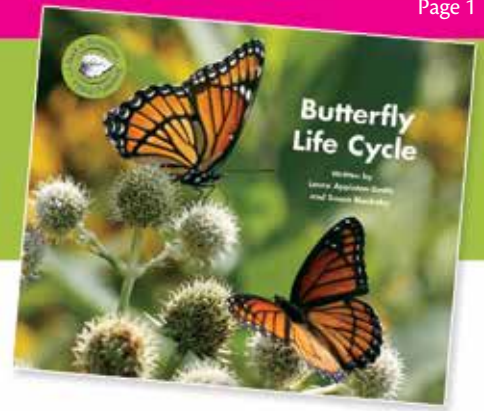


Decodable Literature Library Close Reading Guide

## Reading Series 3: *Butterfly Life Cycle*



### Before Reading

#### Foundational Skills Instruction

Complete the Prepare for Reading activities in the *Butterfly Life Cycle* Foundational Skills Guide.

#### Note to Instructor

In this close reading instruction, you will scaffold students in reading and analyzing an informational text on the topic of the life cycle of a butterfly, with a sequence text structure.

#### Prepare for Instruction

Post the purpose statements. Have a copy of the Informational Text Topic Chart on hand.

#### Consider Text Type and Topic

Have students use the title, the cover image, their background knowledge, and text features to help them determine the text type and topic of the book, and then have them share existing knowledge about the topic.

#### Determine Text Type and Topic

💡 Begin by giving students a brief opportunity to determine the text type. **Say:** *Look at the title and the cover image and take a minute to look through the book.* **Ask:** *Do you think that this book is an informational text or a narrative text?* Scaffold students as necessary to identify the headings, labels, diagrams, a glossary, and other text features in the book that indicate that this is an informational text.

**Say:** *So since we have determined that this is an informational text, what do you predict the topic will be?* Allow students to briefly consider the title and cover image and browse the book again. Then, have them share their thinking, scaffolding them as necessary to understand that the topic will be the life cycle of a butterfly.

#### Record Existing Knowledge About the Topic

Direct students' attention to the topic chart you will be filling in with their input. Fill in the title (*Butterfly Life Cycle*) and the topic (the life cycle of a butterfly).

Encourage students to share their knowledge of the life cycle of a butterfly. As they do so, record their contributions in the "Before reading: What we think we know about the topic" section of the chart. **Say:** *Now, let's talk about what we think we know about the life cycle of a butterfly, and I will record our thinking in the chart.* Be sure to record the misconception that butterflies stay in the place where they hatch, as it will be used later in the instruction.

#### Instructional Guidance

If students are having difficulty coming up with relevant existing knowledge about the topic, we suggest that you provide several examples, including at least one that is a misconception. To do this, you could **say:** *One thing that I think I know about the topic of the butterfly life cycle is that caterpillars turn into butterflies. I also think I know that butterflies stay close to the place where they hatch.* Record this thinking in the topic chart.

Remember that including misconceptions about the topic can be useful in After Reading instruction when you will work with students to confirm or disconfirm prior knowledge about the topic.

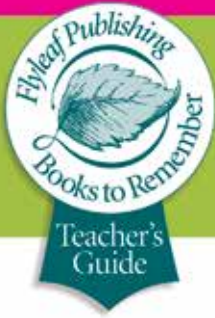
#### Instructional Guidance

Before delivering the instruction in this teacher's guide, we recommend that you begin to build student's background knowledge of the life cycle of a butterfly and/or metamorphosis with reading materials or videos.

#### Before Reading Purpose Statements

- I can use the cover and text features to determine the topic of an informational text.
- I can think about what I already know about the topic before reading.

Finish by **saying:** *We will come back to fill in the other two sections of the chart after we have done some reading.* Keep the topic chart on display for students for the duration of the instruction.



Decodable Literature Library Close Reading Guide

## Reading Series 3: *Butterfly Life Cycle*



## Read the Book

### Prepare for Instruction

Post the purpose statements. Have on hand, for you and each student, Informational Text Bookmarks and copies of the Informational Text Analysis Chart and Blank Clarify Words and Phrases Organizer.

### Begin Individual Reading | pages 1–14

Direct students to place their **Informational Text Bookmark** between pages 13 and 14 and to read the questions on the bookmark and use the questions to guide their thinking as they read. Also remind them to clarify the meaning of any unknown words or phrases they encounter in their reading on a Clarify Words and Phrases Organizer.

**Say:** *Read pages one through fourteen to yourself. Consider the questions on your bookmark as you are reading. Remember to stop and clarify the meaning of words you don't know on your Clarify Words and Phrases Organizer.*

Listen to individual students read and support them in the use of word-reading strategies when they encounter difficult words or text complexities. The content of the During Reading section of the *Butterfly Life Cycle* Foundational Skills Guide can help you scaffold students as they read.

### Partner Analysis

Be sure that students have a blank copy of the Informational Text Analysis Chart on hand. Prepare students for their partner work by scaffolding them to set up their chart with the title (*Butterfly Life Cycle*), page range (1–14), and categories (“Metamorphosis,” “Stage 1: egg,” and “Stage 2: larva”). Then, have students work with a partner to fill in the chart.

**Say:** *Now I am going to ask you and your partner to record the information you learned about each category in the chart. Remember to reread the text and look closely at text features. Be sure to paraphrase, to include page numbers, and to record any questions you have. This will prepare you to participate in the collaborative analysis that we will do later.*

Listen in and scaffold students, as necessary, as they complete the chart with their partner.



#### During Reading Purpose Statements

- I can monitor my understanding while I read by thinking about the questions on my bookmark.
- I can clarify the meaning of unknown words and phrases as I read.
- I can record what I learned from the text and text features in my own words.
- I can generate questions about the topic that are not answered in the text.

#### Words to Clarify

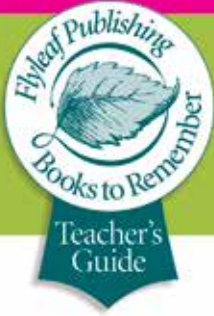
Please note that the following Tier 2 words, content words, and multiple meaning words are used in the text and may need to be clarified. The words *form* and *stages* will be addressed in a Clarify Words and Phrases activity later in the instruction. Remind students that a glossary is a place they can go to clarify the meanings of words if they cannot find clues in the text and text features.

*metamorphosis, form, stages* (p. 5)  
*underside, survive* (p. 7)  
*larva, hatch* (p. 9)  
*sheds* (p. 13)

#### Instructional Guidance

To help students as they fill in the chart with their partner, write the following reminders the board: When recording the information you learned in the chart, remember to...

- reread the text and look closely at the text features.
  - record the page number the information is on.
  - paraphrase, or record the details you learned in your own words.
  - record any questions you have about the topic.
- Keep the reminders posted for the duration of the book's instruction.



Decodable Literature Library Close Reading Guide

# Reading Series 3: *Butterfly Life Cycle*



## Collaborative Analysis

Be sure that students have the Informational Text Analysis Charts they filled in with their partner on hand and that you have a blank copy of the analysis chart on hand to record student contributions during the collaborative analysis.

Have students take turns sharing the information they recorded during the partner analysis. As they do so, record their contributions on your copy of the chart, which you should have on display for students.

Be sure that the chart you fill in includes the content shown below if students do not offer it. Also, be sure that students add any missing information to their own charts, so that they have a complete record of what can be learned from the text and text features. This will ensure that all of the important information about the topic from this section of reading is recorded and that the chart includes questions that are good candidates for further research.

### REMINDER

Be sure that each student or student pair has a chance to contribute, if possible, and that students' contributions are acknowledged even if what they share repeats something that is already recorded on the chart. (Make check marks or tick marks next to the recorded information to acknowledge repeated contributions.)

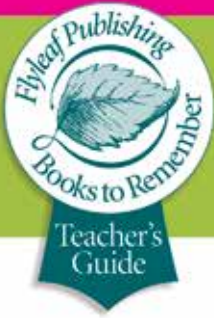
If students share information that is factually inaccurate or that needs clarification, revisit the text with them to correct misunderstandings, record the accurate information on your display chart, and have students adjust their charts as necessary.

**Book title:** Butterfly Life Cycle

**Pages:** 1–14

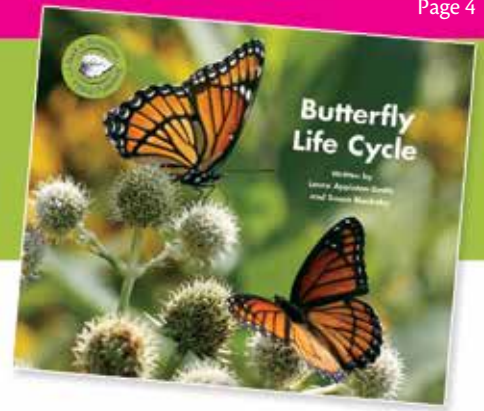
Categories	During reading: Information I learned from the text and text features
Metamorphosis	page 5: Metamorphosis means a change of form or shape. pages 5 & 6: There are four stages in butterfly metamorphosis: egg, larva, chrysalis, and butterfly.
Stage 1: egg	page 7: Butterflies can lay more than 100 eggs at a time! Most eggs do not survive because insects and birds eat them.
Stage 2: larva	page 9: It takes 3 days to 2 weeks for a larva to hatch from an egg. A caterpillar is a butterfly larva. pages 11 & 12: Caterpillars eat the leaves of plants and spend all their time eating. page 13: As caterpillars grow, they shed their skin 5 or 6 times.
<b>Questions I have about the topic</b>	
How big is a caterpillar egg? How does a caterpillar shed its skin? Is it like a snake shedding its skin?	

After chart work is complete, **say:** *Now we have recorded the important information we have learned from this part of the book and we have recorded questions we have about the topic. We can see if any of these questions will be answered by what we learn in the next section of reading.*



Decodable Literature Library Close Reading Guide

# Reading Series 3: Butterfly Life Cycle



## Clarify Words and Phrases with Context Clues

Have on hand a Blank Clarify Words and Phrases Organizer for you to display for students. Be sure that each student has the Clarify Words and Phrases Organizer they filled in during reading.

Model for students how to clarify the meaning of words and phrases using appositive context clues. Have students turn to page 5 of their books and locate the sentence “During its life, a butterfly changes form, or shape, as it grows.” Read the sentence with students, then **ask**: *Did anyone stop to clarify the meaning of the word form when you were reading? If so, what do you think the word means and what clues did you use to determine its meaning?* Have students share their thinking, then model how to clarify the meaning of the word form.

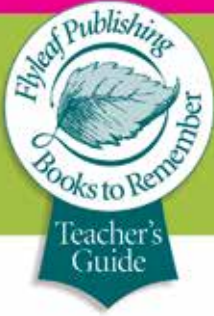
**Say**: *Remember, authors often provide context clues that can help us understand the meaning of unfamiliar words. The text in this sentence says “form,” then I see a comma and the words “or shape,” and then there is another comma. This type of context clue is called an appositive context clue. In an appositive context clue, the author gives a definition for the word that is signaled by commas and includes a synonym for the word. That is what the authors have done in this sentence. Direct students’ attention to the sentence as you say: The authors wrote “a butterfly changes form,” then they placed a comma, then they wrote “or shape” and placed another comma. From this sentence, I can infer that form means the same thing as shape.*

Fill in the first row of your display organizer. Use the example chart below to support you as you model for students how to fill in the organizer when the clue that helps determine the meaning is an appositive context clue. **Say**: *I will fill in my clarify words and phrases organizer with the meaning of the word and the clues that help to determine the meaning. I will circle the appositive phrase in the clue I recorded, and I will record shape as a synonym for form.* Have students add to or adjust their organizers as necessary.

On page...	I needed to clarify the meaning of...	I think it means...	A clue that helps me figure out the meaning is...
5	form	shape	the text on page(s) <u>5</u> : “a butterfly changes form, <b>or shape,</b> as it grows.” the illustration on page(s) _____ : _____ the synonym: <u>shape</u> my background knowledge: _____

Continue to model or scaffold the clarification of words using the content below to guide your instruction. Have students circle the signal words that identify appositive context clues in the text (indicated in bold).

On page...	I needed to clarify the meaning of...	I think it means...	A clue that helps me figure out the meaning is...
5	stages	steps	the text on page 5: “the metamorphosis of a butterfly has four stages, <b>or steps.</b> ” the synonym <i>steps</i>



Decodable Literature Library Close Reading Guide

## Reading Series 3: *Butterfly Life Cycle*



### Continue Individual Reading | pages 15–30

Direct students to place their **Informational Text Bookmark** between pages 29 and 30 and to read the questions on the bookmark and use the questions to guide their thinking as they read. Also remind them to clarify the meaning of any unknown words or phrases they encounter in their reading on a Clarify Words and Phrases Organizer. **Say:** *Read pages fifteen through thirty to yourself. Consider the questions on your bookmark as you are reading. Remember to stop and clarify the meaning of words you don't know on your Clarify Words and Phrases Organizer.*

Listen to individual students read and support them in the use of word-reading strategies when they encounter difficult words or text complexities. The content of the During Reading section of the *Butterfly Life Cycle* Foundational Skills Guide can help you scaffold students as they read.

#### Words to Clarify

Please note that the following Tier 2 words and content words are used in the text and may need to be clarified. Remind students that a glossary is a place they can go to clarify the meanings of words if they cannot find clues in the text and text features.

*chrysalis* (p. 15)  
*distances* (p. 21)  
*nectar, sap* (p. 22)

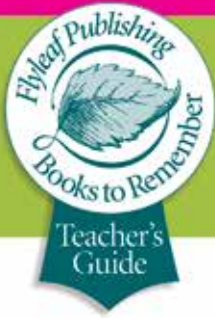
### Partner Analysis

Be sure that students have a blank copy of the Informational Text Analysis Chart on hand. Prepare students for their partner work by scaffolding them to write in the title (*Butterfly Life Cycle*), page range (15–30), and categories (“Stage 3: chrysalis” and “Stage 4: butterfly”). Then have students work with a partner to fill in the chart.

**Say:** *Now I am going to ask you and your partner to record the information you learned about each category in the chart. Remember to reread the text and look closely at text features. Be sure to paraphrase, to include page numbers, and to record any questions you have. This will prepare you to participate in the collaborative analysis that we will do later.*

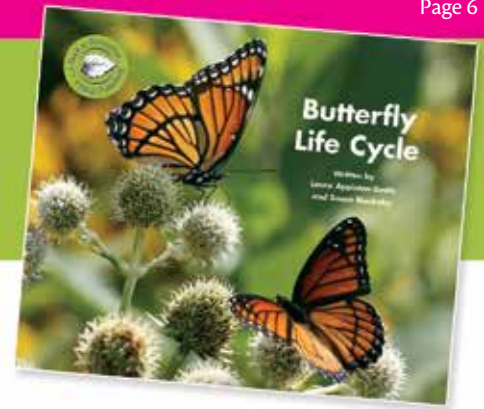
Listen in and scaffold students, as necessary, as they complete the chart with their partner.





Decodable Literature Library Close Reading Guide

## Reading Series 3: *Butterfly Life Cycle*



### Collaborative Analysis

Be sure that students have the Informational Text Analysis Charts they filled in with their partner on hand and that you have a blank copy of the analysis chart on hand to record student contributions during the collaborative analysis.

Have students take turns sharing the information they recorded during the partner analysis. As they do so, record their contributions on your copy of the chart, which you should have on display for students.

Be sure that the chart you fill in includes the content shown below if students do not offer it. Also, be sure that students add any missing information to their own charts, so that they have a complete record of what can be learned from the text and text features. This will ensure that all of the important information about the topic from this section of reading is recorded and that the chart includes questions that are good candidates for further research.

#### REMINDER

Be sure that each student or student pair has a chance to contribute, if possible, and that students' contributions are acknowledged even if what they share repeats something that is already recorded on the chart. (Make check marks or tick marks next to the recorded information to acknowledge repeated contributions.)

If students share information that is factually inaccurate or that needs clarification, revisit the text with them to correct misunderstandings, record the accurate information on your display chart, and have students adjust their charts as necessary.

**Book title:** Butterfly Life Cycle

**Pages:** 15–30

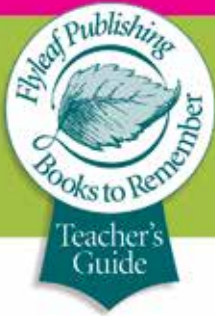
Categories	During reading: Information I learned from the text and text features
Stage 3: chrysalis	<p>page 15: The caterpillar hangs upside down and grows a shell called a chrysalis.</p> <p>page 17: Inside this shell is where the caterpillar changes.</p> <p>page 17: If it is cold, the change can be slow. If it is warm, the change can be fast.</p>
Stage 4: butterfly	<p>page 19: The chrysalis cracks and a butterfly comes out, then the butterfly's wings must dry so it can fly.</p> <p>page 21: A butterfly can fly hundreds of miles!</p> <p>page 22: Butterflies drink nectar and tree sap to get energy to fly.</p> <p>page 23: Butterflies might need to go to a warmer place, or might need to find a mate and a good place to lay eggs.</p>
<b>Questions I have about the topic</b>	
<p>Is a chrysalis the same thing as a cocoon?</p> <p>How long do butterflies live?</p> <p>Are caterpillars good or bad for leaves?</p>	

After chart work is complete, **say:** *So we have recorded the important information we learned from this part of the book in organized categories and we have recorded questions we have about the topic. Now, we have another list of questions about the topic to consider. We will come back to these questions later.*

#### Explore the Author's Craft: Examining Text Features

Conduct a brief text feature examination with students of a time-lapse photograph and label.

Have students turn to page 16 of the book and **say:** *Let's take a look at this text feature.* **Ask:** *Do you think that the picture is of six different caterpillars in transformation to a chrysalis, or do you think it represents one caterpillar?* (Answers will vary.) **Say:** *This is a time-lapse photograph that is taken of one caterpillar at different periods of time.* **Ask:** *So what does this time-lapse photograph and the label in the text feature help us understand?* (What it looks like over time as a caterpillar grows its chrysalis.)



Decodable Literature Library Close Reading Guide

## Reading Series 3: *Butterfly Life Cycle*



### After Reading

#### Prepare for Instruction

Post purpose statements. Have on hand the topic chart you started filling in before reading and the Informational Text Analysis Chart for each section of reading that you filled in with students as well as copies of the Sequence Organizer and writing materials for you and each student.

#### Collaborative Analysis

Bring students together for a collaborative analysis in which you will compare what was learned during reading and analysis with what was known prior to reading, identify questions for further research, consider the author's purpose, and examine the book's text structure.

#### After Reading Purpose Statements

- I can determine the author's purpose for writing an informational text.
- I can examine the book's text structure.
- I can reorganize information and write a paragraph with a main idea.

#### Confirm or Disconfirm Prior Knowledge About the Topic

Direct students' attention to the topic chart that you started filling in before reading.

**Say:** Let's look at what is recorded in the "Before reading: What we think we know about the topic" section of our topic chart and confirm or disconfirm what we knew about the topic before reading. Add check marks next to confirmed information, and X's next to disconfirmed information. When information is disconfirmed, be sure to record the corrected information in the "After reading: What we know about the topic" section of the topic chart.

Correct the misconception that butterflies stay in the place where they hatch, which you recorded, by identifying a claim made by the authors that is supported by details in the text. **Say:** Before we read the book, we thought that butterflies stay close to the place where they hatch. **Ask:** But on page twenty-one, what claim do the authors make that helps us identify this as a misconception? (The authors claim that the butterfly is an insect that is on the move.) **Ask:** And what facts and details do the authors include that support this claim? (Butterflies can travel long distances; some kinds of butterflies can fly hundreds and hundreds of miles.) **Say:** So what we thought before reading, that butterflies stay close to the place where they hatch, was a misconception, which means our thinking was not accurate. We learned from the text that butterflies can actually travel long distances. Mark the misconception and correct it with "Butterflies can travel long distances."

#### Identify Questions for Further Research About the Topic

Be sure to have on hand the Informational Text Topic Chart and the two Informational Text Analysis Charts you have filled in with students.

**Say:** Let's look at the list of questions we compiled during each of our collaborative analyses to determine which of them were answered by reading the book. Go through the list of questions on the two Informational Text Analysis Charts, and cross off any questions that were answered during reading. Record remaining questions that are good candidates for further research in the "After reading: Questions we still have about the topic" section of the topic chart. **Say:** So now we have a list of questions that were not answered in the book. We can try to answer these questions later by doing further research in other sources.

#### Determine the Author's Purpose

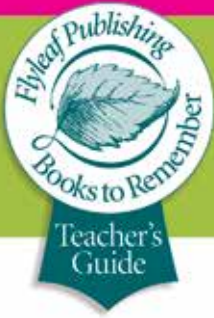
Have students briefly discuss with a partner their opinions about the author's purpose for writing the book, then come together to engage in a collaborative conversation to share their thinking.

**Ask:** So, after reading and analyzing this informational text, in your opinion, what was the author's purpose for writing this book? What do you think the author wants to answer, explain, or describe? Why do you think this?

Scaffold students to state their thinking in complete sentences by offering the following sentence frame:

**In my opinion, the author's purpose for writing this informational text was \_\_\_\_\_ . I think this because \_\_\_\_\_ .**

If students do not offer the following opinion in the course of the discussion, model stating this opinion by **saying:** *In my opinion, the author's purpose for writing this informational text was to explain the four stages of the life cycle of a butterfly. I think this because the title of the book is Butterfly Life Cycle and the four stages of a butterfly's life cycle are explained in the text and text features.*



Decodable Literature Library Close Reading Guide

# Reading Series 3: Butterfly Life Cycle



### Examine the Sequence Text Structure

Be sure to have copies of the Sequence Organizer and writing materials on hand for yourself and each student.

**Say:** We decided the author's purpose for writing this informational text was to explain the four stages of the life cycle of a butterfly. When the author's purpose is to explain a sequence, or the order in which something happens, they will often use a sequence text structure to organize information in the book. In this case, the authors' purpose is to explain the life cycle sequence of a butterfly. Understanding the sequence text structure can help us understand information when we are reading.

Introduce the sequence organizer by **saying:** Remember, this is a sequence organizer. At the top of the organizer, there is a place to record the title of the book. Let's fill in the title together. Scaffold students as necessary to fill in the title.

Then point to boxes in the organizer and **say:** Each box represents a step in the sequence, so we record one step in each box, in the order the steps happen.

**Say:** We learned from this book that there are four stages in the butterfly life cycle. This is what we are going to be thinking about when we complete our organizer, so let's write this on the lines below the book title. Scaffold students to fill in "There are four stages in the butterfly life cycle." Then **say:** Let's look back at our completed Informational Text Analysis Charts and the book to identify the four stages and record this information on our Sequence Organizer. Engage students in identifying the four stages, and scaffold them as necessary to write the stages as distinct steps on their Sequence Organizer, as shown in the example below.

**Sequence Organizer**

**Book title:** Butterfly Life Cycle

There are four stages in the butterfly life cycle.

---

Stage 1:  
egg

→

Stage 2:  
larva

→

Stage 3:  
chrysalis

Stage 4:  
butterfly

→

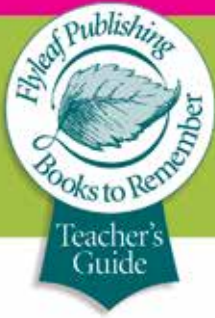
→

→

Model how to talk about what has been recorded in the organizer by **saying:** To talk about what we have recorded in our organizer, we can say "There are four stages in the butterfly life cycle. The **first** stage is the egg." Following your model, allow students to practice talking about what has been recorded in the organizer.

Please note that the word *first* is a signal word for the sequence text structure. You may choose to point out this signal word to students because being aware of signal words when reading informational texts can help to identify the book's text structure. Being aware of signal words that connect to a text structure is also helpful when talking or writing about a topic. Other signal words for the sequence text structure are *next, then, second, third, fourth, and finally*.





Decodable Literature Library Close Reading Guide

## Reading Series 3: *Butterfly Life Cycle*



### Take Action: What Does the Text Inspire You to Do?

The following action-oriented activities allow students to demonstrate their understanding of the text they have read and to express themselves as speakers and/or writers.

#### Reorganize Information and Write About the Topic

Have students use the information from their analysis charts and their Sequence Organizer to write a paragraph with a main idea and supporting details. An example paragraph is provided below to support you in scaffolding students

**Say:** *The sequence text structure we have examined helps us understand a main idea of the book, which is that butterflies go through metamorphosis, which happens in four stages. Remember, a main idea is a big idea about the topic that the author wants readers to understand after they have read the book. Write this main idea on the board (butterflies go through metamorphosis, which happens in four stages). Then say: I am going to ask you to use the information you have recorded on your Informational Text Analysis Charts and your Sequence Organizer to write a paragraph with this main idea. You will first write the main idea, and then you will use the information that you learned when reading as the supporting details. Remember, the supporting details are all of the pieces of information that help you understand the main idea.*

You may need to support students in structuring their writing. If so, you can post a color-coded outline, like the one that follows, as a scaffold for students. Color-coding (with highlighters, colored text on the computer, colored paper, or colored index cards) will help students visualize the different components of a paragraph.

Main Idea

Supporting detail 1

Supporting detail 2

Supporting detail 3

etc.

Concluding sentence

#### Example Paragraph

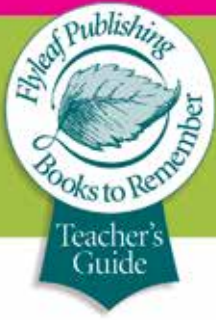
Butterflies go through metamorphosis, which happens in four stages. Metamorphosis means a change of form or shape that happens in stages. The stages of a butterfly's metamorphosis are egg, larva, chrysalis, and butterfly. The first stage is the egg. Butterflies can lay more than 100 eggs at a time! Most eggs don't survive because insects and birds eat them. The next stage is the larva. It takes between three days and two weeks for a larva to hatch from an egg. A caterpillar is a butterfly larva. Caterpillars feed on the leaves of plants and spend all their time eating. As caterpillars grow, they shed their skin five or six times. Then, the caterpillar hangs upside down and grows a shell called a chrysalis. Inside this shell is where the caterpillar changes. How long it takes for the change to happen depends on how cold or warm it is outside. It is slower when it is cold. Finally, in the last stage, the chrysalis cracks and a butterfly comes out, then the butterfly's wings have to dry so it can fly. Once metamorphosis is complete, the butterfly life cycle starts all over again.

#### Conduct Further Research About the Topic

The questions recorded in the "After reading: Questions we still have about the topic" section of the topic chart can be used to prompt further research. Have students conduct this research, independently or with a partner, using other resources available to them.

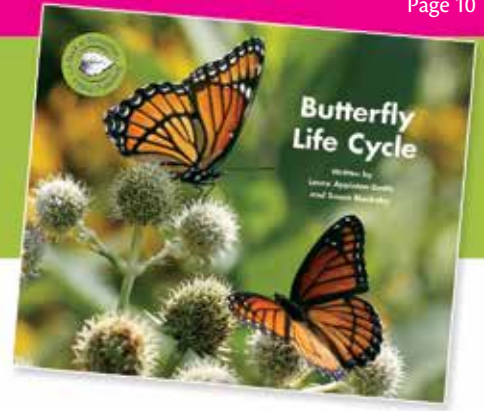
### Monitor Skill Development

Use the Post-Instruction assessments at the end of the *Butterfly Life Cycle* Foundational Skills Guide to monitor students' skill development, and use the *Butterfly Life Cycle* Reading Comprehension Assessment that accompanies this guide to track student performance.



Decodable Literature Library Close Reading Guide

# Reading Series 3: *Butterfly Life Cycle*



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