

Katie's Butterfly

PM Level 14

Green

Text Type Narrative

Running Words 216



Preparing for Guided Reading

Orientation to the Text

- Re-read *The Classroom Caterpillars* (PM level 13). Review the four stages of development in the monarch butterfly's life cycle.

Prior Knowledge

- This scientifically accurate narrative completes the life cycle of Katie's caterpillar. Anxiety will keep students turning the pages until Katie's ingenuity provides a platform for the butterfly's first fluttering flight.

Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. *The butterfly opened its wings, and flew away in the wind.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

arm, butterfly, orange

Content Words

chrysalis, playground, shutting, slip, started, trying

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Read the title together. Explain that this story is a sequel to *The Classroom Caterpillars*.

- Explain that this story is a completion of the life cycle of Katie's caterpillar. Revise the life cycle of a butterfly before reading the text.
- Point out that Katie's butterfly is a monarch. Ask students to recall what they know.
- Read the text together. Focus on how Katie thought the butterfly would fall when it came out of the chrysalis, but it was learning to use its wings. Observe how the butterfly holds onto the chrysalis case. Explain that the two front legs are very small and do not function as such. Tell students that the butterfly's wings require at least an hour to elapse before they become dry and firm.
- Explain that the butterfly has special claws at the end of its walking legs for hanging on to vegetation. Talk about how these would cling to the fibre in Katie's woollen cardigan.
- Compare the aero-dynamics of the butterfly with that of launching a kite.
- Clap the syllables in: *but/ter/fly, beau/ti/ful, chry/sa/lis.*
- Revise irregular verb forms for *fly, flew; run, ran; fall, fell.*
- Locate compound words used in the text, e.g. *butterfly, classroom, playground, outside.* Encourage students to identify the two smaller words used to make up each word.
- Encourage students to observe punctuation as an aid to reading with fluency and expression.

Comprehension

- Why did the girls race over to their classroom? (*Literal*)
- Why did the girls walk slowly around the playground? (*Inferential*)
- How did Katie help the butterfly to fly? (*Inferential*)

Follow-up Activities

- Read stories about butterflies to students, e.g. *The Very Hungry Caterpillar* by Eric Carle (1970).
- Provide students with butterfly-shaped pieces of paper. Have them drop spoonfuls of different coloured paint onto one half of the paper. Ask students to then fold the other half on top, and press firmly. When opened out, symmetrical patterns will appear.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up