they know on the back of the card but to leave the cards of unknown words blank.
- Remind students to look at the pictures and the beginning or ending letters to decode a difficult word. For example, point to the word *butterfly* on page 11 and say: *This is a long word, but using the picture and the beginning letter of the word, I can figure it out. The picture shows a butterfly breaking out of its pupa. When I look at the first part of the word, I see it starts with the /b/ sound. The word butterfly also starts with the /b/ sound. Does the word butterfly make sense in the sentence? It does. The word must be butterfly.*
- Point out the glossary at the back of the book. Review or explain that a glossary contains lists of words and their definitions specific to the book. Have students read the definition for each word with a partner.
- Have students review their vocabulary index cards. Ask them to draw pictures for any words they didn't know and to change any pictures as necessary. Then, have students work with a partner to create oral sentences with each vocabulary word, using the cards as aids.


Set the Purpose

- Have students read to find out more about a butterfly's life cycle. Remind them to retell the book as they read and to keep track of details using the correct sequence of events.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread.

- Model retelling. While you speak, write key words and pictures on the board.
Think-aloud: *I see a sticky note on the bottom of page 7, and that reminds me to stop reading and retell what I have read so far. The book begins by introducing the monarch butterfly, which has four stages in its life cycle. In the picture, it shows all four: egg, caterpillar, pupa, and butterfly. The book begins with the egg stage, explaining that a female butterfly lays an egg on a leaf. A caterpillar grow inside the egg and hatches in three to twelve days. The baby caterpillar is hungry. First, it eats its eggshell. Then, it eats the leaf. The caterpillar grows quickly. When it grows, its skin splits and peels away. How would you retell these first few pages?*
 - Point out that a retelling is always in the student’s own words, so every retelling will be a little different. Have students retell this section of the book to a partner.
 - Write the word *first* on the board. Have students discuss with a partner what event happens first in the butterfly’s life cycle. Remind them to think about details they discussed in the retelling. Invite volunteers to share the detail that is the first step in the life cycle, and record it beneath the word *first* on the board using key words and pictures.
 - Write the word *next* on the board. Ask students to think about what event happens next in the life cycle, and call on random students to share. Record the event beneath the word *next*, using key words and pictures.
 - Write the words *then* and *after that* on the board. Discuss with students how to continue the sequence of events of a butterfly’s life cycle described through page 7. Explain to students that they can continue repeating the words *next*, *then*, and *after that* to keep adding details to the chain of events.
 - **Check for understanding:** Have students read to the end of page 11. Point out the sticky note on that page, and have students retell the book in their mind. Remind them to stop and retell at every sticky note.
 - Remind students that a retelling must use the correct sequence of events to make sense. Place pages 8 through 11 (cut out of an extra copy of the book) on the board in the wrong order. Have students discuss with a partner how they would rearrange these pictures to create the right sequence of events.
 - Invite a volunteer to come to the board and rearrange the pictures. Have students give a thumbs-up signal if they agree with the sequence of events. Write the transition words *next*, *then*, and *after that* above the pictures, and describe the sequence of events, emphasizing the transition words.
 - Have students read the remainder of the book. Remind them to retell what they have read and to keep details ordered in the correct sequence of events when retelling.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *At the end of the book, I learn that the butterfly hangs upside down for three to four hours so the sun and air can dry its wings. Then, the butterfly is able to fly, and it looks for food. Monarch butterflies sip the nectar out of plants. The butterfly also searches for a mate. Monarch butterflies may only live for two to six weeks. The female lays eggs, and the butterfly cycle starts all over again. That is my retelling of details at the end of the book, using my own words.*
- Have students retell the book to a partner, from the beginning to the end. Remind them to organize details in the correct sequence and to use their own words in the retelling. Encourage students to include in their retelling information from the picture captions as well.

- Discuss with students how retelling the book helped them to better understand and remember the information they read.

Reflect on the Comprehension Skill

- **Discussion:** Place on the board all of the cut-out pages in an incorrect order. Describe the life cycle using this wrong order, and ask students if it makes sense. Discuss with students why the sequence of events is so important in this book.
- Have students discuss with a partner how they would rearrange the pages to reflect the right sequence of events. Remind them to use the transition words *first*, *next*, *then*, *after that*, and *finally*. Invite a volunteer to come to the board and rearrange the pages into the correct sequence of events. Then, call on random students to describe the sequence of a butterfly's life cycle to the rest of the class.
- Discuss with students how the sequence of events is related to the retelling of this book.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Have them work in pairs to check their work.
- **Enduring understanding:** In this book, you learned about a monarch butterfly's life cycle. Can you describe the life cycle for other animals? What is the importance of a life cycle?

Build Skills

Phonological Awareness: Long vowel /i/ sound

- Say the word *life* aloud to students, emphasizing the long vowel /i/ sound. Have students say the word aloud and then say the long /i/ sound.
- Read pages 13 and 14 aloud to students. Have students clap their desk whenever they hear a word containing the long /i/ sound.
- Say the word *tie* aloud. Have students work in groups to think of words that rhyme with *tie*. Call on groups to share one word with the rest of the class. Point out that all of these words use the long /i/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the long vowel /i/ sound: *hit*, *mine*, *hike*, *time*, *big*, *tin*, *ride*, *win*, *pie*, and *knife*.

Phonics: VCe pattern

- Write the word *life* on the board and say it aloud with students.
- Have students say the long vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to discuss with a partner why they pronounce this word as *life* instead of *lif*.
- Write the following words on the board: *fire*, *dive*, and *ice*. Have students read the words aloud, and point out that they all have the long /i/ sound in the middle. Ask students what these words have in common. Circle the letter e at the end of each word.
- Explain to students that when some words end in a silent e, the vowel sound is long. Explain that the pattern usually works if the word has a vowel and a consonant followed by the letter e. Point out that this is called the *VCe pattern* and write *VCe* on the board.
- Have students repeat this simple version of the rule: *When a word ends in silent e, the vowel says its name.*
- Write the following words on the board: *mate*, *hole*, *mute*, *face*, *tire*, *wide*, and *note*. Have students work with a partner to decode the words using the *VCe* pattern. Remind students that the silent e means the vowel should say its name, or have a long sound. After they have had time to decode, point to each word on the board and have students read it aloud.

- **Check for understanding:** Have students work with a partner to find and circle all of the words in the book that use the VCe pattern. Remind students that not all words that end in an e follow this rule, and encourage them to read the words aloud to see if the vowels have a long sound. Call on random students and have them share a word they found with the rest of the class. Ask students to give a thumbs-up signal if they agree that the word follows the VCe pattern.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Subject-verb agreement

- Write the following sentence on the board: *The girl eat cereal for breakfast.* Read it aloud, and have students share with a partner what is wrong with the sentence. Invite a volunteer to share with the class how to change the sentence so it is correct. Change the sentence so it reads as follows: *The girl eats cereal for breakfast.* Read the sentence aloud and ask students to give the thumbs-up signal if the sentence now sounds correct.
- Explain to students that writing follows rules about how the verbs in a sentence work together with the subject of the sentence. The subject and the verb must agree. Underline the words *the girl* and circle the word *eats*. Point out that the verb for eating must match the subject, the girl.
- Explain to students that when the subject is singular, or refers only to one, the regular verb ends in an -s. Write a new subject on the board, such as *a boy*. Write several verbs on the board, such as *kick, look, and play*. Have students work in groups to pair the subject with the verbs, and remind them to make the sure the subject and verb agree. Invite volunteers to share their answers with the rest of the class. Point out that since the subject is singular, all of the verbs end in an -s.
- Rewrite the original sentence so it is plural: *The girls eat cereal for breakfast.* Have students read the sentence aloud. Ask students to call out whether the subject is singular or plural. Remind students that a plural subject means more than one. Since the subject is plural, the verb does not end in an -s. Reinforce that singular subjects need a verb that ends in -s, whereas the endings of verbs for plural subjects do not change.
- Write the verb pair *eats/eat* on the board. Ask students to point to the verb that agrees with singular subjects. Ask students to point to the verb that agrees with plural subjects.
- Write the following subject-verb pairs on the board: *student, learns; teacher, teaches; dog, barks; and car, drives*. Ask students to give the thumbs-up signal if the verb agrees with the subject. Point out that each subject is singular, and each verb ends in -s. Have students work with a partner to make oral sentences using the subject-verb pairs.
- Change each of the singular subjects to plural (*students, teachers, dogs, cars*). Ask students whether the new subject works, or agrees, with the verb. Invite volunteers to come to the board and change each verb to make it agree with the subject. Point out that now the verbs do not have an added ending. Have students work with a partner to make oral sentences using the new subject-verb pairs.
- Point out to students that irregular verbs do not follow this pattern. Write the verb pair *is/are* on the board. Explain to students that even though they don't add an -s to the end of the verb, they do use different verbs to agree with singular and plural subjects. The singular form of the verb is *is*, and the plural form of the verb is *are*. Have students practice making sentences with a partner for each form of the verb. Invite volunteers to share their sentences with the class, and discuss the subject-verb agreement.
- **Check for understanding:** Write several simple sentences on the board that use singular subjects and several using plural subjects, but use verbs that do not agree with the subjects. Have students point to the subject and verb in each sentence, and invite volunteers to come to the board and underline the subject or circle the verb. Ask students to discuss with a partner whether these subject-verb pairs agree and how to change them if they don't. Invite volunteers to come to the board and correct each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [subject-verb-agreement worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency word eats

- Write the word *eats* on the board and read it aloud with students. Explain to students that this is a word they will often see in books, and they should be able to decode it immediately.
- Have students discuss with a partner the meaning of the word, and invite a volunteer to share its definition with the rest of the class. Explain to students that *eats* means to chew and swallow food.
- Ask students to write the word *eats* on the top of their desk with their finger as you spell it aloud, pointing to each letter on the board. Then, have students practice writing the word *eats* on a separate sheet of paper while spelling it aloud.
- Have students reread page 6 in the book. Ask them to count the number of time they see the word *eats* and to call the number out to the front of the class.
- Have students quiz each other on the spelling of the word.
- **Check for understanding:** Have students work with a partner to use the word *eats* in oral sentences. Invite volunteers to share a sentence with the rest of the class. Have students spell the word aloud after every sentence.

Build Fluency**Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them retell the book to someone at home.

Extend the Reading**Informational Writing and Art Connection**

Have students choose an animal. Guide students in researching the life cycle of that animal, using resources such as the library, the Internet, and classroom books. Provide a graphic organizer for students to take notes on the animal's life cycle. Have students write a paragraph that describes the animal's life cycle, from birth to death, and ask them to draw a picture that represents the cycle. Invite volunteers to share their paragraph with the rest of the class.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Bring several caterpillars to the classroom, and keep them in an appropriate insect container. Have students observe the caterpillars, their eating habits, and their environment, and record the information in science journals. Have students make predictions about the caterpillars, such as how much they will eat, when they will turn into pupas, how many times they will shed their skin, and so on. Remind students to use their scientific knowledge about butterflies when making predictions. Have students record their predictions in their science journals. If possible, have students observe the butterflies emerging from their shells. Ask students to observe the butterflies and record notes about them in their science journals. Have students compare and contrast the different butterflies with each other, and record comparisons in their journals. Ask students to review their journals, and discuss as a class everything they learned.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of retelling to understand text during discussion
- accurately sequence events during discussion and on a worksheet
- consistently discriminate medial long vowel /i/ sound during discussion
- properly identify and write VCe patterns during discussion and on a worksheet
- correctly apply subject-verb agreement during discussion and on a worksheet
- accurately use the high-frequency word *eats* during discussion and in oral sentences

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)