



Summary

This book provides in-depth detail about butterflies and moths and their characteristics. The text includes information on their life cycles, what they eat, and physical similarities and differences.

Guided Reading Level	Lexile Level	100th word	Total Word Count
M	550-599	Insects p. 10	436

Standards:

Common Core Language Arts

- Compare and contrast information
- Summarizing the text

Science

- Knows that animals progress through life cycles
- Knows that plants and animals need certain resources for energy and growth

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Order a sequence of steps as in a life cycle Present information through comparing and contrasting Create and use informational text features	Using graphic features Determining important supporting details Connecting text to self	Reading text features Locating known or unknown words Reading for supporting details	abdomen pupa antennae reproduce chrysalis thorax cocoon migrate pollinate

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Butterflies and Moths** – Introduce **Butterflies and Moths** by looking at the cover photo and starting a discussion about what students know about butterflies and moths.
Suggested questions to facilitate introductory conversation:
 - *Look at the cover of the book. What do you see?*
 - *The title is Butterflies and Moths. What do you already know about these insects? Let's write that on our K-W-L chart. (Note to teacher: You may use the K-W-L chart provided on the back of this TN.)*
 - *What questions do you have before we start reading? Let's write them in the second column on our chart. How will this help us while we are reading?*
3. Skimming and Scanning **Butterflies and Moths** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - *Skim the book and look for words that are bolded. Why are they bolded?*
 - *Look at the diagram on page 22. What is the main idea of this diagram?*
 - *Scan the rest of the book. Notice there are many text boxes throughout the book. How will these text boxes help you as a reader?*
4. Reading **Butterflies and Moths** – Students read independently or with a partner.

5. After reading **Butterflies and Moths** – Open the conversation with a question that relates to the comprehension strategy of using graphic features. After a brief conversation about the contents of the book move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - *Explain the life cycle of a butterfly or a moth.*
 - *What is the same or different about butterflies and moths. Find the chart that displays this information.*
 - *Were you able to answer any of the questions you wrote in the second column of your K-W-L chart? What were they?*
 - *Tell two new pieces of information that you learned from the text.*
 Suggested after reading lesson focus prompts:
 - *I noticed (student's name) using the glossary to determine the meaning of a word. What would you do if the word had not been in the glossary?*
 - *Did you think about what you already know about butterflies and moths as you were reading? How did that help you while you were reading?*
 - *How did the captions help you to understand the book better?*
6. After Reading Application for **Butterflies and Moths** – Have students complete the reproducible K-W-L chart.

Name: _____

Date: _____

K-W-L

Directions: Use the K-W-L chart to take notes on your reading. Fill in what you learned about butterflies and moths after you read. Share your information with a partner.

I Know	I Wonder	I Learned