Title/Author: *Adios Oscar! A Butterfly Fable* by Peter Elwell

Suggested Time to Spend: 4 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.3; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will listen to an illustrated fable read aloud and use literacy skills (reading, writing, discussion, and listening) to understand the central message of the story.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

How does Oscar follow/achieve his dream? One key takeaway is that, although Oscar encounters opposition from his caterpillar friends and faces physical setbacks, he keeps a positive attitude and works towards his goal. “Hard work and a positive attitude can help us reach our goals.”

Synopsis

One sunny day Oscar the Caterpillar meets Bob the Monarch Butterfly. Bob tells Oscar that one day he, too, will have wings! Oscar tells his friends that one day he will be a butterfly and will ride the wind to Mexico just like Bob. Oscar’s friends tell him this is not true, butterflies lie. A discouraged Oscar then meets Edna, an encouraging bookworm, who suggests Oscar go to the library and do some research. Oscar learns that, indeed, there are butterflies that fly to Mexico. So, he now knows he will one day be a butterfly. He and Edna prepare him for his trip by learning to speak Spanish. The time has finally come for Oscar to take his “caterpillar nap”. But when he awakens, he isn’t a beautiful butterfly; he’s a MOTH! According to his friends, Oscar is destined to live the life of a moth and will never see Mexico. But, again, with an encouraging word from Edna, Oscar decides he will be more than a moth, follow his dreams, and head to Mexico anyway.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Adios, Oscar* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3034/adios-oscar-a-butterfly-fable-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Pull students together so that all can enjoy the illustrations. Read aloud the entire book with minimal interruptions. Since the story contains words in Spanish, briefly let students know that they will hear new words and you will translate as you’re reading to minimize interruptions. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:** *When applicable, encourage students to use both the text and the illustrations to support their answers.*  Reread pp. 3-6  QUESTIONS:  How does meeting Bob the Butterfly affect how Oscar thinks of himself?  How can you tell that Oscar was surprised about getting his own wings?  Why did Oscar go tell his friends about the wings and how he would fly far away?    What do Oscar's friends think about his idea to grow wings?  Reread pp. 7-13  How does Edna help Oscar?  Reread pp. 14-16  QUESTIONS:  When Oscar goes to sleep, what does he dream about?    How do we know he is dreaming? Use details from the text to support your answer. | He sees Bob’s beautiful wings. He wants wings like Bob. He wants to go to Mexico.  Oscar gasped and said, "really?" Model physical response of gasping. Key vocabulary connection moment.  Oscar was excited about the beautiful wings to share with friends.  They do not believe him. They don't think he can do it. They make fun of him.  She takes him to a library to find out if his friends are wrong. She  shows him books about how caterpillars grow and turn into  butterflies. They studied about Mexico together.      Oscar dreams about distant blue mountains and all the new  friends he will meet in Mexico.    The picture shows him sleeping and we dream when we are asleep. The author tells us “Oscar went to sleep and dreamed…”  \*Students need to understand dream is from his mind/thoughts. |
| **THIRD READING:**  Reread pg. 17-18.  How did Oscar feel when he first woke up from his long sleep?    Why did Oscar think something wasn’t right?    Reread pg. 19-20.  Why did Oscar fly to the mirror first instead of flying to the lightbulb with his friends?  Why does Oscar think that someone made a mistake?    How does this affect his dream of becoming a butterfly and flying to Mexico?    How do you know he is upset?  How did becoming a moth instead of a butterfly affect Oscar’s personality and how he felt on the inside? What passages support your answer?  What does it mean to “make the best of something?” | Oscar felt excited when he felt something wiggle on his back. (Point out the text feature that is used, exclamation point, to show excitement.)  Oscar realized “something wasn’t right.” He had a big appetite for socks.  Nibbles was eating a designer sweater. Wiggly and Squirmy were flying around a light bulb for no reason.        He wanted to see what his wings looked like.  Because he is supposed to have big beautiful wings like Bob had.    He is heart-broken. He won’t be able to do that.    He repeats all the things he wanted to do that he won’t get to do now that he is a moth. He won’t get to ride the wind or see Mexico. He thinks he will spend the rest of his life flying around a lightbulb or eating old socks.    Oscar’s personality did not change even though he did not have the wings he had dreamed of. He tried to make the best of it.  Students share answers. Example, on a rainy day you may not be able to go outside to play like you had been wanting to, but you can make the best of it by doing fun activities inside. |
| **FOURTH READING AND BEYOND:**  Reread pg. 21-26  When do you think Edna left the note on Oscar’s favorite flower?      How does Edna help Oscar think differently?        How did Oscar feel after reading the note from Edna? How do you know?  How do Oscar’s friends react to his dreams?  Reread pg. 27.  Why is Oscar sending a postcard and who is the postcard for?  Reread pg. 28.  Oscar tells Edna that he “thought like a butterfly.” What does this mean? Why is it important to the story? | Edna saw Oscar after he turned into a moth. Edna left the note before Oscar came out of his cocoon.  She left the note for him to encourage him  She reminded him about his dream.  She helped him find out about butterflies.  She helped him learn about Mexico.    Oscar felt excited again. He wanted to live out his dream. He felt the moon beckon to him. He left for Mexico without looking back.  Wiggly says he won't get far. They think he'll be back to fly around the porch light. They think he's just a moth like they are so he can't fly very far.  Answers may vary. He is sending a postcard to Edna because she had asked him to send one to her. Edna was Oscar’s friend who supported him and encouraged him.  This sentence describes Oscar’s attitude. To “think like a butterfly” in this story means that he did not give up on his dream even when faced with challenges that may have prevented him from doing what he wanted to do. This is important to the story because it communicates a life lesson. |

FINAL DAY WITH THE BOOK - Culminating Task

Prompt:

* + - * First, revisit the text to take group notes that help to answer the focus question. Then, have students write several sentences about how Oscar was able to accomplish his goal of flying to Mexico. Consider having students complete drawings to accompany their writing.
* Focus Question: How did Oscar accomplish his goal of flying to Mexico?

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| Story event—what helped Ocast? | How did it help Oscar? |
| He met Edna | She encouraged him to follow his dream. |
| They went to the library | He learned about butterflies. They learned about Mexico. |
| They practiced speaking Spanish | He learned how to speak Spanish so that when he went there he could communicate. |
| His friends laughed at him and said he couldn't go | Made him determined to prove them wrong |
| Edna wrote him a note | Encouraged him to follow his dream |
| He thought like a butterfly | Gave him courage to try |

Sample response:

* Oscar wanted to be a butterfly and fly to Mexico. He accomplished this goal with the help of his friends. His friend Edna encouraged him to follow his dream. She took him to the library. Together they learned about butterflies and Mexico. She helped him learn how to speak Spanish so he could speak it when he got there. His other friends laughed at him and told him he couldn't fly there because he wasn’t a butterfly. That made him even more determined to do it. When Oscar was feeling sad Enda wrote him a note that reminded him about his dream. He thought like a butterfly and flew to Mexico. Even though he was a moth and not a butterfly he thought differently and flew to Mexico anyway.

**Fun Extension Activity**

* In small groups of 5-6, present a small skit to retell the story, *Adios Oscar!* Be sure to demonstrate your understanding of what was happening, how Oscar felt, and how Oscar’s dream was important to him. *Note: This is particularly supportive of English Language Learners.*
* Students will complete a retell checklist. Students should have scenes to retell the beginning, middle and end of the story.
  + Beginning: Oscar met Bob and decided he wanted to be a butterfly. He was excited about it.
  + Middle: Oscar realized he was a moth. He was disappointed.
  + End: Oscar decided to follow his dreams. He flew to Mexico. He was happy again!

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 4- gasped: sudden intake of breath as in shock/surprise  Page 4- fluttering: to wave, flap, or toss about  Page 5- sneered: to smile, laugh, or contort the face to show contempt  Page 5- scoffed: to mock  Page 6- growled: to complain angrily  Page 7- knuckleheads: someone that doesn’t know what they are doing/inept/bumbling  Page 7- bookworm: a person that loves to read, loves books  Page 9- replied: answered  Page 13- introduce: to say who you are to get to know someone else  Page 19- drawer: a piece of furniture that often holds clothes  Page 21- beckon: to be appealing or inviting  Page 22- postcard: a card that is mailed that does not require an envelope  Page 27- middle: in the center | Page 3- blew: past tense of blow; to be in motion  Page 6- amazing: causing great wonder  Page 11- studied (studious, student, study): give careful attention to  Page 15- distant: far away  Page 17- appetite: desire to eat  Page 17- craving: an intense desire or longing  Page 18- designer: fashionable and popular  Page 20- actually: what is true or real  Page 22- soared: to fly or sail by floating on air currents  Page 23- figured: expect or think  Page 24- however: on the other hand  Page 25- countless: great in number |
| **Phrases—puns, idioms, etc.**  Page 6- “starting to bug me!” : getting on ones nerves  Page 7- “peeping shyly”: looking around while trying not to be seen  Page 7- “silently motioned”: used head or hand signal to call someone over  Page 15- “rode the wind”: used the wind current to travel  Page 19- “fighting the urge”: trying not to do something  Page 21- “caught his eye”: got his attention by appearance  Page 27- “most likely”: probably | **Spanish Vocabulary**  Page 4-Mexico: Country below the United States where Spanish is spoken  Page 12- Hola: Hello  Page 12- Adios: Goodbye  Page 13- Mi nombre es… : My name is…  Page 14- Buenos noches: Goodnight  Page 20- Mas medias por favor: More socks, please  Page 22- Amigos: Friend |

Extension learning activities for this book and other useful resources

* See related text companion set. <https://achievethecore.org/page/3034/adios-oscar-a-butterfly-fable-with-companion-text-set>

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

AD620L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

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| **Meaning/Purpose**  There are a variety of ways students may articulate the story’s central message:   * Follow your dreams, no matter what * Be happy with who you are * Self-determination; independence | **Structure**  The following features are prevalent:   * Dialogue * Picture text bubbles/boxes * Font changes |
| **Language**  These features in the story require a more complex thinking to interpret the story. Students will need to be able to find the meaning hidden in the language, whether it be foreign or figurative.   * Spanish words: “adios”, “hola”, “mi nombre es Oscar”, “Buenos noches” “mas medias, por favor” * Idiomatic phrases/puns: “you’re starting to bug me”, …has to be nuts!”, “they’re knuckleheads”, “can’t judge a book by its cover” * Humor | **Knowledge Demands**  The geographical and scientific terminology is essential to helping students make connections between the fictional story and informational text shared as well.   * Butterflies’ life cycle * Moths-characteristics * Migration * Mexico |

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* Themes—provide real life examples, knowledge about moths/butterflies (other books)

How will this text help my students build knowledge about the world?

* Break down stereotypes, creates cultural awareness; learn about science of migration, Spanish

1. **Grade level**

What grade does this book best belong in?

1st as a read aloud

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