

Lindsay Durkin—First Grade Life Cycles Unit

Text Description		
<p><i>A Butterfly is Patient</i> by Dianna Hutts Aston is a beautifully illustrated, informational text that describes not only the life cycle of butterflies, but also the many characteristics of butterflies. Students will learn the life cycle of a butterfly, why they are helpful to the environment, how they protect themselves from predators, what they eat and drink, and various other things not typically known about these interesting creatures. Students will also be exposed to vocabulary words such as: molt, chrysalis, pollination, camouflage, and proboscis.</p>	<p>This text should be read aloud to 1st graders but could be used for guided/independent reading material for readers in 2nd through 6th grade. Life cycles are an important part of the curriculum up through high school and this text could be useful in any/all grade levels.</p> <p>Grade Level Band:</p> <ul style="list-style-type: none"> • Grades 6 and 7 <p>Content Area:</p> <ul style="list-style-type: none"> • English/Language Arts (ELA) • Science (S) 	
Quantitative Measure		
<p>Quantitative Measure of the Text: Lexile AD1040L</p>	<p>Range: 800-1050</p>	<p>Associated Grade Band Level: Grades 6 and 7</p>
Qualitative Measures		
<p>Text Structure (story structure or form of piece): The meaning of the text is complex because of the vocabulary and depth of knowledge required to make sense of the information. Students will learn about various elements of the life of a butterfly through the informational complex structure of this text. The pictures will help students to make sense of the information, as well as the projects we complete simultaneously in class.</p> <p>Language Clarity and Conventions (including vocabulary load): The language features are complex because this text combines familiar information and vocabulary with new, unfamiliar language. Students will need multiple opportunities to process the information and make connections.</p> <p>Levels of Meaning/Purpose: The levels of meaning and purpose are complex because it is literal information about the life cycle of butterflies. Although there are various kinds of butterflies, they all go through the same process. This text uses some simple conventions and text structure while also incorporating complex vocabulary. However, the events are in chronological order and the graphics are simple, which helps students understand the purpose and meaning of each page of the text.</p> <p>Knowledge Demands (life, content, cultural/literary): Knowledge demands are somewhat complex because students may have experience with life cycles. However, through in class projects and experiments, students will have hands-on experience with the process as we read it and experience it simultaneously. This will build on their prior knowledge as well as new knowledge. Students who many not have background</p>		

knowledge on life cycles will be able to slowly process this new knowledge and physically apply it.

Considerations for Reader and Task

Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:

Science:

1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death). (547.01.a)

1.S.3.2.1 State that living things need food to survive. (548.01.a)

Language Arts:

1.LA.2.1.2 Participate in connecting the information and events in texts to self and to the world.

1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.

1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues.

1.LA.6.1.4 Listen to acquire information from a variety of sources.

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:

- There is a lot of difficult vocabulary in this text. Teacher will need to provide explicit instruction of these words.
- The length of text and depth of meaning could be a challenge. I recommend this text be used over time throughout a unit in the primary grades.

Differentiation/Supports for Students:

- Think-alouds and discussions
- Small group work
- Additional vocabulary instruction
- Visual aids and supports