

### About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 77

#### Book Summary

In *Welcome Back, Butterflies*, the girl loves butterflies, especially the orange and black ones. She watches them fly away in the fall and come back in the spring. She wants the butterflies to come to her house. How will she get them to come? Students will have the opportunity to identify the author's purpose in this simple, informative story. Detailed illustrations, high-frequency words, and repetitive text support early readers.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions


#### Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Identify author's purpose
- Segment onset and rime
- Identify short /a/ vowel
- Recognize and use verbs
- Recognize and use high-frequency word *their*

#### Materials

**Green text** indicates resources available on the website

- Book—*Welcome Back, Butterflies* (copy for each student)
- Chalkboard or dry erase board
- **Prediction, short /a/ vowel, 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:** *away, my, their, they*
- **Content words:**  
 Story critical: *eggs (n.), fall (n.), plants (n.), seeds (n.), spring (n.), sprout (v.)*  
 Enrichment: *north (n.), south (n.)*

### Before Reading

#### Build Background

- Write the word *butterflies* on the board and point to it as you read the word aloud to students. Repeat the process and have students say the word aloud.
- Discuss with students the types of butterflies they have seen. Discuss where they have seen butterflies.

## Book Walk

### 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 *Welcome Back, Butterflies*. (Accept all answers that students can justify.) Record their answers on the board.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers make predictions about what they think will happen in a story. Explain that predictions are guesses about what they think will happen later in the story that are based on clues they read. Emphasize that knowing how to make predictions is more important than whether a prediction is right, or confirmed.
- Model making predictions using information on the cover.  
*Think-aloud: I know that good readers make predictions using the clues that they have. When I look at the picture on the cover and read the title, Welcome Back, Butterflies, I see that I have two clues: a girl and some butterflies. With these clues, I can make a guess, or prediction, about the story. I predict that the girl and the butterflies will be in the story. I think that the story is going to be about butterflies coming back to the girl's house. I wonder where the butterflies might have been. I predict that they have been hiding in the trees. As I read, I will check to see if my predictions are correct. I can also change my predictions as I read more clues.*
- Point out to students the predictions they made during the book introduction, which are recorded on the board. Invite students to share any additional predictions they can make at this point.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author usually has a reason, or purpose, for writing a book. The purpose is either to *inform*, *entertain*, or *persuade*. Explain that to inform means to give someone information about something; to entertain means to amuse someone; and to persuade means to convince someone to think the same way you do.
- Model determining author's purpose.  
*Think-aloud: When authors write, they have a reason, or purpose, for writing their book. They want to inform, entertain, or persuade readers. After reading the title and looking at the picture on the cover of this book, I think the author wants readers to learn some information about butterflies from the girl in the story. If I am learning about something, it makes sense that the author wrote this book to inform readers about butterflies.*

### Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though the girl loves butterflies, especially the orange and black ones.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *fall* on page 4 and say: *I am going to check the picture and think about what would make sense to figure out this word. The butterflies appear to be flying around a field in autumn. When I look at the first part of the word, it starts with l/f. However, the word autumn starts with the /a/ sound, so this can't be the word. I know that another word for the season of autumn is fall. The word fall starts with the /f/ sound. The sentence makes sense with this word. The word must be fall.*

### Set the Purpose

- Have students look for clues to confirm their predictions as they read. Remind them to think about the author's purpose for writing the story as they read.

### 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 (*I*). 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 making predictions.  
*Think-aloud: As I read the story, I learned that the butterflies fly south in the fall, away from the girl, and in the spring they fly north, back to the girl. I also learned that she really loves butterflies. My prediction about the girl and the butterflies being in the story was correct. My prediction about the butterflies hiding in the trees was incorrect. I will make a new prediction based on the information I have read. I predict that there is something about the spring that causes the butterflies to come back. I wonder what might cause the butterflies to come back to the girl in the spring.*
  - Invite students to share the predictions they made as they read. Ask students if they changed (or revised) any old predictions as they read new clues.
  - Introduce and explain the [prediction worksheet](#). Have students record one of their predictions on their worksheet.
  - Discuss with students the author's purpose for writing the book, based on the page they have read so far (to inform). Ask them to tell what the book is informing readers about (butterflies).
  - **Check for understanding:** Have students read to the end of page 8. Remind them to use pictures, sentences, and what they already know to revise predictions as they read.
  - Encourage students to share how they made, revised, or confirmed predictions. (Accept all answers that show students understand how to work with predictions.)
  - Continue to discuss with students how they know that the purpose of the book is to inform readers about butterflies. Have students provide support for the purpose using examples from the book.
  - Have students read the remainder of the book. Remind them to make predictions to help them understand new information as they read and to record their predictions on their worksheet.
-  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:** *When I read page 10, I learned that the girl had planted the right flowers to attract butterflies to her yard. Flowers bloom in the spring, and butterflies need the right kind of flowers to lay their eggs. I learned that the flowers attract the butterflies in the spring. My earlier prediction was correct.*
- Have students return to the prediction they wrote or drew earlier. Encourage them to think about whether they changed their prediction or confirmed it.

## Lesson Plan *(continued)*

## Welcome Back, Butterflies

- Invite students to share their predictions with the rest of the class. Ask whether they changed or confirmed any of their predictions.
- Ask students to explain how making predictions helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss the author's purpose through the end of the story. Have students write some things they learned as they read the book on a separate piece of paper.
- **Enduring understanding:** In this story, you read about a girl who loved butterflies. She knew quite a few facts about butterflies. She knew what they like and need to lay eggs. Now that have read and thought about this, why do you think it is a good idea to learn more about animals or plants that you love?

### Build Skills

#### Phonological Awareness: **Segment onset and rime**

- Say the word *fall* aloud to students. Explain that you are going to say the word a second time and leave off the /f/ sound. Then say: /all/; *fall* without the /f/ is /all/.
- Have students identify other words that end with the /all/ sound (*tall, small, wall*).
- Have students say the word *plant*. Then have them say the word *plant* without the /pl/ sound (/ant/).
- **Check for understanding:** Say the following words aloud, one at a time: *seed, sprout, grow, now, has*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound(s) of the onset

#### Phonics: **Identify short /a/ vowel**

- Write the word *back* on the board and say it aloud with students.
- Have students say the /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /a/ sound in the word *back*.
- **Check for understanding:** Write the following words that have the /a/ sound on the board, leaving out the vowel: *bag, hat, lap*. Say each word, one at a time, and have volunteers come to the board and add the short /a/ vowel to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /a/ vowel worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: **Verbs**

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 4 in their book. Read the second sentence aloud together. Ask students to name the word that identifies an action (*fly*).
- Write the following sentence on the board: *I look at the butterflies*. Have a volunteer come to the board and underline the verb in the sentence. Ask another volunteer to act out the underlined verb.



**Check for understanding:** Ask students to search the story to locate other action words and underline them. Have them work with a partner to make a list of action words. Invite pairs of students to share their list and act out one verb on their list.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

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

- Explain to students that they are going to learn a word that they will often see in books they read. Write the word *their* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *their* 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 second sentence on page 6 aloud to students. Point to the word *their*. Explain that the word *their* is used to explain who owns something, such as “*their plants*.” Have students use the word *their* in oral sentences with a partner.
- **Check for understanding:** Have students locate and highlight the word *their* in the book. Have them write the word *their* on a separate piece of paper several times. Have them work together with a partner to write a sentence with the word *their* on a separate piece of paper.

**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 author’s purpose to someone at home.

**Extend the Reading**
**Realistic Fiction Writing and Art Connection**

Have students draw a picture of a face that shows a feeling. Under the picture, have students write one sentence telling about their picture. Remind students to use capital letters and periods.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

**Science Connection**

Provide students with more information about butterflies. Discuss the facts that students learned about butterflies from the book and other reading. Have each student choose a fact about butterflies to illustrate. Put the pages together to make a class book about butterflies.

**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:**

- logically make predictions as they read to better understand text; confirm or revise their predictions as they read story clues during discussion and on a worksheet
- accurately identify the author's purpose during discussion; record information learned on a separate piece of paper
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /a/ sound during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly use, read, and write high-frequency word *their*

**Comprehension Checks**

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