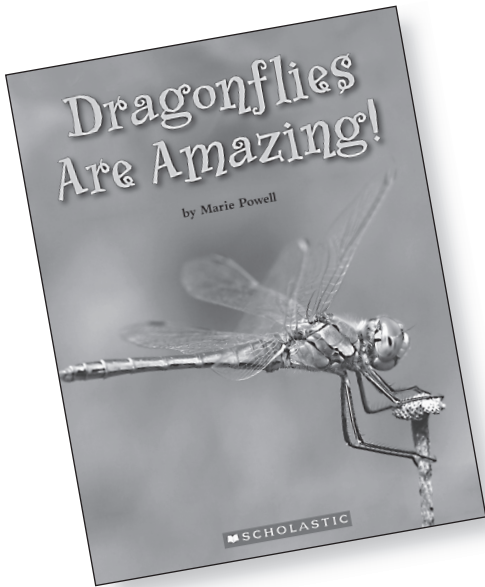


Dragonflies Are Amazing!



Written by Marie Powell

Text Type: Non-fiction: Description — Report

Guided Reading Level: O

Summary: Interesting facts about dragonflies are presented through text, photographs, cartoons, and charts. Topics include: folklore, food, appearance, habits, life cycle, and habitat.

Text Features

- ▶ table of contents
- ▶ headings
- ▶ captions

Visual Literacy

- ▶ labelled diagram (life cycle)
- ▶ cartoons, illustrations, and magnified photographs

Text Supports

- ▶ photographs and illustrations support the text

Possible Text Challenges

- ▶ specialized vocabulary and multi-syllabic words
- ▶ labels

First Session (pages 3-9)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ determining meaning of subject-specific words

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ analyze text and illustrations to find facts
- ▶ infer information from the text and illustrations
- ▶ determine word meanings

Oral Language Opportunities

- ▶ discussing with a group
- ▶ listening to others



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Read the title, author name, and back cover text. Ask if students have ever seen a dragonfly and, if so, have them share what they observed or learned about it.

Text features

Overcoming Text Challenges

Tell students there's a page in this book that helps the reader find information quickly. Direct them to the Table of Contents on page 2. Discuss information the reader can obtain from this page. Ask, *What do you think the numbers mean?* Connect the headings in the text to the items in the Table of Contents. Discuss how students could use a Table of Contents. Ask, *Where would you expect to find information about what dragonflies look like, what they eat, and where they live?*

Visual literacy

Preview the layout of the book by having students look at pages 3–5. Direct students' attention to the WOW! facts and ask, *What do these captions tell you about dragonflies? Why do you think the author chose to have some information shown in a cartoon and some shown in photographs?*

Language predictability

Direct students to page 5 and the term *Odonata*. Explain that there are several words in the book that may require them to use picture and word cues to figure out their meanings. Read the heading, WOW! fact, and first paragraph together to solve the meaning of *Odonata*. Remind them to use picture and word cues when they come to words they do not understand.

Analyzing

Setting a Purpose

Tell students the purpose of reading is to learn facts about dragonflies. As they read this book up to page 9, remind them to use the text and illustrations to find facts about dragonflies.

Give each student three sticky notes to place where they find a dragonfly fact in the text. After the reading, all facts about dragonflies will be written on a chart.

ESL Note:

Give students the choice of writing down the main idea for reporting. Using a graphic organizer with the main headings "Folklore," "Food," "Appearance," "Habits," and "Habitat" may help focus the main ideas.



DURING READING

Tell students to read the book independently, thinking about their purpose for reading.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, and comprehension. Note students' ability to decode unfamiliar words and any difficulties they encounter. Provide prompts

encouraging students to look for word parts they know, as well as clues in the photographs and illustrations. For example, ask, *Do you see a word inside this word that you know? What word would make sense here? Do any of the illustrations help you with the word? Try reading ahead. Does the word sound right in the sentence?*

Check students' understanding of inferring by having them read page 3 and asking, *What might have made people think dragonflies look like "fierce dragons"?*

Encourage students who finish early to reread pages 3–9 and identify the challenging words they were able to solve and understand.

Teaching Tip: It is important to jot your observations on a Group Monitoring sheet. These notes inform your teaching and help you keep track of developing reading strategies.



AFTER READING

Analyzing Write the headings from pages 3–9 on chart paper. When all students have finished reading the text, have them revisit the specific pages of the text to locate the facts indicated by the sticky notes. Record the facts under the correct headings on the chart.

Inferring Direct students' attention to the list of nicknames on page 5. Ask students why they think the dragonfly might be called some of the names, for example, *Why do you think the dragonfly got the nickname "Clacking Stick?"* Some names might require clarification from another source, such as a dictionary, to determine meanings (e.g., *hobgoblin, invincible*).

ESL Note: Review the process of looking up a word in the dictionary.

Word solving and building

Select a few challenging words (e.g., *amazing, fascinated, fierce, ferocious, Antarctica, jewellery*). Ask students what strategies they used to work these out, referring to the text if the strategy involved visual cues.

Point out positive reading strategies you observed during the lesson. For example, *I noticed Mario studying interesting to see if there were any parts of the word he knew. He found interest and he found the "-ing" ending. When he blended them together, he could read the word interesting.*

Tell students they will be finishing the story in their next Guided Reading session to find out other facts about dragonflies.

Second Session (pages 10–16)

Reading Strategies

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ using word parts to read unfamiliar words
- ▶ determining meaning of subject-specific words
- ▶ breaking down compound words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations to find facts
- ▶ synthesize to determine main ideas and supporting details
- ▶ read unfamiliar words
- ▶ interpret text features (diagrams and labels)
- ▶ understand compound words

Oral Language Opportunities

- ▶ describe text features
- ▶ offer an opinion



BEFORE READING

Making connections:
text to text

Activating and Building Prior Knowledge

Review the purpose for reading in the first session—to find facts about dragonflies. Read over the Dragonfly Fact Chart to review the text.

Text features

Overcoming Text Challenges

Preview pages 10–16, noting the headings, photographs, illustrations, and labels on each page. Make a statement to model for students what can be learned from each feature. For example, *In the photograph on page 11, I can learn that the adult dragonfly lays eggs in shallow water.* Ask students to describe what they can learn from each feature on pages 10–16.

Word solving and building

Write the word *nymph* on the board and ask if anyone can tell you what it says. If not, explain that it is the second stage in the life cycle of a dragonfly. Point out that the “ph” sound is pronounced as an “f” and that the “nym” part rhymes with “dim.” Help students blend the two sounds together to read *nymph*. Remind students to use strategies such as chunking words to solve unfamiliar words, and to think aloud as they do so.

Analyzing

Setting a Purpose

Tell students that the purpose of reading today is to learn about the life cycle and habitat of dragonflies. Remind students to read the text, captions, and illustrations on pages 10–16.



DURING READING

Tell each student to read independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer

prompts such as, *Do you see a word inside this word that you know? Do any of the illustrations help you with the word?*

Check students' understanding of synthesizing by having them read page 13, then asking them to provide a brief summary of how the nymph eats.

Note students' strategies when solving words and any problems they encounter.

Encourage students who finish early to reread the entire story independently or with a partner.



AFTER READING

Analyzing

Discuss the life cycle of the dragonfly. Write the three stages: "Egg," "Nymph," and "Adult" as headings on the board. Have students share facts they read from the story and add these to the chart under the appropriate headings.

Sequencing/visual literacy

Look at the life cycle on page 10 and read the chapter title with students. Ask, *What do you think the arrows mean? Why do you think every illustration has an arrow leading away from it?* Elicit information about the cyclical nature of the life cycle.

Synthesizing

Have students explain the most interesting thing they learned about dragonflies.

Word solving and building

Ask students if they found any words challenging during their reading, and how they were able to figure them out. Point out positive reading strategies you observed during the lesson. For example, *I noticed that when Sara came to the compound word wetland, she covered up land, sounded out the first part, wet, and then read the two parts together.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner. Have them share with a group or partner the most interesting things they learned about dragonflies.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Did you know . . . ?

Analyzing

Review the information on the back cover of the book with students and discuss the "Did you know" facts. Write "Did you know" on the board and have students share facts from their reading that could be added to complete the sentence. Then have students write their own "Did you know" sentences. Have students share the facts with their classmates.

Teaching Tip: Gather the “Did you know” pages together to create a *Did You Know?* book. The book can then be taken home by students and read to family members.

Word solving and building

Making a glossary

List some multi-syllabic words and terms from the book on chart paper or the board, such as: *Odonata*, *antennae*, *compound eyes*, *flight muscles*, *thorax*, *abdomen*, and *exoskeleton*. With the class, read each word and clap the syllables one at a time.

Text features/analyzing

Creating captions

Ask students to select three photographs from the text. Provide them with a copy of the first BLM and ask them to sketch each photograph, then write a sentence to tell what they learned about each topic shown.

Synthesizing

Life cycle

Have students look at the diagram of the life cycle of a dragonfly on page 10. Ask them to sketch the three stages onto the second BLM, then write anything surprising that they learned about the cycle. Encourage students to share their findings with a partner.

Creating Captions

Name: _____

	<p>I learned that</p> <hr/> <hr/> <hr/> <hr/>
	<p>I learned that</p> <hr/> <hr/> <hr/> <hr/>
	<p>I learned that</p> <hr/> <hr/> <hr/> <hr/>

Close-up on a Cycle

Name: _____

Draw pictures and write labels to show the life cycle of a dragonfly.

