Lesson 1: Butterfly Parade

TRANSCRIPT

HOOK 1

Hi. It's Amy.

One time, I got to visit this place. Check it out. It's the monarch sanctuary in Michoacan, Mexico. Thousands of monarch butterflies migrate there, which means they move from one place to another when the weather starts to change.

My friend Ben saw something just as cool, but at school. One day, he walked outside and saw butterflies everywhere. Ben has never seen this before, and he wanted to remember what he was seeing, so he grabbed his journal and started writing down all of the amazing butterfly moments. Here's what he saw.

Woah! That was awesome. Let's watch that again. As you watch, think about what Ben could add to his journal. What are the butterflies doing?

DISCUSSION 1

Discuss: What do you see the butterflies doing?

HOOK 2

Maybe you said you saw one sit on the girl's glasses or fly away or climb on a flower. You might have thought of something else, and that's great.

Here's what Ben wrote in his journal: "lands on a flower." If someone else read this, someone who didn't see what was happening on the playground, it might not make sense. What lands on a flower? A chicken? A fire engine?

If Ben wants his writing to make sense when other people read it, it needs to be a complete idea, which means it needs to be a sentence, like this: "The butterfly sits on a log."

This is a sentence because it's a group of words that tells a whole idea with two parts: who or what we're talking about; we call that the subject, and what that person or thing is doing, we call that the action.

This might look like a sentence because it's a group of words, but "lands on a flower" only tells us the action. We still don't know who is landing on the flower. Ben needs to add a subject. Here's what he added: "The butterfly lands on a flower."

"The butterfly" is what this sentence is about, so that makes it the subject. And "lands on a flower" is what the butterfly is doing, so that makes it the action. Now this idea has a subject and an action. That makes this a complete sentence.

In today's activity, you'll help Ben finish his journal by watching what the butterflies are doing on the playground. Then, you'll make sure each sentence has a subject and an action part. After that, you'll come up with a sentence on your own.

I'll get you started, step by step.

STEP 1

Here's what Ben saw on the playground next.

When you're done watching, move on to the next step.

STEP 2

Ben knows the subject of a sentence is the butterfly, so he writes, "The butterfly."

Discuss: What could he write to make his sentence complete? Think about the action. What is the butterfly doing in this video?

STEP 3

I'm not sure how you answered, but here's what Ben wrote: "The butterfly sits on the flower."

Now that he's done writing, we can check that it's a complete sentence—that means it should have a subject and an action.

Teacher: write the sentence, "The butterfly sits on the flower" on the board or somewhere else everyone can see it.

STEP 4

Discuss: What is the subject in this sentence? Think about who, or what, this sentence is about.

STEP 5

In this sentence, the subject is the butterfly, because it's what the sentence is about.

Teacher: draw a box around "The butterfly," like this.

STEP 6

Now we can check that the sentence has an action part, or what the butterfly is doing.

Discuss: What is the action in this sentence? Think about what the subject is doing.

STEP 7

In this sentence, "sits on the flower" is the action part of the sentence because it's what the butterfly is doing.

Teacher: draw a circle around "sits on the flower."

STEP 8

This sentence has a subject and an action, which makes it a complete sentence. Great job checking Ben's writing!

Ben needs your help with the rest of his writing. This time, you'll work on your own and add a box around the subject and a circle around the action.

At the end, you'll help even more by adding your own sentence to Ben's journal. When you're ready, go to the next step.

STEP 9

Get your supplies.

STEP 10

Find the line at the top of your page that says, "Name." Write your name on the line.

STEP 11

Watch this video to see what Ben saw before he wrote his sentence. When you're done watching, move on to the next step.

STEP 12

Find number one on your worksheet. This is Ben's first sentence. Put your finger on the words as we read them. "The butterfly opens its wings.” One more time. "The butterfly opens its wings."

This sentence is about the butterfly, which means the butterfly is the subject. Use your pencil to trace the box around the butterfly.

STEP 13

Let's read the sentence together one more time. Put your finger on the words as we read them. "The butterfly opens its wings."

"Opens its wings" is what the butterfly is doing, which means it's the action part. Trace the circle around “opens its wings.”

STEP 14

This sentence has a subject part and an action part, which makes it a complete sentence.

Find the magnifying glass above number one on your worksheet. To show that the sentence is complete, add a check mark in the magnifying glass.

STEP 15

Watch this video to see what Ben saw before he wrote his next sentence. When you're done watching, move on to the next step.

STEP 16

Here's what Ben wrote in his journal after seeing this: "The kid holds the butterfly."

There's a butterfly in this sentence but the butterfly is not the subject because it's not doing the action.

Discuss: Who or what is the subject in this sentence? Think about who or what the sentence is about or who is doing the action.

STEP 17

In this sentence, the kid is the subject because the sentence is about what the kid is doing, not what the butterfly is doing.

Find number two on your worksheet. Draw a box around "The kid."

STEP 18

Now think about what the kid is doing. When you think you know, on your paper, circle the action in this sentence.

STEP 19

Here's what Ben circled: "Holds the butterfly," because it's what the kid is doing, so that makes it the action.

This sentence has a subject part and an action part.

Find the magnifying glass above number two on your worksheet. To show that it's complete, add a check mark in the magnifying glass.

STEP 20

Great job! Now, you're going to help Ben by adding a sentence of your own. It needs to have a subject part and an action part.

Watch this last video. While you watch, think about what is happening and what you could write a sentence about. When you're done watching, move on to the next step.

STEP 21

Find number three on your worksheet. Your sentence starts with "The butterflies." Trace over the words "The butterflies" to start your new sentence.

STEP 22

Now you need to finish your sentence.

Watch the video of what Ben saw one more time. As you watch, think about what you can add to your writing. When you're done watching, move on to the next step.

STEP 23

Look at where you left off writing on your worksheet. Finish your sentence by writing what you think the butterflies are doing. If you're not sure what to write, you can use one of these ideas: fly away, fly high.

STEP 24

Now it's time to make sure that the sentence you wrote is complete.

Read the sentence you wrote and think about who or what your sentence is about. When you have your answer, draw a box around the subject part of your sentence.

STEP 25

Now read your sentence again and think about what is the action part. When you have your answer, draw a circle around the action part of your sentence.

STEP 26

If your sentence has both a subject and an action, add a check mark here to show that it's complete. If it's not a complete sentence, you can make changes.

WRAP UP

Wow, amazing job! You helped Ben make sure his butterfly sentences were complete by checking to see if each sentence had a subject and an action. You even added a complete sentence of your own. Way to go!

Knowing when a sentence is complete will help you on your journey to becoming an even better writer. Thanks for all your help today. I'll see you next time.