

## The Colors and Shapes of Language 2

### Unit One

#### Butterflies

#### Activity 1 - Naming

The teacher says, "Let's name different kinds of animals that fly." [Students name.]

- b. The teacher says, "Let's name kinds of butterflies." [Students name.]
- c. The teacher says, "Let's name the stages of butterfly development." [Students name.]
- d. The teacher says, "Let's name reasons to have butterflies in the world." [Students name.]

[The teacher needs a picture of a monarch butterfly, flying squirrel, and an airplane.]

#### Activity 2 - Describing

- a. The teacher shows a picture of a monarch butterfly and says, "I want you to describe this object. Tell me the name of this object." [Students respond.]  
 "Tell me some categories or groups that monarch butterflies fit into." [Students respond.]  
 "Tell me the function of monarch butterflies. What are they for or how do you use them?" [Students respond.]  
 "Tell me the color of monarch butterflies." [Students respond.]  
 "Tell me their shape." [Students respond.]  
 The teacher shows a picture of a flying squirrel and says, "Compare this flying squirrel to this monarch butterfly. Let's compare the colors, sizes, shapes, and functions of these two objects." [Students respond.]
- b. The teacher shows a picture of an airplane and says, "I want you to describe this object. Tell me the name of this object." [Students respond.]  
 "Tell me some categories or groups that an airplane would fit into." [Students respond.]  
 "Tell me the function of an airplane. What is it for or how do you use it?" [Students respond.]  
 "Tell me the color of the airplane." [Students respond.]  
 "Tell me its shape." [Students respond.]  
 The teacher shows the monarch butterfly and says, "Compare this airplane to this monarch butterfly. Let's compare the colors, sizes, shapes, and functions of these two objects." [Students respond.]



### Activity 3 - Listening to an Expository Passage

The teacher reads the passage.

#### Everyone Should Have a Butterfly Garden

Everyone should have a butterfly garden so that they could enjoy the majesty and beauty of butterflies. You will reap many rewards if you plant a butterfly garden. Colorful flowers will adorn your yard and win you the compliments of your neighbors. If you plant the garden where the lawn used to be, you won't have to mow the grass any more. Butterflies like a variety of plants so planting a garden will bring assortment of butterflies to the area. That range of plants will reduce pesky insects and make your lawn require less maintenance.

Watching butterflies will enhance your life. They are active during the warm parts of the day and you can observe their many interesting behaviors such as "puddling" or sucking fluids from the grass after a rain. When it's warm they might rest on a rock to warm their muscles. Males often chase other males away, and females search endlessly for a proper place to lay their eggs.

Planting a garden that includes both plants for caterpillars (leafy) and butterflies (nectaring) will ensure that you will be able to have lingering butterflies and observe the life-cycle of an egg to an adult (metamorphosis). Your garden can be of any size and can include plants native to your area.

A butterfly garden is one of the best ways to observe nature in the privacy of your own backyard.

- b. The teacher asks the following questions after reading the story:
- i. What kind of garden should you plant?
  - ii. What are some of the rewards you will gain?
  - iii. Name some butterfly behaviors.
  - iv. Give two types of plants you should have in your garden.
  - v. What is the life-cycle of a butterfly called?
  - vi. Why would you like to have a butterfly garden?
  - vii. Where would you plant it?

### Activity 4 - Card Pyramid

The teacher gives each student nine index cards.

Students decide the main idea of the passage read by the teacher.

Students write "Butterfly Garden" on one index card. They place this card at the top of their desks.

Students brainstorm supporting ideas - benefits of a butterfly garden, butterfly behavior, plants.

Students write each supporting idea on a separate card. They place these cards in a row under the card marked "Butterfly Garden."



Students brainstorm details about the supporting ideas. They write the details about each supporting idea on separate cards.

Students place these cards in a row under the row of supporting ideas.

Students name the main idea. They name the supporting ideas. They name the details.

Students number the cards. Main idea - 1; Supporting idea - 2; Details about that supporting idea - 3; Supporting idea - 4; Details about that supporting idea - 5; Supporting idea - 6; Details about that supporting idea - 7; Supporting idea - 8; Details about that supporting idea - 9.

Students collect the cards in numerical order and place a rubber band around them.

#### Activity 5 - Summarizing the Passage

Students take their pack of cards.

Students work in pairs.

Using their cards, each student in a pair takes a turn summarizing the passage about butterfly gardens.

Students place their cards in numerical order and place a rubber band around them.

#### Activity 6 - Writing

Students lay out their cards in a pyramid.

Using the cards as an outline, students write a summary paragraph about butterfly gardens.

The summary paragraph should have 1/3 the number of words as the original paragraph (229 words).

#### Activity 7 - Editing

a. Students edit their summary paragraphs. If they have more than 60 words, they need to decide which words can be eliminated.

#### Activity 8- Writing

a. Students write a persuasive paragraph using this prompt: Gardening is a good hobby.

b. Students use the following outline to write the paragraph:

Sentence 1 - State an opinion.

Sentence 2 -Give a reason.

Sentence 3 -Give an example.

Sentence 4 -Give a reason.

Sentence 5 -Give an example.

Sentence 6 -Give a reason.

Sentence 7 - Give an example

Sentence 8 - Restate your opinion.

#### Activity 9 - Editing

a. Students edit paragraphs using the outline.

b. Students share their paragraphs.

