Butterflies: A Text Set for First Grade

I. Introduction

This text set includes ten books, one video, and one excerpt from a book. In this text set there is also a book that is both Spanish and English for any ESL children in the classroom or any other children would like to try to learn some Spanish. These books provide an array of difficulty ranging from the mid-kindergarten (primer) level to grade 7.6. The first grade Virginia SOL is pretty broad for the topic of life processes and cycles but this unit will give students the needed background knowledge for the future grades.

Many science textbooks for first grade to not go into very much depth about the subjects in it. They touch on various subjects so the students have some overall background knowledge. This text set will help the students better relate and understand SOL 1.5 and also give them more background knowledge for future grades. This text set will be used to replace the actual science textbook for this SOL.

As it is known by many, in a first grade class there are children are all different reading levels. Usually in a first grade classroom, the majority of the students are reading and mastering the skill, but there are some that are still trying to put the sounds together, and others that are reading several grade levels above. This is why the text set ranges so much. The readability for each text was calculated using Flesch-Kincaid Grade Level, and further analyzed using Bader’s Textbook Analysis Chart.

II. SOL Connection
1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include
a) needs (food, air, water, light, and a place to grow);
b) parts (seeds, roots, stems, leaves, blossoms, fruits); and characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous
III. Text Set

1. *Waiting for Wings* by Lois Ehlert

Flesch-Kincaid Grade Level: mid-kindergarten (primer)

A. **Introduction/ summary** - *Waiting for Wings* is a quick glimpse into the life cycle of a butterfly. It touches upon the basic needs of a caterpillar as well. At the end of the book, there are pictures of different butterflies and flowers found in the book, and growing a butterfly garden. There is also a page of butterfly information with a diagram of a butterfly's body and answers to questions such as what is a butterfly, how does a butterfly begin its life, and how does a butterfly eat.

B. **Rationale** –

*Reluctant readers* - What will at first pull in the reluctant readers in are the pictures. They are very colorful and interestingly done with what looks like is construction paper. The text is at first set up like a little flip book within the book, so I think that, that will interest them as well. The text itself is also in big bold letters and not many on the page, so not to get easily frustrated.

*All readers* - All readers will be interested in the text set up in the story and the colorful, bold pictures. Many of the students will find this book as a fun review of what they have learned about butterflies before, for an “oh yet, I remember that” moment.

C. **Usage of Text** – I would must definitely use this text to begin our unit on butterflies. I would use it in the first phase of PAR to help them remember prior information of what they learned about butterflies in kindergarten and preschool. I would probably read this book and then as a class do a K-W-L chart of what we know about butterflies. I would then put this book into our classroom science library for all students to read.

D. **Readability** - The Flesch-Kincaid puts this book at a mid-kindergarten or primer level. I would agree with that. The text does not have a lot of words in it but there are a few hard words like caterpillar and nectar, but those can
become sight words for this unit in science. The pictures are very large and take up most of the page making this book more of a picture book than a text book.

E. Reference

2. From Egg to Butterfly by Shannon Zemblicka
Flesch-Kincaid Grade Level : 1.2

A. Introduction/ summary- This book goes into much more dept about the life and needs of how a caterpillar becomes a butterfly. It is like a mini-informational book with a glossary and index in the back and a table of contents in the beginning to introduce students to that aspect of informational books. This text also uses real pictures of butterflies to let the students see it in real life.

B. Rationale-
* Reluctant readers- I think what would draw attention from reluctant readers are the real life pictures. They can take a “picture walk” before trying to read, and by taking a “picture walk” they will get a good grasp of what is going on in the book.
* All readers- I think the pictures will also attract the all readers as well, but after learning about the table of contents, glossary, and index the students will be able to use this book for a mini-report on butterflies and reference the correct pages.

C. Usage of Text- I would definitely use this text in my butterfly unit. I would probably use this text in the last phase of PAR, the reflection phrase. Ideally, I would love to have the school librarian tie this book in with learning about the parts of the book (table of contents, glossary, and index). If it is not possible for the librarian to do a lesson using the book, I would read the students the book during reading time (to help tie in science). Then discuss the science aspect of the book, but then do a lesson on the parts of the book, so the students will know how to use the parts of the book properly.
D. Readability- Based on the Flesch-Kincaid, this book is on the 1.2 grade level. I agree with the reading level. The book only has a few sentences per page. Although, there are some difficult words in this book such as molting and pupa, but again those words would be good to have on a science word wall.

E. Reference


3. **Monarch Butterfly** by Gail Gibbons

Flesch-Kincaid Grade Level: 1.4

A. Introduction/ summary- The book is about Monarch Butterfly. It discusses their life cycle and habits such as flying in clusters and their migration patterns. This book also has information about how to raise a Monarch Butterflies, and facts about them as well.

B. Rationale-

- *Reluctant readers*- Reluctant readers will like the facts about the Monarch Butterflies. They are short and sweet and will give them information that their peers are reading in the whole book.

- *All readers*- All readers will enjoy learning how to raise a Monarch Butterfly. The book presents it as a sequence of things to do. I also think all the readers will enjoy the “Monarch Facts” in the back of the book as well.

C. Usage of Text- I would use this text during the second phase of PAR, the assistance phase. How I would like the students to learn the book is in their reading groups during reading time (I am trying to have this unit follow into everything we do!). Hopefully, I will be able to find five or six copies of the book to use. In our reading groups, we will do what we do daily in our groups...take a picture walk, go over new vocabulary, and then read the book with assistant from teacher. At the end of the group, go over some teacher made comprehension questions. After each group (there are four groups) has read the book at the teaching station, which may take two days, I would
then like to use the book as a sequencing activity for the next day at one of the other stations. I think that the part of the book about raising a Monarch Butterfly would be a great section to use.

D. Readability- The Flesch-Kincaid puts this book at a 1.4 reading level. I would have to agree with it. Yes, some of the words are difficult but the children should have most of them up on the science word wall. This book (with the others) would go into the science library, so all the students have a chance to read it on their own.

E. Reference

4. How to Hide a Butterfly by Ruth Hellers
Flesch-Kincaid Grade Level- 1.5

A. Introduction/ summary- This book is about different ways that butterflies camouflage themselves to keep safe from predators. The pages are drawings of the butterfly and it beginning to camouflage itself, and then the next page is the butterfly hiding, and you have to look for it to find it.

B. Rationale-
* Reluctant readers- Reluctant readers will enjoy trying to find the hiding butterflies. It would be a great activity to have a strong reader pair up with a weaker reader to buddy read and try to find the butterflies.
* All readers- All readers will enjoy learning about camouflage and trying to find the hiding butterflies. The pictures also look pretty realistic, and some of the butterflies are pretty hard to find.

C. Usage Of Text- I would use this text during the second phase of PAR, the assistance to build up comprehension and knowledge of the butterfly world. I think a great activity of this book would be to introduce students to camouflage and brainstorm what other animals use camouflage to protect themselves from predators. I, as the teacher would read this book to the class, but then I would try to get at least sixteen
copies of the book to have the students do a buddy read with their fourth grade reading buddy, so their fourth grade reading buddy will be reading the book instead of the first grader to insure that none of the first graders will be frustrated with the book. It should be noted that the all the fourth grade reading buddies are volunteer and read at least on the fourth grade reading level, so they too will not get frustrated with the book. After reading, the reading buddies will go throughout the book trying to find the hidden butterflies to close the activity.

**D. Readability** The Flesch-Kincaid stated that this book was at the 1.5 reading level. I would have to agree with them. There are not too many words on the page, and many of the words are words that the students can practice sounding out. The larger words, like camouflage, would be good to have on the science word wall.

**E. Reference**


5. **Life Cycle of a Butterfly** by Angela Royston

Flesch-Kincaid Grade Level: 1.6

**A. Introduction/ summary** This book uses real pictures to show the life cycle of a butterfly. It goes week by week of its life until it becomes a butterfly. This book also has a table of contents, a brief overview of the life cycle, a fact file, glossary, index, and more books to read about the subject.

**B. Rationale**

*Reluctant readers* - Reluctant readers will be attracted to real pictures in the book. They will also enjoy being able to look up what a butterfly looks like at all weeks of its life. The life cycle in the back is also interesting.

*All students* - All students will enjoy looking at the real pictures of the butterfly in their life cycle. It will be fun for them as well to see how the caterpillar changes into a butterfly in weeks.
C. Usage of Text- I would use this text along with the Monarch Butterfly book in the last phase of the PAR framework. It would be used in the reflection phase. I would use it along with the other text to have to research butterflies and then write a few sentences about what they have learned. I would read the students the book during our science read aloud time and then place this books with the other books of various levels for the butterfly report. Of course, the report would be questions that I have had made up and everyone gets to use certain books to find the answers in. The students would draw a picture to go with it, and the present their report to the class. I anticipate that the activity would take two or three class periods. The teacher and classroom aid will float around the room during that time to all students with the different parts of the report.

D. Readability- The Flesch-Kincaid grade level for this book is 1.6. I would say that this book is 1.6 or higher. There are more sentences on the page than the previous books, to this book is a little bit more worder. The sentences are also a little harder other than the actual science text words.

E. Reference

6. Butterfly Book by Michael Berenstain
Flesch-Kincaid Grade Level: 1.9

A Introduction/ summary- This book is about all different kinds of butterflies such as the Tiger Swallowtail, Common Sulphur, and many more. Each page has a drawn picture of the butterfly, and some information on it as well. There are eleven different types of butterflies in this book.

B. Rationale-
*Reluctant students- Reluctant students might be interested in reading this book because it is written and
illustrated by the same man who writes and illustrates *The Berenstain Bears*. They may also take a picture walk through the book to become familiar with the butterflies that will be talked about in class.

*All students*- All students will be interested in learning some information about eleven butterflies that are talked about in this book. The text also talks about how some butterflies got their interesting names as well.

**C. Usage of Text**- I would use this book during the second phase of PAR, the assistance phase. This book would be great to talk about all the different kinds of butterflies there are. This book, by no means, talks about all the butterflies out there but it gives the students a taste, and will better prepare them for the future information they will be learning about butterflies. I feel that this book would best be read by the teacher during our science read aloud time since the level of the book is almost second grade. I would read it, and then use it as a jumping off point to use in a lesson talking about all the butterflies. Of course, the book would then be put in the science library for any student to pick up and read during our free reading time.

**D. Readability**- The Flesch-Kincaid grade level for this book is 1.9. I would have to agree with that statement. There are not many sentences on each page, but the words in the sentences are somewhat difficult. Although, with some sounding out and some help, I think the average first grade should be able to read this toward the middle to end of their first grade year.

**E. Reference**


7. **Becoming Butterflies** by Anne Rockwell

Flesch-Kincaid Grade Level: 2.1

**A. Introduction/ summary**- This book is about a class that raises caterpillars to butterflies. They let the butterflies go and then the students wrote letters to a school in Mexico (where the butterflies migrated to), and became pen pals with those students. It is a great life cycle book.
B. Rationale-

* Reluctant students- Reluctant students will love the pictures in this book. They look 3-D, so they jump off the page. There are also a few real pictures of the butterflies taking control of the trees in Mexico!
* All students- All students will enjoy the pictures, and they will also enjoy learning about how to raise butterflies from caterpillars.

C. Usage of Text- I would use this text during the assistance phase of PAR. The teacher would read the book to the students to help them build up their comprehension and knowledge of butterflies. This book would be read by the teacher before introducing the students to the whole class project—raising butterflies! Of course while reading the text, I will be asking students comprehension questions and real life scenarios about butterflies to make sure they are ready to take for them.

D. Readability- Based on the Flesch-Kincaid, the grade level for this book is a 2.1. I think that would be correct because the book is wordier than first grade text, and some of the words are difficult to sound out because they are more like science sight words.

E. Reference


8. Where Butterflies Grow by Joanne Ryder

Flesch-Kincaid Grade Level: 2.4

A. Introduction/ summary- This book puts the students into the life of a butterfly that will soon become a Black Swallowtail Butterfly. The illustrations take up the whole page, and have a romantic feel to them. The book also has an excerpt in the back on how to grow butterflies in your garden.

B. Rationale-
*Reluctant readers*: Reluctant readers will enjoy taking themselves out of their life and putting themselves into the life of a butterfly. The illustrations are also beautiful and very calming to look at.

*All readers*: All readers will enjoy putting themselves into the life of a butterfly. How they grow, what they eat, and how they protect themselves while in the pupa will interest all readers, and adults alike as well.

**C. Usage of Text**: I would use this text in the preparation or first phase of PAR. I think it would be a great text to introduce students to the life cycle of a butterfly. After reading this, it would be great to have the students pretend they were butterflies, draw a picture of themselves as a butterfly and write a few sentences about the experience as well. It would be best for the teacher to read the text, ask and answer any questions about the text during the science read aloud time since the reading level of the text is quite high. But this book will be put in the science library for any student to read during their free reading time.

**D. Readability**: The Flesch-Kincaid puts this book at a 2.4 reading level. I would say the book is at least a 2.5, if not higher. The book is lengthy, and many of the words have prefixes and suffixes attached to them, that students at that point of their second grade year may have not mastered yet. The actual text has a beautiful lyrical component to it that I do not think the reader will get if they are not really fluent readers.

**E. Reference**

9. **Melody’s Mystery - El Misterio de Melodía** by Diane Kelsay

Flesch-Kincaid Grade Level: 3.8

**A. Introduction/ summary**: This book is not only English but Spanish as well! One page is English and then the page next to it is the Spanish translation of it! This book follows Melody (a egg turned caterpillar
turned butterfly) into her journey to warmer weathers during the winter. This book has beautiful, live pictures of Melody and her life.

**B. Rationale:**

* **Reluctant readers:** Reluctant readers will enjoy looking for the Spanish translation of the English words they know. This book would be extremely beneficial if one of the reluctant readers in the class is actually an ESL student.
* **All students:** All students will enjoy the beautiful pictures in this book of Melody and her life. They will also enjoy learning the Spanish in this book as well.

**C. Usage of Text:** I would use this text during the last phase of PAR, the reflection phase. I would use it there and not in the assistance phase because this is adding another element to their learning. I would rather them have knowledge of the life cycle of the butterfly and try this text than them not know too much about it and try the text. I think many students would be more interested in learning and trying to say the Spanish than actually what is going on with Melody and her changes. I think the pictures would do a great job in accompanying the Spanish text as well. Although, this book is at a very high reading level and there is a lot going on, on each page, I think it would be best for the teacher or even better the Spanish teacher to read the book to the students. I say Spanish teacher would be best so they can properly read the children the Spanish part of the book. After the teacher read, I think this book would be great in the science library for any child to pick up and read. I feel all the students who pick up this book will not be reading the English part, but trying the Spanish part! So all the children are going to be at their frustration level trying to read the Spanish expect if there are any ESL students in the class.

**D. Readability:** I agree with Flesch-Kincaid grade scale in saying this book is at the 3.8 reading level. This book has difficult words such as mystery and pasture written in the text. Although, I think all the students will try to read the Spanish pages in this book for fun!

**E. Reference:**

10. **Time for Kids - Butterflies!** by David Bjerklie

Flesch-Kincaid Grade Level: 4.0

A. Introduction/ summary: This book is an informational book about butterflies with real pictures for illustrations. The book includes a table of contents, an index, a “words to know” section, and a section on how other countries say the word butterlfly.

B. Rationale:

* Reluctant readers: Reluctant readers will be attracted to the page- big pictures found in this book, and probably also the interesting extras found throughout the book.

* All students: All students will enjoy the extra tidbits found in the book such as How Big Do Butterflies Get, and How Far do Butterflies Fly. The pictures are great and really up close to the butterflies.

C. Usage of Text: I would use this text during the last phase of PAR, the reflection phase. I think this book would be best used as a reference book while the students are doing their mini butterfly report. Although this book is fairly high for first graders, I feel that some of them will still be able to use this book while writing their mini report.

D. Readability: Based on Flesch-Kincaid, this book is exactly on the 4.0 grade level. I think this conclusion is right on. While looking at this book with a colleague of mine, she agreed that this book was at a fourth grade reading level because of the chosen words and the flow of the book.

E. Reference:

11. Where do Butterflies go in winter? Excerpt taken from *I Wonder Where Butterflies go In Winter and Other Neat Facts about Insects* by Molly Marr

Flesch-Kincaid Grade Level: 7.6

A. Introduction/ summary - This excerpt is about where the Monarch Butterfly goes during the winter. It also discusses why it goes, and when it comes back.

B. Rationale -

* Reluctant readers - Reluctant readers would be best trying this text with a buddy, so they are not so embarrassed struggling on their own. Overall, the reluctant readers will be interested in finding the answer to the question.

* All students - As with the reluctant readers, all readers will be interested in the questions that the top of the page asks, where do butterflies go during winter?

C. Usage of Text - I would use this text during the assistance phase of PAR. It would help the students to better understand the habits of butterflies, and why they do what they do. They will also learn about how the butterflies know where to go, and how they know when to come back home.

D. Readability - The Flesch-Kincaid stated that this book was at a 7.6 reading level. I would have to agree with that. This excerpt has many large words like migration, bitter, and mountains. This text would be fairly difficult for many first graders to read, so it would have to get read to them by an adult, but it is still a good text to have in the science library for the students to practice with.

E. Reference -


12. Video - The Magic School Bus - Butterflies by Joanna Cole

Intended audience - Kindergarten to 2nd grade

A. Introduction/ summary - Ms. Frizzle and her class learn about butterflies by going to a swamp and learned about the butterfly life cycle.

B. Rationale -
* Reluctant readers - Reluctant readers would love to watch the Magic School Bus in action as it turns into a butterfly, and finds out more about a butterfly’s life.

* All readers - All readers will enjoy learning about butterflies with the help of “The Friz” and the Magic School Bus!

C. Usage of Text - I would use this video during the reflection phase of PAR. I would use it as a treat for the students for finishing up the unit on Butterflies and SOL 1.4.

D. Readability - This video’s age appropriate audience is for Kindergarten to second grade. I would agree with them on this. Before kindergarten, the children would probably not understand it, and older than second might become a little bit babyish for them.

E. Reference -
