

Focus Question:

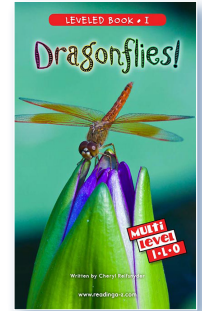
What makes the dragonfly an amazing insect?

Book Summary

Text Type: Nonfiction/Informational

Dragonflies are insects. They live near water, are agile fliers, and can be found around the world. *Dragonflies!* provides students a comprehensive look at these amazing insects. The book can also be used to teach students how to determine an author's purpose for writing and the proper use of plural nouns.

The book and lesson are also available for levels L and O.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by labels
- ☐ Discriminate initial consonant *br-* and *dr-* blends
- ☐ Identify initial consonant *br-* and *dr-* blends
- ☐ Recognize and use plural nouns
- ☐ Identify and use the high-frequency word *they*

Materials

- ☐ Book: *Dragonflies!* (copy for each student)
- ☐ Author's purpose, initial consonant *br-* and *dr-* blends, plural nouns worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *can*, *live*, *they*
- **Words to Know**
 - Story critical:** *adult* (adj.), *breathe* (v.), *direction* (v.), *hunt* (v.), *insects* (n.), *pairs* (n.)
- **Academic vocabulary:** *different* (adj.), *pairs* (n.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of various insects, including dragonflies. Ask students to work with a partner to identify all the insects they can find. Have students point to the dragonfly in the picture.
- Discuss with students what makes an animal an insect. Have students draw on a separate piece of paper a picture of an insect, real or imaginary, that includes insect characteristics. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of *Dragonflies!* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their minds, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.



Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to inform means to provide information, to entertain means to amuse, and to persuade means to convince another to act or feel a certain way.
- Review with students a book the class has previously read. Have students work in groups to determine the author's purpose, and guide students to a class consensus. Have students work with a partner to predict the author's purpose for *Dragonflies!*

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point to the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have students include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about dragonflies. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What makes a dragonfly an insect?* (level 1) page 5
- *How does a dragonfly change as it grows?* (level 1) pages 7 and 8
- *What special skills do dragonflies have?* (level 2) pages 9–12
- *What does a dragonfly eat? What eats dragonflies?* (level 2) pages 11 and 12, page 13
- *Why did the author write this book about dragonflies?* (level 3) multiple pages

Text Features: Labels

Explain that labels clarify pictures by identifying specific parts of the picture. Have students work with a partner to review the picture on page 5 and its labels. Ask students: *How do the labels in the picture support the main idea of this section? How do labels clarify visual information? Why are labels an important tool for classifying objects?* Have students review other pictures in the book and discuss in groups where they would add labels and why. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during the reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Have students work in groups to periodically review the details they have read and discuss their effect on the reader. Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model evaluating details to determine the author's purpose.
Think-aloud: *The book is providing me with many details about dragonflies' lives: their life cycles, their amazing eyesight, their insect characteristics, and so on. All of these facts give me new information on the topic, so I believe the author's purpose is to inform. Still, I will read to the end of the book, examining each detail, to see if she has a different main purpose or more than one.*
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Worksheet: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *inform*. Discuss with students the justification for choosing this purpose.



Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics that make dragonflies amazing insects. Samples: *Dragonflies have amazing eyesight because they can see in all directions at once. They have amazing flying skills; they can fly forward, backward, and upside down.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant *br-* and *dr-* blends

- Say the word *breathe* aloud to students, emphasizing the initial /br/ sound. Have students say the word aloud and then say the /br/ sound. Have students practice saying the /br/ sound to a partner.
- Repeat the process with the word *dragon*.
- Have students work in groups to discuss the difference in the initial sounds of the words *breathe* and *dragon*. Point out that they create the initial consonant *br-* blend with their lips and the initial consonant *dr-* blend with their tongue to their teeth.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the *br-* blend and clap their desk when they hear a word that begins with a *dr-* blend: *drop, brim, brag, drill, drum, brew, drag, and brat*.

Phonics: Initial consonant *br-* and *dr-* blends

- Write the words *breathe* and *dragon* on the board and read them aloud with students.
- Have students say the /br/ sound aloud. Then, run your finger under the letters in the word *breathe* as students say the whole word aloud. Ask students to identify which letters represent the /br/ sound in the word *breathe*. Repeat this process with the word *dragon*.
- Say the words *dray* and *bray* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the difference in sound between *br-* and *dr-* blends.
- **Check for understanding:** Write the following words

on the board, leaving off the initial consonant blend: *drive, braid, brine, and dream*. Say the first word aloud, and have students call out whether the word begins with the letters *br* or *dr*. Invite a volunteer to come to the board and add the initial consonant blend. Repeat with the remaining words.

- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-*br-* and *dr-* blends worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Plural nouns

- Have students find and point to one noun on page 13. Review with students that *nouns* are words that name *people, places, and things*. Write the word *bird* on the board, and ask students to draw a picture of a bird on their desk with their finger.
- Write the word *birds* on the board. Have students draw a picture of birds on their desk with their finger. Ask students to point to the noun that means more than one. Point out that adding the letter *s* to the end of a noun changes it to a plural form. Explain to students that *plural nouns are words that name more than one person, place, or thing*.
- Point out to students that when a noun ends in the letter *y*, they need to change the *y* to an *i* before adding the letters *es*. Demonstrate and have students practice with the words *dragonfly* and *baby*.
- **Check for understanding:** Have students look through the book to locate plural nouns. Ask them to share with a partner five nouns they found and confirm that each one is plural.
- **Independent practice:** Introduce, explain, and have students complete the **plural nouns worksheet**. If time allows, discuss their answers.

Word Work: High-frequency word *they*

- Write the word *they* on the board and read it aloud with students. Explain to students that they will often see this word in books they read, and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *They come in many colors*. Read it aloud with students and discuss with them the meaning of the word *they*. Ask students to call out the noun that is replaced by the pronoun *they* in that sentence.
- Have students practice spelling *they* in shaving cream spread on their desk.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *they*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *they* correctly.

Connections

- See the back of the book for cross-curricular extension ideas.