

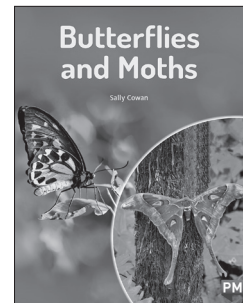
Butterflies and Moths

PM Level 22

Gold

Text Type Information Report

Running Words 763



Preparing for Guided Reading

Prior Knowledge

- Talk with students about their prior experiences with butterflies and moths, and discuss what they already know about what the insects look like and where they live.
- Students should be familiar with the structure of an information report, including the general statement, description and evaluation.

Orientation to the Text

- Butterflies and moths may seem quite similar, but there are some significant differences between them. Learn about the body structure, diet and habitat of these interesting flying insects.

Building the Balanced Reader

Vocabulary

Key Vocabulary

afterwards, alike, also, areas, cleared, difficult, easily, glistening, protect, solid, sprays, spread, sunshine, usually

Content Words

abdomen, antennae, camouflage, caterpillar, chrysalis, compound, differences, Earth, environment, habitats, insects, moths, mountains, patterns, predators, pupa, swallowtail, thorax, tongues, toxic, wetlands, wingspan

Decoding

- Point out words with three-letter blends as students read, such as *sprays* and *spread*. Talk about each of the separate sounds and model what they sound like when blended.
- Stop and ask students to retell what they have just read in their own words at regular intervals. Guide them to re-read and monitor for accuracy if they are not able to retell a section of the story.
- Look at the word *chrysalis* on page 6 together. Ask, *What sound does the 'ch' make in this word? What other words do you know that start with 'chr'?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Which photo do you think shows a butterfly? Which one is a moth? How do you know?*
- Read page 2 together. Ask, *What do moths and butterflies have in common? Point to the part of the text that tells you this. Where on the page does it tell you how the wings of butterflies and moths are different?*

- Continue to page 4 and explain to students what a plural noun is. Talk about the base of *butterflies* and *moths* and how each was changed to form the plural. Ask, *What other plural nouns can you find on this page? What is the base of each of the words?*
- Instruct students to read page 8. Ask, *Where does the ruby-spotted swallowtail butterfly live? Where does the emperor moth live?* Guide students to point to where they found the answers and reinforce the importance of reading the image captions as well as the main text on a page.
- Point out the word *feet* in the image caption on page 10. Talk about whether the word is singular or plural. Ask, *What is the base of feet? What other words do you know where the plural doesn't end in 's'?*
- Instruct students to read the *Clever Camouflage* chapter together. Ask, *What are some of the ways that butterflies and moths camouflage themselves? Show me where in the book it tells you that.*
- Discuss all the plural nouns on page 20 with students and invite them to suggest what the base of each is. Ask, *How is the plural of most of these words formed? Which plural noun on the page does not end in 's'?*
- Read to the end of the text together. Ask, *Why does the author think people need to share the environment with butterflies and moths? Which sentence on page 22 tells you this?*

Comprehension

- What are the four stages in the life cycle of butterflies and moths? (*Literal*)
- Why does the pupa of a glasswing butterfly look like a drop of water? (*Inferential*)
- What are some things that people can do to protect the habitats of butterflies and moths? (*Applied Knowledge*)

Follow-up Activities

- Explain to students how a Venn diagram works. In pairs or small groups, have students use the book to complete a Venn diagram comparing butterflies and moths. Have each pair join with another pair to share and review their work before discussing students' findings together.
- With students, find some images online of the symmetrical patterns on the wings of butterflies. Discuss what 'symmetry' means and describe the wing patterns. Then, ask students to draw their own butterflies with symmetrical wings.

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Learning Intentions

- We are learning to understand facts and information in the text.
- We are learning to recognise plural nouns and identify their bases.

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Success Criteria

- I can find key words in the text to answer questions.
- I can describe what a noun is and what 'plural' means.
- I can explain how the base of a noun, such as *butterflies*, was changed to make it plural.

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Guided Reading Notes

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