



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 180

Book Summary

In *Butterfly Café* a young girl prepares a “café” for future monarch butterflies to visit. The stages of plant development are briefly told through the narration. Detailed illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Retell events in a story

Objectives

- Use the reading strategy of retelling to understand text
- Identify the sequence of events in a story
- Identify and produce rhymes
- Identify silent consonant *g*
- Recognize and correctly use present-tense verbs in a sentence
- Recognize and use high-frequency word *our*

Materials

Green text indicates resources available on the website

- Book—*Butterfly Café* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, rhyme, verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on Vocabulary a-z.com.

- High-frequency words: *from*, *our*, *some*, *their*
- Content words:
 Story critical: *café* (n.), *milkweed* (n.), *monarch* (n.), *nectar* (n.), *shelter* (n.), *sprouts* (n.)
 Enrichment: *customers* (n.), *plant* (v.), *soil* (n.)

Before Reading

Build Background

- Show students a picture of a garden. Ask them to tell how plants grow. Ask for student volunteers to tell you what animals get food from plants.
- Show students a picture of a monarch butterfly. Write the word *monarch* on the board and ask students if they have ever seen this type of butterfly. Ask what they know about butterflies.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Butterfly Café*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that good readers are able to remember and retell the most important events in a story. Remind students that being able to remember the events of a story and tell them in their own words will help them understand what they read.
- Explain to students that when people retell a story or event, they explain the details in order so that the story makes more sense.
- Model retelling using a familiar story, such as *Cinderella*.
Think-aloud: *In Cinderella, Cinderella lives with her mean stepmother and stepsisters and has to work all the time. She wants to go to the ball with them, but they will not let her. Her fairy godmother arrives with a beautiful dress and carriage and takes her to the ball. Everyone is surprised to see the beautiful girl, and the prince falls in love with her. Cinderella has to leave the ball at midnight when the spell is broken. As she runs away, she drops one of her glass slippers.*
- Invite students to suggest details that should be included in the remainder of the retelling. Work together as a class to finish retelling the story.
- Point out to students that the retelling includes information about the most important characters, the problem, and the solution in the story. Remind them that in a good retelling, the reader uses his or her own words and only includes the most important details from the story.
- Have students put sticky notes on pages 5, 8, 11, and 15. Explain that as they read, they should stop at these pages to think about what has happened so far in the story. They should retell the story details in their mind.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Ask students if they have ever made a peanut butter and jelly sandwich. Ask: *Did you have to follow certain steps? What happened if you did not follow those steps?* Explain that, just like making a sandwich, stories are typically told in a certain order.
- Tell students that just as there are certain steps that must be followed in order to make a sandwich, the order of events in a story matters. If a story is not told in order, the story will not make sense, and the reader will be confused.
- Model the process of creating a sequence of events using key words. Write the steps on the board as you think aloud.
Think-aloud: *I know that in order to make a peanut butter and jelly sandwich, I first have to gather my ingredients. Then I put peanut butter on one piece of bread. Next, I spread jelly on the other piece of bread and put the two slices of bread together. Finally, I put the sandwich on a plate, and I'm ready to eat.*
- Explain to students that certain words are often used to explain a sequence of events. Discuss with them that words such as *first*, *next*, *then*, and *last* give the reader clues about the sequence of events. Ask student volunteers to come to the board to underline the sequencing words from the example.
- Explain to students that in *Butterfly Café*, the narrator must follow certain steps to make a garden. Suggest that students should pay attention to the sequence of events as they read.

Introduce the Vocabulary

- While previewing the book, reinforce the content vocabulary words that students will encounter. For example, have them to look at the title page. Read the word *café* and ask students to sound it out with you. Ask students if they have ever been to a café.
- Remind students to look at the picture clues and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *shelter* on page 8 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows several different places where people can live. I see a house, a tent, and a motor home. When I look at the first part of the word, it starts with the /sh/ sound, like shelf. When I sound the rest of the word out, it is shelter. I think a shelter is a place where people can live. The sentence makes sense with this word.*

Set the Purpose

- Have students use what they already know about how plants grow to help them read the book. Remind them to think about the steps the narrator takes to create a garden while they read the book so that they will be able to identify the sequence of events.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Our*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model retelling important events in the story.
Think-aloud: *After reading page 5, I think I am ready to retell what has happened so far in the story. First, seeds arrive in the mail, and the little girl wants to plant them, but it is too cold outside. Her mom suggests that they plant the seeds inside instead.*
- Invite students to retell what they have read so far in their own words.
- Have students read to page 8. Write the word *first* on the board. Ask a volunteer to tell what happened first in the story. Write the word *next* on the board and ask a volunteer to say what happened next. Continue up to page 8.
- **Check for understanding:** Have students read to the end of page 12. Encourage individual students to work with a partner to share their own retellings of the story in their own words. Remind them that when they retell a story, they include only the most important details. Ask several groups to share their retellings with the whole class. (Accept all answers that show students understand how to retell the most important events in the story.)
- Have students discuss the importance of telling a correct sequence of events. Remind them to pay attention to the sequence of events as they read the story.
- Have students read the remainder of the book. Remind them to take breaks while reading on the pages marked with sticky notes to retell the important events in the story in their own words. Retelling will help them to remember what they have read.



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 the discussion that follows.

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.

Reflect on the Reading Strategy

- **Think-aloud:** *As I read this story, I stopped every few pages to think about what had happened. I then used my own words to retell the story in my mind, including only the most important details.*
- Have students retell the story from the beginning to a partner. Listen for the following: correct events with details, events in order, problem, and solution.
- Ask students to explain how retelling important events in the story helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Ask students to tell you what happened in the story after the narrator planted the seeds in the house. Remind students that they should only include the most important events.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned how plants grow and that some grow for shelter and others for food. Why is it important that we have plants that give us both? What are some plants that give us food? Shelter?

Build Skills

Phonological Awareness: Rhyme

- Say and write the words *grow* and *know* for students. Ask what these words have in common (they rhyme; they have the same ending). Ask students to name other words they know that rhyme with *grow* and *know*.
- Say and write the following words: *plant, spring, place, eat, and seed*. Ask students to help you brainstorm other words that rhyme with each of these words.
- **Check for understanding:** Say the following word pairs, one at a time, and have students give the thumbs-up signal if the words rhyme: *dream/sing, soil/spoil, water/better, house/mouse, cloth/moth, read/bed, leaf/beef*.
- **Independent practice:** Introduce, explain, and have students complete the [rhyme worksheet](#). If time allows, discuss their responses.

Phonics: Silent consonants

- Write the word *sign* on the board and say it aloud with students.
- Explain to students that some consonants are silent; that is, they are not pronounced when reading a word. Look at the word *sign* with students and ask them which consonant is silent.
- Explain to students that sometimes when they see the letter combination *gn*, the *g* is silent, as in *sign*.
- **Check for understanding:** Write these other examples on the board and have students read them along with you as you underline the silent consonant *g* in each of the words: *gnaw, gnat, assign, design*.

Grammar and Mechanics: Present-tense verbs

- Explain that some words name actions. These kinds of words are called *verbs*.
- Create a list of action words on the board with students and have them act out the words.
- Read the following sentence from page 5 together with students: *We plant the seeds in pots of soil*. Ask students which of the words shows an action. Ask a volunteer to act out the verb.
- Write the following sentence from page 6 on the board: *We water the pots at the kitchen sink*. Ask a volunteer to come to the board to find and underline the verb, or action word. Ask another student to act out the underlined verb.
- Explain to students that the words *plant* and *water* explain what is happening or what a person is doing in the present.



Check for understanding: Have students reread the story with a partner to find and highlight all the action words.

- **Independent practice:** Introduce, explain, and have students complete the **present-tense-verbs worksheet**. If time allows, discuss their responses.

Word Work: **High-frequency word *our***

- Explain to students that they are going to learn a word that they will often see in books they read. Write the word *our* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *our* on the top of their desk or in the air with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the first sentence on page 3 aloud to students. Point to the word *our*. Explain that the word *our* is used to explain who owns something, such as “our seeds.” Have students use the word *our* in oral sentences with a partner.



Check for understanding: Have students locate and highlight every occurrence of the word *our* in the book. Have them write the word on a separate piece of paper several times. Then have each student use the word *our* in an oral sentence.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the sequence of events in the story to someone at home.

Extend the Reading

Realistic Writing and Art Connection

Have students write a story about an animal they like and how they might prepare an environment for that animal. Then have them draw a picture of it.

Social Studies Connection

Research the migration of the monarch butterfly. Have students create a map showing where monarchs migrate to in the winter and where their summer homes are.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately retell events to understand and remember a story
- correctly identify the sequence of events of the book during discussion and on a worksheet
- accurately identify and produce rhyming words during discussion and on a worksheet
- understand and accurately read silent consonants
- correctly identify and use present-tense verbs during discussion and on a worksheet
- correctly use, read, and write high-frequency word *our*

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)