

Comprehension Instruction: Anchor, Read, Apply

Book of the week: The Butterfly Life Cycle

Level: Early Grade 2 (RAZ K)

Monday:

Purpose for reading: We are going to make a list of what we know (K) about the life cycle of a butterfly, what we want (W) to know, and what we want to Learn (L).

Anchor: Before beginning the KWL, discuss what a life cycle is. Frog life cycle is egg, tadpole, frog. The butterfly life cycle is different.

Now start the KWL chart:

K: What do you already know about the butterfly life cycle? (Make a list)

W: What do you want to know about the butterfly life cycle? (Make a list)

Remind students of the purpose for reading – checking what we know, what we want to know and thinking of new things we've learned

Read: Read the book

Apply: Complete the KWL table, checking off the K and W and adding the L.

Tuesday:

Purpose for reading: Identify which of these details are important details from the book:

1. There are four stages in the butterfly life cycle: egg, caterpillar, pupa and adult
2. When the butterfly comes out of the shell, it has wet wings
3. A caterpillar is hungry and eats all the time
4. A butterfly has two pairs of wings

Anchor: Talk about which things about the school are important:

1. Our school has students
2. Our school might have a spider in it
3. Our school has a library
4. Our rooms have floors, ceilings and walls

Remind students of the purpose for reading

Read: Read the book

Apply: Discuss the purpose, talking about which details are important and why



Wednesday:

Purpose for reading: Read to identify whether this book is fiction or non-fiction and which parts of the book tell you it is a non-fiction book

Anchor: Have a fiction and a non-fiction text available and look at them and talk about the different parts of the two types of books.

Remind students of the purpose for reading

Read: Read the book

Apply: discuss the purpose verbally

Thursday:

Purpose for reading: Read to decide which of these describing words apply to a butterfly and which ones don't:

Wonderful, disgusting, stinky, beautiful, yummy, small, soft, angry, loud

Anchor: Talk about describing words and which of them can be used to describe a dog:

Big, friendly, small, angry, quiet

Remind students of the purpose for reading

Read: Read the book

Apply: discuss the purpose verbally

Friday:

Purpose for reading: Read to write a report on the book. Write about something that you learned from the book this week.

Anchor: Discuss something that you have learned from the book and write about it using an appropriate writing level in your mini-lesson e.g. one good sentence.

Read: Read the book

Apply: Have students write to the purpose

