**Leo and the Butterflies / book by: Jan Reynolds**

**SMART Board presentation by: Cindy Berkey**

**(Lesson Plan) -** Grade: 1

Teacher Candidate: Mrs. Berkey

Concept/Topic to Teach: Guided Reading

Other Topics Covered: Geography / Science / – using technology

Date: April 6, 2011

Time: 60-minutes total for centers = 15-minutes teacher (G*roup Reading*) / 15-minutes *Journal*

*Entry Project and Puppet Art Project* / 15-minutes *Life Cycle of a Butterfly* *Art Project* /

15-minutes *SMART Board Interactive Activities*

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| **STANDARDS ADDRESSED:**   * State Curriculum – Reading Grade 1   **(1.D.3.a.b.c.d.)** Standard 1.0 General Reading Processes: Topic “D” - Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary. Indicator “**3” - Un**derstand, acquire, and use new vocabulary. Objectives (a, b, c, and d) – “a” Determine meaning of words using their context (Reread, Use context clues, and Examine illustrations); “b” - Use unfamiliar words introduced in literary and [informational texts](javascript:openPopupWH('/share/vsc/glossary/reading/informational_text.html',200,200)); “c” - Use word structure to determine meaning of words (Contractions, Inflectional endings, [Compound words](javascript:openPopupWH('/share/vsc/glossary/reading/compound_word.html',200,200)), and Root/[base words](javascript:openPopupWH('/share/vsc/glossary/reading/base_word.html',200,200))); “d” - Use resources to determine meaning of unknown words (Picture dictionary, Charts, Diagrams, Posters, and Content texts).  **(2.A.2.a.b.c.d.)** Standard 2.0 Comprehension of Informational Text: Topic “A.” Indicator “**2” -** Identify and use text features to facilitate understanding of [informational texts](javascript:openPopupWH('/share/vsc/glossary/reading/informational_text.html',200,200)). Objectives (a, b, c, and d) – “a” Use print features; “b” Use graphic aids; “c” Use informational aids; “d” Use organizational aids when reading.  **(3.A.1.a.)** Standard 3.0 Comprehension of Literary Text: Topic “A.” Indicator “**1” -** Develop comprehension skills by reading a variety of self-selected and assigned literary texts. Objective “a” - Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and [ethnicities](javascript:openPopupWH('/share/vsc/glossary/reading/ethnicities.html',200,200)).  **(4.A.6.a.b.)** Standard 4.0 Writing: Topic “A.” Indicator “**6” -** Use information from various sources to accomplish a purpose. Objectives (“a” and “b”); “a” - Identify sources of information on a topic, such as [trade books](javascript:openPopupWH('/share/vsc/glossary/reading/trade_books.html',200,200)), classroom dictionaries, glossaries, indexes, maps, news magazines, etc.; “b” - Use graphic organizers, such as webs and story maps to organize information.  **(6.A.2.c.d.e.f.)** Standard 6.0 Listening: Topic “A.” Indicator “**2” -** Comprehend and [analyze](javascript:openPopupWH('/share/vsc/glossary/reading/analyze.html',200,200)) what is heard. Objectives (c, d, e, and f); “c” - Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge; “d” - Follow a set of multi-step directions; “e” - Listen carefully to expand and enrich vocabulary; “f” - Make judgments based on information from the speaker.  **(7.A.1.a.b.)** Standard 7.0 Speaking**:** Topic **“**A.**”** Indicator **“1” -** Use organization and delivery strategies**.** Objectives (“a” and “b”); “a” - Speak clearly enough to be heard and understood in a variety of settings; “b” - Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures. |
| **OBJECTIVES:**   * Understand the author’s message and be able to discuss it with others. * Make connections between their own experiences and the story. * Focus on using a map and glossary. * Read label diagrams and nonfiction information (web graphic organizer). * Apply their reading skills and strategies. * Feel confident and eager to read. * Draw conclusions and make inference. * Determine what is important, make connections, and ask questions. * Students will be able to interact with technology through the use of SMART Board activities * Through art students will be able to complete a hand puppet of a butterfly * Through art students will be able to color, cut, and paste the life cycle of a butterfly in order |
| **MATERIALS:**  Book – Leo and the Butterflies (1 book for each student in the group / teacher reading center)  Book – Waiting for Wings; by: Lois Ehlert -for whole class reading time during the day (optional)  Laminated maps of Costa Rica (attached)  List of items one per student:   * Paper fastener Butterfly Life Cycle template (attached) * Scissors Butterfly activity sheet (attached) * Journal book template (attached) Butterfly template (attached) * Graphic organizer (attached) Rubric “Reading Evaluation” (attached) * Readers Theatre “The Very Hungry Caterpillar”   Felt material any color (enough for 1 puppet per student)  Butterfly cut-outs (about 5 per student - attached)  Card stock paper (4 sheets per student) Stapler and staples  Typing paper Sewing machine (to make puppets)  Printer Thread  Puppet template (attached)  Art supplies – markers, crayons, color pencils, etc. (enough for all students)  Construction paper assorted colors (enough for inside of journals – 1 journal per student)  *SMART Notebook* Activity for students to interact with the *SMART Board* (attached) |
| **VOCABULARY:**  *Cocoon, Landscape, Museum, Nectar, Pupa, Rainforest, Species, Tropical* |
| **THEMES:**  Latino / Hispanic / Mexican Interest / Nature / Science / Butterflies / Photographic Illustrations |
| **ANTICIPATORY SET (LEAD-IN):**  Students today in class we will be learning about a little boy named Leo who lives on a butterfly farm.  In our four reading centers today we will be doing activities on the life cycle of a butterfly.   * At center #1 you will be reading about Leo with me (teacher candidate). You will be given a web graphic organizer to complete, which will help you with your butterfly journals that I will be giving you. * At center #2 you will be using technology, the SMART Board to experience fun activities and games about the rainforest and the life cycle of the butterfly. * At center #3 through art you will be making a butterfly puppet. * At center #4 through art you will color, cut, and paste in order the life cycle of the butterfly.   NOTE: During any of the stations you have free time – you are to work on your butterfly journal.  **EXPERIENCES AND/OR ABILITY OF GROUP READING:**  Fluency Stage: These students are able to create meaning from longer and more complex text. Fluent readers need more of a challenge with harder books. These students are able to make more inferences and have broader background knowledge.  **LESSON DEVELOPMENT: – Group of four students**  **Guided Practice**  **PREPARATION / READINESS: (time duration 3-minutes)**  Interest Building / Background:   1. Cover the words on the front and back of the book, Leo and the Butterflies – connecting students past experiences with the story.  * Show students the front cover of the book.   Ask students: What do you think this book will be about? (all answers are acceptable)   * Show students the back cover of the book.   Ask students: What is the child holding? (butterfly) / Tell me what you know about butterflies? Where might you see lots of butterflies?   1. Have students skim the book – focusing on the pictures only, not the text.  * Ask students to stop on page 2. Looking at the maps explain where Costa Rica is located (see laminated chart - attached). * Ask students to stop on page 19. This is the growth stage of a butterfly – tell students that they will be learning about this in their reading. * Ask students to stop on page 23-24. This is a glossary. Explain to the students what a glossary is. Tell students that they will be contributing to the glossary by adding their own words that they do not know from the reading.  1. New Vocabulary Words  * Go over these unique and hard words for the students before they do silent reading. * Have pre-made words on butterfly cards (attached). * Encourage students to tell you what each word means. * After you tell students the definition of the new words / ask open-end questions.   *Cocoon* - the silky case that a caterpillar spins around itself before it changes into a butterfly.  Q: Do you know another word for cocoon? (chrysalis)  *Landscape* - a picture of natural inland scenery.  *Museum* – a place for preserving and exhibiting artistic or historical objects.  Q: Have you visited a museum before? If so, where?  *Nectar* – the sweetish liquid in many flowers.  Q: What other insects besides butterflies like nectar? (bees)  *Pupa* – the stage in a butterfly’s growth cycle when it is in the cocoon changing from a  caterpillar into a butterfly.  *Rainforest* – a dense, evergreen forest in a rainy tropical region.  Q: What do you think a rainforest is? What do you know about rainforests?  *Species* – a distinct kind; sort.  Q: Can you name some species? What is it called when a species dies out? (extinct)  *Tropical* – very hot; sultry; torrid.  Q: Would you like to live where there is only one type of climate? Would you miss the  four seasons? What are the four seasons?   1. High-frequency Words: (words that students should be familiar with)  * These words are in the book. * These words are on the word wall in the classroom.   my, is, and, I, in, it, a, the, we, have, many, like, to, or, are, look, for, when, go, see, at, make, this, from, their, on, these, call(ed), will, be, that, them, how, been, two, come, out, as, an, then, can.  **BEFORE READING:**  Remind students of the strategies they know and can use with unfamiliar words:   * If they do not know a word, students are to write it down on a butterfly cut-out. * Encourage students to use known sound chunks to decode unknown words, and to read on, returning to the word after completing the sentence. * Tell students to use their background knowledge on butterflies and to choose a word that makes sense in the sentence.   Have students be aware of the following book and text features:   * There are 24 pages, 348 words in the book. Many of the words are high-frequency words and other familiar words. * The story is written in a narrative form. Told by Leo, about his home in Costa Rica. * This is a non-fiction book, which means the story events are real. * The author Jan Reynolds, uses photographs to support the text. * The book contains several features of nonfiction, including a map, a diagram, labels, and a glossary.   **LESSON DEVELOPMENT: - Group of four students**  **Independent Practice**  **SILENT READING: (time duration 4-minutes)**   1. Tell students that the purpose of the book is to learn from Leo what he knows about butterflies. 2. Give students a few butterfly cut-outs, so that they can write down words that they do not know. 3. Have students read silently, each student should read at his or her own pace. After the students have read silently for a few pages stop them and check for understanding. Ask students: What is the story about, so far? Who is telling the story? Remind students to use the glossary when needed. Have students continue with their reading. While the students are reading watch for any indications of comprehension such as, changes in facial expression, giggles, reviewing other pages, lips moving to words, rereading, and any other indications that they are enjoying the book. 4. Some reading behaviors might be:   Do they have a strong sight vocabulary?  Are they using known sound chunks to read unknown words?  Are they rereading when they lose meaning of the story?  Are they making use of the glossary to gain meaning?  Can they make accurate predictions?  Are they using their background knowledge to make connections with the text?  Are they showing signs that they understand the story?  Are they reading fluently by moving from page to page easily?   1. While students are reading take note to what they are doing. Be available for the students, but do not intervene – remember you are to help them build independence. Watch facial expressions while they read and use these signals to ask questions such as: What made you laugh? Do you need some help? Are you confused about something? Praise students for their reading efforts.   **AFTER SILENT READING: (first reading)**  During your observations there might be a few reading strategies that you need to go over again with your students. You may want to address the following:   * Review how to find a known part or sound chunk in an unknown word. * Use analogies to move from the known to unknown when using new words. * Review using “I wonder…” statements to expand ones comprehension. * Review the sequence of a story … beginning, middle, and ending. * Review how to determine what is most important in a story. * Review how to use a map, labels, diagrams, and glossary. * Review how to use punctuation marks to increase ones fluency. * Review words that have a silent consonant: know, write, eight, high, etc. * Review what a compound word is: rainforest, butterfly, inside, everywhere, etc. * Review how to use the book to find quick information, example: page 19, the diagram of the life cycle of a butterfly – this helps the students use sequence.   **LESSON DEVELOPMENT**: - **Group of four students**  **Guided Practice**  **READING THE BOOK: (time duration 5-minutes)**  **(second time / aloud to teacher)**  Have students reread the book by taking turns. Each student will get a chance to read the book aloud while the others follow along.  **Independent Practice**  **WEB GRAPHIC ORGANIZER: (time duration 3-minutes)**  Students will list on their web organizer six facts that they have learned about butterflies. They will take this and work on their journals entry books. |
| **TECHNOLOGY:** SMART Board  This activity is designed for the teacher to work with the students while the teacher candidate (me) is working with the reading group. The teacher is to read all the dark green boxes to each group and the students are to take turns doing the activities.   * Students will learn to follow direction and to work with a small group. * They will have to collaborate with their group to answer many questions. * Students will learn fairness by taking turns. * Students will learn about the rainforest and the life cycle of the butterfly. * The SMART Board includes geography on many of the slides, but on slide 9 there is a map for students to locate Costa Rica. This map also shows the students that there are more than one rainforest – it lists all of the rainforest in the world. * Slide 10 is a Butterfly Interactive Reading Game – reading and vocabulary words are made fun in this active game for the group to play together. * Science is brought into the lesson through the life cycle of the butterfly in slide 10’s activities. |
| **CLOSURE (REFLECT ANTICIPATORY SET):**  Did students enjoy the book Leo and the Butterflies?  Was the text appropriate for the first grade?  Did students transfer from one activity to another with ease?  Were the activities appropriate for the grade level?  Did the students learn from the SMART Board activities?  Were the activities in the SMART Board interesting to the students? |
| **ASSESSMENT BASED ON OBJECTIVES:**  During the second reading is a good time to do an assessment.   * While students are reading, watch what they do and what they use from the teaching time. * Use the attached rubric (Reading Evaluation) to record student’s progress. * Have student’s complete the web organizer – use this to see if students can list what they know about butterflies. Students will use their web organizer to complete their *Journal Books*. * Through art were students able to color, cut, and paste, - and place in order the life cycle of a butterfly. Collect this activity and see if students were able to put the four stages in order (egg, caterpillar, pupa or chrysalis, butterfly). * Assess students on whether or not they could operate the SMART Board – Did they go from slide to slide with ease? Did they interrupt your reading group for help with the SMART Board? Are they able to tell you what they learned from the activities? Can they tell you what they liked most about the activities? * The last slide in the SMART Board can be used as a group assessment of the students – were they able to work together to name five things that they learned about butterflies? |
| **ADAPTATIONS (FOR STUDENTS WITH LEARNING DISABILITIES):**   * Student can be paired up with a friend or have teacher help them with the web organizer. * Other students or the teacher can help with cutting out items in the art projects. * Teacher can pull aside student for complete guided reading. * ELLs can silent read the book in their language – I purchased a copy in Spanish (attached). |
| **EXTENSIONS (FOR GIFTED STUDENTS):**   * Teacher can give student a safe web-site to explore the life cycle of a butterfly at a higher level (more stages). * Students can write a paragraph about other possible life stages. |
| **POSSIBLE CONNECTIONS TO OTHER SUBJECTS:** State Curriculum – Science Grade 2(3.C.1.c.) Standard 3.0 – Life Science: Topic “C.” Indicator “1” – Explain that there are identifiable stages in the life cycles (growth, reproduction, and death) of animals. Objective – “c” Given pictures of stages in the life cycle of a plant or an animal, determine the sequence of the stages in the life cycle.State Curriculum – Social Studies Grade 2(3.A.1.a.) Standard 3.0 Geography: Topic “A.” Indicator “1” - Use [geographic tools](javascript:openPopupWH('/share/vsc/glossary/social_studies/geographic_tools.html',200,200)) to locate and describe [places](javascript:openPopupWH('/share/vsc/glossary/social_studies/places.html',200,200)) on Earth. Objective – “a” Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases. |