

Reading Comprehension Sample Lesson:

Strategy: Summarize and Synthesize

Lesson: Synthesizing Our Thinking in Fiction

Grade 2, Apryl Whitman, Teacher, Arden Elementary School, Columbia, SC (Richland One School District)

(T=Teacher, S = student)

Segment	Transcript
<p>CONNECT AND ENGAGE</p>	<p>T: Ok, let's sit criss-cross, put our pencils down in front of us, take a deep breath in, let it out, and let's get focused. Today I have a really, really cool story to share with you guys. Yes, what is the title of this story?</p> <p>S: Butterfly House.</p> <p>T: Butterfly House. And what's cool about this story is I think you're really going to be able to connect to it, you're going to be interested in it because it's about butterflies. And what have we been learning about in class?</p> <p>S: Butterflies.</p> <p>T: And an interesting fact is that the butterfly in this story is the same type of butterfly we have in our classroom – well, it will be in our classroom very soon. What kind is it?</p> <p>S: Painted Lady.</p> <p>T: A painted lady. So that's why I chose this story because I thought you'd be really interested. Now, before I go on, it is about a little girl, and she finds a caterpillar. She found the larva outside, and she takes it inside and she makes a special house for this</p> <p>S: A house?</p> <p>T: Yes, a house. A special house for this caterpillar. So I'm thinking to myself, how do you make a house – yeah – for a caterpillar? Think about that for a second, don't talk, put it in your head, think about it – how do you make a house for a caterpillar. Turn to a partner, 3, 2, 1. Talk to your partner. How would you make a house for a caterpillar?</p>
	<p>(Students are turning and talking) T: You were really surprised when I said a butterfly house, right. So how would you make a house for a butterfly?</p> <p>S: I don't know.</p> <p>T: You don't know! Well, what would you make it out of? What are you thinking?</p> <p>S: A tank?</p> <p>T: Like a tank? Ok.</p> <p>S: And put some food in it.</p> <p>T: Put some food in it. It would need some food, right.</p> <p>S: And I'd put a stick</p> <p>T: A stick. Why would you put a stick in there?</p> <p>S: So it can grow into a chrysalis.</p> <p>T: Why does it need a stick to grow? What does it do on the stick?</p>

Segment	Transcript
	<p>S: It crawls T: It can crawl. S: Put its silk on it for the chrysalis. T: Oh, so it could use the stick to attach the silk so it could turn into a chrysalis, Ok. 3;50 So we would need food, we would need a stick, what else would you put in there. S: A rock T: Maybe some rocks, to make it look like what – outside a little bit? S: Some flowers T: Ohhh. Fantastic. That would make a beautiful butterfly house.</p>
	<p>T: Let's face forward, 3, 2, 1. Oh, I heard some great thinking, thoughts, and you were kind of shocked at first. When you think about making something for a butterfly to live in we wouldn't necessarily call it a house, would we? S: Maybe a home. T: Well, house or home is the same thing, aren't they? It's where it's going to live, right? Right here in this group, we were talking about the different things we would put in our house. You would need a container, right, and Javier said a tank, but you would need something to put it in. And then we were talking about the different type of food you would put in there. You would need flowers – they have what? Nectar. And the caterpillar would need – what? S: Leaves T: Leaves S: Mallow plant T: We might need a mallow plant, because we know it's a painted lady, so a mallow plant.</p>
	<p>T: Well, today in our story – it is a fiction story, but it's going to include some of these facts that you were sharing with me. There's going to be some information and some things that you might learn from listening to this story. But since it is a fiction story, what may happen when we start reading it, is we may think one thing and then as we keep going, our thinking – S: changes T: might change, right? And we keep going, and it might change a little bit more, just like we were doing with our fables. Remember when we were reading our fables last week? S: It was fiction but it taught you something. T: It was fiction, but it taught us something, didn't it? It kind of had that lesson at the end. Remember The Lion and The Mouse. At the beginning of the story, I was thinking that the lion was just going to eat the mouse, right – mice. T: So I kept reading, and what happened to my thinking? S: (all together) It changed. T: It changed. I was like, whoa, hold on for a second, I'm thinking it's about a lion just helping a mouse, but</p>

Segment	Transcript
	<p>then I kept reading, T____, and I learned that the story was all about being kind and how help can come in all sizes. So just like we were doing with our fables, that's what we're going to do today. We're going to think about our thinking; we're going to notice how our thinking changes, and at the end, we're going to talk about, what was the big idea? What was the big idea of this book when I get done. All right?</p>
<p>MODELING</p>	<p>T: (reading) "I carried it inside, safe on a wide green leaf...and soon would be a butterfly." And look, doesn't that look like our caterpillars that we had? Um hum. "We laid the larva on thistle leaves, inside an empty jar."</p> <p>T: So, you know just in these couple of pages, I'm really thinking something. I'm thinking that the story is going to be about just two people who really like nature. The grandpa said that he raised a butterfly himself, right</p> <p>S: When he was like her age</p> <p>T: When he was little. So I'm thinking he really likes science, and nature, and watching things in nature and he's kind of passing that down to his granddaughter. That's my thinking right now. So what I'm going to do is I want to record my thinking. I don't want to let go of that, because I want to see how it grows throughout the story. So I'm going to record it on my chart, just like I did on this chart (points to fables chart). And you notice something on my chart – what do you notice?</p> <p>S: (comments) life cycle</p> <p>T: I've got some details, and I've got a life cycle on here. I'm starting off with my caterpillar, and then I'm going into my chrysalis and my pupa, and then I'm going to a butterfly. Just like the caterpillar changes, so is my thinking going to change.</p> <p>S: Yeah, like, first it was small, then it was still a butterfly, then it got, Q___ thought it was on top of the little thing, then it was turning into a pupa</p> <p>T: So it's changing, isn't it, as time goes by, it's changing. All right, my sentence starter says, "At first I am thinking, "the story is about two people who really like nature." And animals are – I heard you say animals, animals are part of nature, so they like everything outside.</p> <p>T: Now, what are you guys thinking? Turn to a partner real quick. Just share, real fast. (students turning and talking)</p> <p>T: (reading) Up in his room, we found a box</p> <p>S: Oh (reacting to picture)</p> <p>T: It's just a close-up view. "I cut a window in its side, then covered it with a screen, so I could look inside and see my larva looking back at me. What would she see? A human face, so big and scary?" Kind of like A____ did, she was like, "Whoa!" That's probably how the caterpillar felt, right!</p> <p>T: (reading) I want it pretty til she goes, I said, so grandpa and I drew flowers on colored paper, cone</p>

Segment	Transcript
	<p>flowers, purple, blue, and marigolds</p> <p>T: (reading) “We glued the painted flowers inside the box, so it was bright with color. Made a sky above, the lid all blue with small white cotton clouds, and green with tops of trees that seemed to sway in soundless air.” Man, you know what, my thinking has changed again. You know, at first, I thought it was just going to like science, and how they loved nature, and they loved animals and how to take care of them, but I’m thinking now it’s a little bit more about making things special for things you love. She’s really taking some responsibility for this tiny little insect. This thing is tiny, she’s going above and beyond –</p> <p>S: overboard</p> <p>T: Almost overboard, she’s making the home really, really pretty, isn’t she? She’s making sure it has all the things in there that this little tiny caterpillar is going to need.</p> <p>T: She didn’t just throw it in a jar and say, here, here’s some leaves, survive. She really made a point to make it nice, didn’t she?</p>
	<p>T: I want to put my thinking down now because it’s different from this thinking, and it’s changing a little bit, isn’t it. So I’m going to record my thoughts. So I’m thinking now that it’s about really taking care of things you’re responsible for, yeah, for the animals, she’s being responsible and caring for things in nature. So now I’m thinking the story is about taking care of the things</p> <p>S: you love</p> <p>T: You love, yeah. (writes) Your thinking might be different from mine, and that’s OK, so I want you guys, stop for a second and let’s think. How’s my thinking changed right now? What am I thinking this story is about now that I’ve heard this story? Turn to the same partner, and talk about your thinking now.</p>
	<p>(Students turning and talking) S: They is an artist too, you know because of how they draw the little house (and it looks really good</p> <p>S: I’m thinking that she is drawing that stuff for a little tiny caterpillar because she wants her caterpillar to look pretty and so when it turns into a chrysalis, she wants it to like be a pretty butterfly like ours are gonna be - like a pretty butterfly.</p> <p>S: What color do you think the butterfly is going to be? Is it going to have stripes, or is it going to be like a regular butterfly with the wings a little brownish color?</p>
	<p>T: Q_____, would you mind sharing with everybody what you shared with all of us while I was back there?</p> <p>S: I thought it was about love, passion, and thinking that animals are special.</p> <p>T: They are special.</p> <p>T: Now that word passion, when you say I think this story is about her passion – when you say passion, what do you mean? Can you share an example with the--, like what your passion is?</p> <p>S: It means that you really love something.</p> <p>T: You really love someone or something, right? Cause, you shared with me what your passion was?</p> <p>S: I said, baseball.</p>

Segment	Transcript
	T: Your passion is baseball. So Q___ was thinking the story is going to be about this little girl's passion, and how taking care of butterflies, and taking care of animals, may be her new passion, right?
GUIDED PRACTICE 1	<p>T: Fantastic. I'm loving all these feelings and thoughts. What we're going to do, is – good readers always track their thinking, they write it down so they can go back and look at their thinking and see how it changes. You're going to record your thinking. This chart kind of looks like mine. It's got our three sections, what were you thinking at first, what are you thinking now – just now when we were talking, and what are you thinking towards the end. And what do you notice –</p> <p>S: The life cycle</p> <p>T: The life cycle of the what</p> <p>S: Butterfly</p> <p>T: So just as the butterfly changes, what is your thinking doing?</p> <p>S: Changing.</p> <p>T: (handing out clipboards) Start in the middle first, what are you thinking, right now</p> <p>(S. writing on clipboards)</p>
	<p>T: (reading) "I made a curve of rainbow, like a hug, to keep her safe." She really does love this caterpillar, doesn't she?</p> <p>T: (reading) "And I watched my larva change." We've done that, haven't we? (beginning of page) Ohhh! What's happening!</p> <p>S: Chrysalis!</p> <p>T: Chrysalis! "My grandpa knew...hidden from the world." Isn't that pretty cool! It looks just like the chrysalis we saw on Friday, doesn't it?</p> <p>S: It looks like it's hanging from the sky.</p> <p>T: It does look like it's hanging from the sky, isn't it?</p>
	<p>T: (reading) "Cry if you like, he said. We understand." Man, I know how she feels. I feel a little sad right now. Do you feel a little sad? I feel sad because I know how she feels to have to let go of something that you really, really – yeah, you took care of and you really love. Like the Legend of the Blue Bonnet, yes, that's a great connection, D___, because what does she have to let go of?</p> <p>S: Her dog</p> <p>T: Her dog. And in this story, she's having to let go of this animal that she's raised. So my thinking's changed again, you guys. Sometimes, you have to let go of the things that you really love, don't you. And it's sad at one point, but you're happy because the butterfly's going to be happy, right? The butterfly gets to go fly free. So even though she's sad, she knows it's a happy time in the butterfly's life. So I'm thinking that the story is all about letting go of the thing you love, and that it might be a little sad, but it's a good thing, isn't it?</p> <p>T: What are you thinking the story is about now? How has your thinking changed? (Students turn and talk)</p>

Segment	Transcript
	<p>S: The author is trying to teach us like, to be, like we had caterpillars and she said to take care of it to have a life.</p> <p>T: OK, So, you're thinking maybe it's all about providing a good life?</p> <p>S: (nods)</p> <p>T: for the things that you really love? OK, And you started off saying the author is trying to teach us – what do you think the author might be trying to teach us?</p> <p>S: To let go of something, like to let go of –</p> <p>T: Something you love?</p> <p>S: (nods)</p> <p>T: So it can have a better life? So you can add your two thoughts together? Letting go of things you love, so it can have --</p> <p>S: A better life.</p> <p>T: A better life.</p>
	<p>T: You know I'm really noticing what you're doing a great job of? What's this big word up here?</p> <p>S: Synthesize</p> <p>T: Synthesize – I can't even say it now! Synthesizing! That's a big fancy word like a tongue twister. Your thinking is changing! I've noticed that at first our thinking was kind of basic – it's about nature and animals. You thought about your thinking, and you wrote down that now it's more about loving and caring, but you're getting to the end, and your thinking has synthesized into something completely new, an overall meaning.</p> <p>D___, will you share with us what you wrote in the last section of your paper?</p> <p>S: At the end I was thinking that you have to let go of the things you love. The girl did the right thing by letting the butterfly go.</p> <p>T: Why did she do the right thing?</p> <p>S: Because the butterfly had to be free so she could fly around.</p> <p>T: It has to be free so it can fly around and it can live its life, and who added in that it has to start the process all over again – someone shared about –</p> <p>S: Me</p> <p>T: Yes, the life cycle. Go ahead, what did you write on yours?</p> <p>S: The butterfly has to be free so it can survive and lay its eggs and start over again.</p>
<p>GUIDED PRACTICE 2</p>	<p>T: (shows illustration on next page in book)</p> <p>S: Ohh! She got older</p> <p>T: Is that her? Oh, let's see. I didn't expect this, to see her later on in life. I wonder what this has to do with the story.</p>

Segment	Transcript
	<p>T: (reading) "Now every spring the Painted Ladies come...cling, as though I'm a flower myself." Now, I can see, just from your reactions when you saw this, your minds were already going crazy. You're thinking something totally new now, aren't you? I want you to turn to a partner and share what are you thinking right this second?</p> <p>(S turning and talking)</p> <p>S: To love butterflies and to have a butterfly farm so that all the butterflies can come back and she can see all the butterflies when she was little all the butterflies are her family.</p>
	<p>T: C____, would you mind, I kind of heard you from the corner of my ear, can you tell everyone what you were telling T____? It's OK, whatever you were telling him, just tell us.</p> <p>S: (pauses) She might -</p> <p>T: You were talking about how she might start doing this again. What did you mean by that? What would she be passing down? T____, you want to help her out, you want to share what you guys were talking about?</p> <p>S: Ok, that she might pass it down what she did to her little cousin so her little cousin can do it too, and when the little cousin get older, it will keep going.</p> <p>T: And you compared it to a what? A life cycle, didn't you? He compared it to a life cycle, a tradition, like the butterfly life cycle, that passion is going to keep getting passed down.</p>
	<p>T: (reading) We visit her each spring, to give her back the love she gave to us so long ago. It's not a mystery to me. I think I know." And that's the end of the story.</p> <p>S: (clap)</p> <p>T: I know, that's a clapping story isn't it? (All clap).</p> <p>T: Now, that ending was so powerful, wasn't it. I mean, from the beginning of the story, from us just seeing her collect a little caterpillar, and it just changes so much at the end. At the end, we have this magical story, this message that the author is secretly trying to tell us, and our thinking synthesized so much throughout the story. It just kept changing because the story was changing. And so much love at the end.</p> <p>T: Now you clapped at the end of the story, didn't you. Why did you clap?</p> <p>S: It was a happy story.</p> <p>T: It was a happy story. It made you feel something didn't it. It made you feel something, whether you connected to it, or you really enjoyed it. Now what I want you to do in a second, you're going to turn and talk to your partners about your final thoughts. What the big idea of the story was.</p>
	<p>T: What were you thinking, N____?</p> <p>S: I was thinking that she made a garden so they could survive and she wanted to see the Painted Lady.</p> <p>T: She wants to see them. Why does she want to see them?</p> <p>S: Because when she was little, she did get to see it, when it was a caterpillar. But I think she didn't know how it looked when it turned into a butterfly.</p>

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	<p>T: Let's look through here real quick. She gets to see it when it's a butterfly, because remember, she release it. So sees it coming out of its chrysalis. So she gets to see it, so why do you think she's making –</p> <p>S: I think she's making it cause she loves butterflies.</p> <p>T: She loves butterflies so much, doesn't she? So maybe the book's about – sharing what she really loves? And taking care of it?</p> <p>S: And I think when she dies, it's going to go to the next person, and when they die, it's going to go to the next person.</p> <p>T: Keeping it in the family? Sharing her passion with others? OK, jot your thoughts down.</p>
<p>INDEPENDENT PRACTICE</p>	<p>T: What we're going to do, S___, is we're going to take that final thought that's on the back of your paper, kind of like your overall thinking, what is this book all about, what can we walk away with, what can we learn from this. I want you to jot that down on this.</p> <p>T: So I'm thinking the story is about --- and then writing what you're thinking the whole story is about. If you want to draw first, then write, that's fine; or write first and then draw, that's fine. But you can find a quiet spot in the room take this sheet with you and your clipboard so you have your notes, and I want you to write down in complete sentences this time what you think the whole story is about, taking all of our thinking, all of this synthesizing that we've been doing, and putting it in one overall meaning. Now, if you're ready to go, I'm going to send you out. If you're not ready to go, if you still need maybe some more talking, discussing, you're not quite sure, not quite ready, I'm going to ask you to stay on the carpet.</p>
	<p>S: I think the story is about taking care of butterflies.</p> <p>T: And is it just taking care of butterflies?</p> <p>S: Oh, and sharing your passion</p> <p>T: It's about sharing your passion with others. There you go. I can take that and I can apply that anywhere else in life – sharing my passion with others. If you really like to draw, you can learn something from this: I need to share drawing with other people, because it's something I really love.</p> <p>T: (to girl) What are you going to write? What do you think the whole story is about?</p> <p>S: Kind?</p> <p>T: Being kind. Being kind to what? Just butterflies? What do you think Eve Bunting is trying to tell us? It's about being kind to what?</p> <p>S: Butterflies</p> <p>T: You think just butterflies? Or maybe being kind to –</p> <p>S: Animals?</p> <p>T: Animals.</p> <p>S: And helping them?</p> <p>T: And helping them and helping things you really love? So being kind and helping animals? All right, so what would your sentence look like? This story is about – what?</p>

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	<p>S: I think this story is about kindness T: I like how you said “kindness” – and S: helping animals. T: Helping animals. There you go. You got your sentence. Got it? I’ll be over there in a minute.</p>
	<p>S: (reading to teacher) I think the end of the book is about you shouldn’t let anything happen to nature because nature will thank you for it. T: Oh, I didn’t even think about that, that is fantastic. Why did you think this? What made you think this? S: Because in the book, the little girl, when she was young, she really liked nature and she cared for nature and when she was older, nature came back and helped her in her garden. T: That’s fantastic. You know what that makes me think of. What’s that fable we read, if you do good, good comes back to you, and if you do bad – oh, The Wolf in Sheep’s Clothing, if you do bad, bad comes back to you – but if you do good, good comes back to you, doesn’t it?</p>
	<p>T: I see you’re making a beautiful butterfly. Can you share this with me? S: I wrote, now I’m thinking it’s to care about other things so it can not die and some butterflies can look like something bad to eat. T: OK, they can. I’m glad you know this fact. Does this fact that you already know have to do with what Eve Bunting was trying to teach us? The overall meaning that was in the story? S: (pause) T: It’s an important fact, we should know it right? We’ve learned it, but do you think it goes with our thinking about the whole book? S: (starts to erase) T: Talk to me. You don’t have to erase. Do you think it goes with our overall meaning of what Eve Bunting was trying to teach us? S: (shrugs shoulders) T: Was she talking about caterpillars being poisonous because of how they look? S: (shakes head no) T: No, she wasn’t. So do you think that applies to our overall meaning? S: (shakes head no) T: It’s a good fact to know, right, but it doesn’t go with our overall meaning. So – do you think we should erase it? S: No, I just want to erase this because I just knew the fact. T: You just knew the fact so you just wanted to share it. And that’s fine, you can share it, maybe during our share time. I knew this as well. But when it goes to our overall meaning, maybe it doesn’t belong, does it? OK, go ahead and take care of it.</p>
	<p>S: (reading from his paper) It was caring, love, patience. It was about more than butterflies. It is about love, passion, and caring. People and life cycles and it was about flowers. T: Oh, it was. There’s a lot going on here – caring, love, patience. I like that you said it’s about more than</p>

Segment	Transcript
	<p>butterflies. Right. Yes, she was telling us a story about butterflies, but she wanted us to learn a little bit more, didn't she? She wanted us to learn about what?</p> <p>S: love, passion, and flowers.</p> <p>T: And flowers, and maybe about flowers and not just flowers, but the things that she loved, didn't she, and flowers was one of them. Fantastic.</p>
	<p>T: Oh, you labeled it, I love that you labeled it and made a diagram. That's fantastic. Where have you seen that before?</p> <p>S: When I was little.</p> <p>T: When you were little? Did you see that in a book?</p> <p>S: (nods no)</p> <p>T: You didn't? Where did you see all that labeling before?</p> <p>S: In my head.</p> <p>T: In your head, oh, that's fantastic.</p>
<p>SHARING</p>	<p>T: You guys are fantastic synthesizers. You are synthesizers! Your thinking was changing. Do you notice the connection between how a butterfly changes and how our thinking changes? Did you kind of see that a little bit?</p> <p>S: Yes, like when the caterpillar changes, our thinking changes.</p> <p>T: Kind of like on our graphic organizer, as that caterpillar was changing, our thinking was changing throughout the story, wasn't it. And you learned something new at the very end. Now I would like just a couple of people to share their final thoughts and what they learned from this story, and remember, when you get done sharing, you can ask people what?</p> <p>S: Questions, comments or connections.</p> <p>T: Very good. And let's do two people, if they have a question, comment, or connection. Put your hands down. D____, would you mind sharing nice and loud what you were thinking.</p> <p>S: I think that the story is about that you shouldn't let anything happen to nature because nature will thank you later. That's why the butterflies came into the girl's garden when she was older.</p> <p>T: Did you hear what she said, X___? OK</p> <p>S: Does anybody have a question, comment, or connection?</p> <p>S: S_____</p> <p>S: I got a question. I mean, I got a comment. I like the way that you wrote your sentence and how you explained it.</p> <p>T: And what do you mean by the way she explained it?</p> <p>S: I mean when she said if you're nice to nature, it will be nice to you.</p> <p>T: Kind of like that lesson in there, like in our fables, she kind of came up with a lesson. So he likes how you found that in the story. You can pick one more person.</p>

Segment	Transcript
	<p>S: Q_____</p> <p>S: I have a connection.</p> <p>T: Tell her.</p> <p>S: My grandma used to have a garden and then the butterflies always used to come and leave their nectar, so I used to (inaudible)</p> <p>T: So she cared for nature as well. So what D_____ was saying is that what she thought the story was about is that you should take care of nature, because just like the butterflies came back to the little girl and helped her out, when you do good for nature, when you do good for other things, what happens to you?</p> <p>S: They do good things.</p> <p>T: Good things come back to you. So I like how D_____ kind of found a little hidden message that Eve Bunting was trying to teach her.</p>
	<p>T: Can I have – M___ – would you want to share? What are you thinking? Do you want me to share it for you and then you can ask people if they have questions, comments, or connections?</p> <p>S: (nods yes)</p> <p>T: OK. Slide it down.</p> <p>T: (reading) I think the story is about loving, and caring, and sharing your passion with responsibility. The book was also full of life cycles. It's about nature and science, family and gardens, and butterflies. And then overall he wrote, really big, "nature."</p> <p>S: Does anybody have a question, comment or connection?</p> <p>T: Question, comment, or connection for him?</p> <p>S: A_____</p> <p>S: I like the way that you said that the story was about loving and taking care.</p> <p>T: And didn't you also have a connection to that because what did you think the story was about?</p> <p>S: Um, this story was about loving and caring.</p> <p>T: So you can make a connection to M___'s response because you thought the same thing, didn't you. Fantastic. Do you want to pick one other person? Does anybody have a question or comment or connection?</p> <p>S: D_____</p> <p>S: I have a comment. I like the way that you had at the end you wrote nature.</p> <p>T: Why do you like that?</p> <p>S: So people know that you were writing about nature.</p> <p>T: So the overall thing was about nature, and you agreed with that as well.</p> <p>T: Now, I have a quick question for everybody. Did you learn something from this story?</p> <p>S: Yes.</p> <p>T: You did, you learned something? I didn't think you could learn new things from fiction stories. I only</p>

Segment	Transcript
	<p>thought you learned things from nonfiction. So we learned something today from fiction?</p> <p>T: You did? What did you learn? Real quick.</p> <p>S: Care for others.</p> <p>T: Care for others. You learned something. Can you take that and go about the rest of your day and know that you need to care for other people now? Yes. Did anybody learn anything different? What did you learn? I see you shaking your head.</p> <p>S: I learned about taking care of butterflies.</p> <p>T: How do take care of butterflies. Did any of you learn anything that you could do to take care of a butterfly now? Did you learn any facts? What did you learn?</p> <p>S: That you can make it feel at home when you draw stuff around them.</p> <p>T: OK, adding details, bringing nature in.</p> <p>T: N___, what were you going to add?</p> <p>S: I was going to add that you could take care of butterflies by making a garden.</p> <p>T: Making a beautiful garden! So she learned that you can plant certain flowers and what's going to happen?</p> <p>S: Different types of butterflies are going to come.</p> <p>T: Different types of butterflies are going to come.</p> <p>T: Do you think we could research more information about a butterfly garden?</p> <p>S: Yes!</p> <p>T: We could find out kinds of plants we could plant to attract butterflies?</p> <p>S: Flowers.</p> <p>T: What kind of flowers we could plant, because in the story, it talks about the different flowers that will attract the Painted Lady! Isn't that fantastic? Did you learn about what maybe we could put in our butterfly home when our butterflies are ready? Did you learn anything? What could we put in our butterfly homes when they become butterflies?</p> <p>S: Flowers</p> <p>T: We could put flowers. What else?</p> <p>S: Nectar</p> <p>T: Nectar, what else?</p> <p>S: Instead of getting flowers you could get a sponge and (inaudible)</p> <p>T: We could. All right, so even though this was a fictional story, we learned an overall lesson, we learned some facts, and our thinking changed throughout the story, didn't it, we synthesized. We did so much with one story. And that's what good readers do. I think you guys deserve a rocket, so I want you to sit up, and – I call it both, fireworks or rocket – do you know how to do it? Do you remember? Ready, set, whooo!</p>