



Guided Reading with

## LEO AND THE BUTTERFLIES

Guided Reading: J

DRA: 18

Intervention: 18

by Jan Reynolds

**Overview:** Meet a young boy named Leo who lives in Costa Rica. Learn all of the things Leo knows about the butterflies that live in the rainforest near his home.

24 pages, 348 words +  
Informational Note + Glossary

**Genre:** Nonfiction

**Focus:**

- understanding the author's message
- connecting personal experiences / background knowledge with a story
- using a map and glossary
- reading labeled diagrams and nonfiction information
- drawing conclusions and making inferences

**Supportive Text Features:**

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures

**Phonics:**

- silent consonants

**High-frequency Words:**

*my, is, and, I, in, it, a, and, the, we, have, many, like, to, of, 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*

**Common Core Standards**

- R.1, R.2, R.4, R.7
- RF.1, RF.2, RF.3, RF.4
- W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

**ELL/ESL**

*Leo y las mariposas*    See back page

### Getting Ready to Read

#### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What kinds of things might you find in a garden?
- Tell me what you know about butterflies. Where might you see lots of butterflies?
- What do you think a rainforest is? Tell me what you know about rainforests.

#### 2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Leo and the Butterflies.*"
- Ask children to use the title and photograph on the cover to predict what they would expect to read about in the story.
- Show the back cover and read the copy. Ask children to think about what Leo might teach them about butterflies.
- Have children suggest some words they might read in the book.
- Give children the book and have them look through it. Ask them to find some hints about what happens in the story. Make sure



they notice the map, diagrams, and labels.

- Call children's attention to the last three pages of the book. Point out the information about rainforests and the glossary with definitions and word pronunciations.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think about what they know about butterflies and gardens. Then encourage them to choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form.
- The amount of text on each page and placement of text varies throughout the book.
- The story events are real.
- The photographs support and extend

the text, but most of the meaning and information are contained in the text.

- The book contains several features of nonfiction, including a map, labels, a diagram, background information, and a glossary.

**Guided Reading Note:** Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

## Reading the Book

**1. Set a purpose by telling children to read about Leo and what he knows about butterflies.**

**2. Have children read the story silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions such as: "What is the story about?"



or “Tell me how the story begins.” Then direct them to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to make notations about what you notice.

### 3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation, labels, and the glossary to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?

**4. As children read, note what they are doing.** Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial expressions and use these signals to

ask questions, such as: “What made you smile?” or “Where do you need some help?”

- Encourage children’s attempts by making comments such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

### 5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a sentence or story. Point out that there are many facts about butterflies in the story.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review how to use the map, labels, diagram, and background information on page 22 to gain extra meaning from the story. Explore how this information helps readers understand the background of the story.



- Determine whether or not children used the glossary as an aid to word meaning and pronunciation.
- Review using punctuation marks to guide the meaning-making process.
- Review the word from the story with silent consonants: know. Explore other familiar words that contain silent consonants, such as write, high, talk, eight.
- Point out some of the compound words in the story: **rainforest**, **butterfly**, **inside**, **nearby**, **everywhere**. Review how compound words are formed and point out that the meaning of the compound word is sometimes different from the combined meanings of the smaller words.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit LEO AND THE BUTTERFLIES to review the growth stages of a butterfly.

### After the First Reading

- 1. Have children compare and confirm their predictions with what actually happened in the story.**
- 2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.
- 3. Connect the story to children's own experiences with gardens, butterflies, and/or bugs and insects.**

- 4. Call children's attention to words in the story that indicate time and sequence: after, until, during, then.** Have them brainstorm other words that indicate time or order. For example: next, first, finally.
- 5. Ask children to talk about anything that surprised them or was a new piece of information that they didn't know before they read the story.**
- 6. Elicit children's ideas about rainforest butterflies being shipped around the world.** Do they think this is a good idea? Why or why not?
- 7. Compare the setting in LEO AND THE BUTTERFLIES with the setting in LIVING IN AN IGLOO, another book by author Jan Reynolds** (<https://www.leeandlow.com/books/2628>).

### Second Reading

- 1. Have children reread the book silently or to a partner.**
- 2. This is a time for assessment.** Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.
  - While they are reading, watch what children do and what they use from the teaching time.
  - You might also take a running record on one child as an assessment of the child's reading behavior.



- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

### Cross-Curricular Activities

**Art:** Show children some photographs of different butterflies. Call their attention to the colors and designs. Also explain the symmetry. Give children a butterfly shape and pastels or colored chalks. Have them decorate one side of the butterfly, then fold it in half with the chalk or paint side in. Rub the folded butterfly firmly and then open it. The chalk or paint will have left a residue on the uncolored side. Children can then finish coloring their butterflies and hang them for a class display.

Read aloud *BUTTERFLIES FOR KIRI* by Cathryn Falwell

(<https://www.leeandlow.com/books/2370>).

Lead children through the easy-to-follow instructions at the end of the story to make their own origami butterflies. Additional craft ideas about butterflies are available at this website:

<http://butterflywebsite.com/educate/butterfly-crafts.cfm>

**Music:** Attach a short string to each child's butterfly. Play some classical music and have children move their butterflies in time with the music. Play selections from pieces with different tempos and ask children to decide which music best matches a butterfly's

movement.

To encourage children to learn about butterflies' life cycles, sing and practice a few songs:

<http://www.canteach.ca/elementary/songs/ems26.html>

**Science:** Invite a butterfly expert/collector to visit and speak to children about collecting butterflies. Prepare children for the visit by helping them generate questions to ask the visitor. Check out the monarch butterfly fact file from Wildscreen Arkive:

<http://www.arkive.org/monarch-butterfly/danaus-plexippus/>. If possible, let children examine a mounted butterfly with a hand lens or magnifying glass so they can see the details.

Have children look through *LEO AND THE BUTTERFLIES* for a topic about which they would like to learn more, such as rainforests, butterflies, butterfly gardens, host plants, cocoons, and so on. Help children research their topic and prepare a chart or bulletin board display showing the information they discovered. One useful website could be the Butterflies and Moths of North America:

<http://www.butterfliesandmoths.org/>

Read aloud *WAITING FOR WINGS* by Lois Ehlert to help children learn more about the life cycle and metamorphosis of caterpillars/butterflies.

If possible, take children to see a butterfly house, habitat, or exhibit in your state.

Locate the nearest butterflies:

<http://butterflywebsite.com/gardens/index.cfm>

<http://www.obsessionwithbutterflies.com/but>



[terfly-houses.html#usa](http://www.terfly-houses.html#usa)

<https://www.aza.org/findzooaquarium/>

Interested in raising butterflies in the classroom? The Sophia M. Sachs Butterfly House & Education Center in St. Louis, Missouri has useful tips to get started: <http://www.butterflyschool.org/teacher/raising.html>

**Math:** Investigate or review symmetry. Take children on a walk around the school or outside and ask them to find examples of symmetry. Use a small mirror to determine objects children find as symmetrical or nonsymmetrical by having children hold the mirror in the center to see if there is a mirror image. If possible, use a digital or disposable camera (or mobile phone) to take pictures of some of the things children find. Let children use the printed pictures to illustrate a chart explaining symmetry.

**Social Studies:** Display a map of North and South America. Locate Costa Rica. Then find the part of the United States where children live. (You may also wish to use the map scale to estimate the distance between the two places.) What is the capital of Costa Rica? What countries border it? What oceans or seas are near it? Help children research life in Costa Rica and then compare life there to their own lives.

**Writing:** Have children look through the book for words to add to the glossary. Discuss what each word means (children may also use a dictionary), and then let children write their own definitions.

Read another book about a rainforest (Iguazú National Park in South America) called ANIMAL POEMS OF THE IGUAZÚ / ANIMALARIO DEL IGUAZÚ (<https://www.leeandlow.com/books/2844>). Share the poem about butterflies with children and have children write their own poems about butterflies. Remind them that poems do not have to rhyme.



## Leo y las mariposas



por Jan Reynolds

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# LEO Y LAS MARIPOSAS

Level J is the benchmark for the beginning of the second grade. Children at this level are becoming fluent readers. All the directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. The focus of the teacher's support should be on building comprehension, fluency, and confidence. This is a time for growing independence. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

The Spanish edition has many familiar words. The story is written in narrative style. If children do not know some of the words, present them with synonyms, to help deepen children's comprehension of the new words and the story. You may also use real objects to support the learning of new vocabulary.

The people of Costa Rica speak Spanish. Reading and learning are highly valued and the people want everyone to read and write. Share this information with children to support feelings of pride in being part of the Spanish-speaking world.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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**DRA (Developmental Reading Assessment) and EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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