



EXPEDITIONARY
LEARNING

Grade 5: Module 2A: Unit 2: Lesson 9

A Rainforest Folktale: Determining the Message of “The Wings of the Butterfly,” a Tukuna People Tale



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can summarize text that is read aloud to me. (SL.5.2)

I can determine a theme based on details in a literary text. (RL.5.2)

I can summarize a literary text. (RL.5.2)

I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)

I can describe how a narrator’s point of view influences the description of events. (RL.5.6)

Supporting Learning Targets

- I can summarize “The Wings of the Butterfly.”
- I can explain the message of “The Wings of the Butterfly.”
- I can determine the meaning of new words in “The Wings of the Butterfly.”
- I can compare and contrast examples of biodiversity from a story to what we have learned from informational text.

Ongoing Assessment

- Journal (AQUA Biodiversity chart, glossaries)
- Double-Bubble map



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Homework and Engaging the Reader (15 minutes)</p> <p>2. Work Time</p> <p>A. Read-aloud: What Is the Message of “The Wings of the Butterfly”? (15 minutes)</p> <p>B. Key Vocabulary to Deepen Understanding (10 minutes)</p> <p>C. Taking Notes: Comparing Biodiversity in “The Wings of the Butterfly” and <i>The Most Beautiful Roof in the World</i> (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • In advance: Read the folktale “The Wings of the Butterfly: A Tale of the Amazon Rainforest” (see supporting materials). • The folktale is read aloud in order for students to enjoy the flow of the story. This lesson purposefully does not involve an in-depth analysis of the folktale, given that the overall focus of the unit is much more on informational text. • Prepare 2 copies of the Tea Party protocol cards (cut into strips); prepare an extra strip if you have an odd number of students and have to give out 3 of the same strip. • Review: Tea Party protocol and Thumb-o-Meter strategy (see Appendix). • Prepare Tea Party protocol cards (in supporting materials). • The vocabulary in Part B of Work Time comes from the quotes and phrases on students’ Tea Party protocol cards. Encourage students to refer back to these cards for context clues to determine word meanings. Again, remember that the goal is not for students to learn or memorize all these terms; rather, it is to heighten their awareness of academic vocabulary and give them an opportunity to practice strategies to help them build their vocabulary over time.



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Lesson Vocabulary	Materials
summarize, message, compare, contrast, literature; fierce, indignantly, conceited, sorrowfully, uninvited, wonder, behave, understand, within	<ul style="list-style-type: none">• Tea Party protocol cards (one per student, with at least two students each receiving the same card)• “The Wings of the Butterfly: A Tale of the Amazon Rainforest” (one per student)• Double Bubble map (one per student and one for display)• AQUA Biodiversity anchor chart (from Lesson 4)



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Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their journals. Have students share with a partner their synthesis statement and two of the words they added to their glossaries for homework. • Say: “We have been learning a lot about the importance of biodiversity through informational texts. Today we will read a short story about the Tukuna people from the Amazon rainforest called ‘The Wings of the Butterfly,’ to help us think about what we can learn about biodiversity from literature as well.” • Ask students to share with a partner the meaning of the word <i>message</i>, as in the “message of a story” (moral; main idea; point). • Tell students they will now participate in a Tea Party protocol. Explain that each student will receive a card with a quote or phrase from the story “The Wings of the Butterfly.” • Distribute the Tea Party protocol cards. (Make sure at least two students each receive the same card.) • Give directions: <ul style="list-style-type: none"> * On your own, read the quote or phrase on your card. * Then make a prediction about what the <i>message</i> of the story might be. * Write your prediction on the back of your card. • Give students 3 to 4 minutes to read their cards and write predictions. • Next students mingle around the room, reading to one another and discussing predictions. Direct students to first find the individual who has the same quote or phrase, and compare and contrast predictions. Then meet with at least one other peer who has a different quote or phrase. (2 to 3 minutes) • Ask students to return to their groups and discuss what they predict the <i>message</i> of “The Wings of the Butterfly” will be. • Ask several students to share out their predictions. • Ask students to hold on to their Tea Party protocol cards for use in Part A of Work Time. 	<ul style="list-style-type: none"> • Consider writing and breaking down multistep directions for the Tea party protocol into numbered elements. Students can return to these guidelines to make sure they are on track. • Consider reading aloud the text on the Tea Party protocol cards to students who struggle to allow them to fully participate in the protocol. • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



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Work Time	Meeting Students’ Needs
<p>A. Read-aloud: What Is the Message of “The Wings of the Butterfly”? (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit with their groups. • Introduce the learning targets: “I can summarize the story of “The Wings of the Butterfly”” and “I can explain the message of “The Wings of the Butterfly.”” • Ask students what it means to <i>summarize</i>. Listen for definitions such as: “state the main points; review what the story is mainly about,” and similar ideas. • Explain to students that as they listen to “The Wings of the Butterfly” read aloud, they should think about: <ul style="list-style-type: none"> * “What is this story mostly about?” (summary) * “What is the author’s message?” • Distribute students’ texts “The Wings of the Butterfly: A Tale of the Amazon Rainforest”. Ask students to follow along silently as the story is read aloud. Read the entire story aloud, beginning with “On the banks of the Amazon River . . .” and reading until the end. • Allow students to briefly discuss: <ul style="list-style-type: none"> * “What is this story mostly about?” (summarize). • Then ask students to consider: <ul style="list-style-type: none"> * “What is the author’s message? What message is the author trying to convey about biodiversity?” • As students discuss the message of the story, listen for comments such as: “People haven’t respected animals in the rainforest; the animals in the rainforest are angry about how people have treated them/their land; people and animals need to respect one another/work together,” or similar ideas. • Cold call several students to share out whole group. • Invite students to reread the quote or phrase on their Tea Party protocol card and then to review the prediction each wrote on the back of her or his card. Ask: <ul style="list-style-type: none"> * “How was your prediction about the <i>message</i> of this story accurate or inaccurate?” • As students discuss in groups, circulate to support as needed. 	<ul style="list-style-type: none"> • When possible, provide text or materials in students’ L1. This can help students understand materials presented in English. • Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Cold call several students to share out. 	
<p>B. Key Vocabulary to Deepen Understanding (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning target: “I can determine the meaning of new words in “The Wings of the Butterfly.” • Point out to students that the more they understand key vocabulary about a topic, the better they are able to understand the topic in general. • Remind students that they have been practicing how to figure out words from context, or based on word roots. Remind students it is less important that they memorize every word than it is that they are learning how to figure out new words in the context of what they read. Ask students to discuss with their groups possible definitions or synonyms for the following key words from the story (also located on their Tea Party protocol cards): <ul style="list-style-type: none"> * <i>fierce</i>: violent; furious; vicious * <i>indignantly</i>: angrily; furiously * <i>conceited</i>: self-important; proud; arrogant; vain * <i>sorrowfully</i>: sadly, unhappily * <i>maloca</i>: a big pavilion-house where a family lives * <i>uninvited</i>: not welcome; not wanted * <i>wonder</i>: be in awe; marvel * <i>behave</i>: act; perform * <i>understand</i>: know; comprehend; be aware of * <i>within</i>: a part of; inside mind/body • Briefly discuss some of these words as a whole group. • Then ask students to consider the following questions: <ul style="list-style-type: none"> * “What words in the story helped you better determine the message of the story?” * “How did those words help you determine the message of the story?” 	<ul style="list-style-type: none"> • All students developing academic language will benefit from direct instruction of academic vocabulary..



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Invite several students to share out their answer. 	
<p>C. Taking Notes: Comparing Biodiversity in “The Wings of a Butterfly” and <i>The Most Beautiful Roof in the World</i> (15 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning target: “I can compare and contrast examples of biodiversity from the story and what we have learned from informational text.” • Ask a few students to share out the meaning of the words <i>compare</i> (identify similarities) and <i>contrast</i> (identify differences). • Say: “In this unit, we have been closely reading the informational text <i>The Most Beautiful Roof in the World</i>. Now we have also read a short story called “The Wings of the Butterfly.” • Remind the class that even though short stories are fiction, they can still teach readers a lot about real-life places, events, and things. Ask students to take 5 minutes in their groups to look back through “The Wings of the Butterfly.” Ask them to locate examples of biodiversity (plants and animals) mentioned in the story. Students should circle the words or phrases they find. • Gather the attention of the entire class. Display the Double Bubble map and distribute one per student. Explain that a Double Bubble map is similar to a Venn diagram. It is used to compare and contrast two things. • Say: “The Double Bubble map is another way, besides a Venn diagram, to organize your thinking about how things are similar and different. You will use the Double Bubble map today to help you focus on identifying a specific number of similarities and differences between the examples of biodiversity mentioned in the story versus what you have learned about biodiversity from informational texts.” • Draw students’ attention to the AQUA Biodiversity anchor chart (from Lesson 4). Tell students that they will use the Double Bubble map to compare and contrast examples of biodiversity listed on the AQUA chart to the examples of biodiversity they identified in the story “The Wings of the Butterfly.” 	<ul style="list-style-type: none"> • Students needing additional supports may benefit from partially filled-in Double Bubble maps. • Consider allowing students who struggle with written language the opportunity to dictate their ideas to a partner or teacher. • Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information.



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Model for students how to fill in the Double Bubble map. Orient students to the bubble with “The Wings of the Butterfly” typed in the center. Ask: “What examples of biodiversity are in the story, but are not on our AQUA chart?” Listen for suggestions such as: “woodpecker; tinamou bird; sorva fruit,” etc. Write students’ responses in the three leftmost bubbles on the map (connected by lines to the bubble with “The Wings of the Butterfly” typed in the center). Allow students a moment to record examples in the same bubbles of their own maps.• Then orient students to the bubble with <i>The Most Beautiful Roof in the World</i> typed in the center. Ask: “What examples of biodiversity were in the story that are similar to ones we have listed on our AQUA chart about <i>The Most Beautiful Roof in the World</i>?” Listen for responses such as: “butterflies; monkeys; (fierce) animals; people (native peoples),” etc.• Write students’ responses in the three bubbles that are vertically in the center of the map (between the two bubbles with the names of the texts). Allow students a moment to record examples in the same bubbles on their own maps.• Prompt students to complete their maps working with their group members.• Direct students to write their ideas in the last three empty circles on their map (rightmost side, connected by lines to the title of the book).• After students have completed filling in their maps, ask several individuals to share out examples of biodiversity with the whole group.	



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Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to consider: “How does Kathryn Lasky try to convey the same message in her writing as the message of the Takuna tale?” Ask students to Pair-Share their ideas. • Invite several students to share with the whole group something their partner said. • Read through each of the learning targets, pausing after each to have students show their level of mastery of the target using the Thumb-O-Meter strategy. <p><i>Note students who point thumbs-sideways or thumbs-down, because they may need additional support with understanding the text and/or new vocabulary.</i></p>	<ul style="list-style-type: none"> • Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread “The Wings of the Butterfly” to someone (or yourself) at home. Think about what new things you are learning about biodiversity as you read. • Choose four new academic vocabulary words from the story “The Wings of the Butterfly” to add to the Academic Word Glossary in your journal. Choose from this list: summarize, message, compare, contrast, literature; fierce, indignantly, conceited, sorrowfully, uninvited, wonder, behave, understand, within. <p><i>Note: Read and become familiar with the Red Light, Green Light strategy (Appendix). Prepare popsicle sticks (red, yellow, green) or other material for students to use during the debrief in Lesson 10.</i></p>	<ul style="list-style-type: none"> • Audio recordings of text can aid students in comprehension. Students can pause and replay confusing portions while they follow along with the text. • For students who may have difficulty determining important words to add to their glossaries, consider prioritizing the following words for them: <i>compare, contrast, understand, within.</i>



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Supporting Materials



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“The Wings of the Butterfly: A Tale of the Amazon Rainforest” (short story)

By Aaron Shepard

The *mind* sees this forest better than the eye. The mind is not deceived by what merely shows.

—H.M. Tomlinson

On the banks of the Amazon River, in a clearing in the forest, there once lived a girl named Chimidyue. She dwelt with her family and relatives in a big pavilion-house called a maloca.

While the boys of the maloca fished and hunted with the men, Chimidyue and the other girls helped the women with household chores or in the farm plots nearby. Like the other girls, Chimidyue never stepped far into the forest. She knew how full it was of fierce animals and harmful spirits, and how easy it was to get lost in.

Still, she would listen wide-eyed when the elders told stories about that other world. And sometimes she would go just a little way in, gazing among the giant trees and wondering what she might find farther on.

One day as Chimidyue was making a basket, she looked up and saw a big morpho butterfly hovering right before her. Sunlight danced on its shimmering blue wings.

“You are the most magical creature in the world,” Chimidyue said dreamily. “I wish I could be like you.”

The butterfly dipped as if in answer, then flew toward the edge of the clearing.

Chimidyue set down her basket and started after it, imitating its lazy flight. Among the trees she followed, swooping and circling and flapping her arms.

She played like this for a long time, until the butterfly passed between some vines and disappeared. Suddenly Chimidyue realized she had gone too far into the forest. There was no path, and the leaves of the tall trees made a canopy that hid the sun. She could not tell which way she had come.

“Mother! Father! Anyone!” she shouted. But no one came.

“Oh no,” she said softly. “How will I find my way back?”

Chimidyue wandered anxiously about, hoping to find a path. After a while she heard a tap-tap-tapping. “Someone must be working in the forest,” she said hopefully, and she followed the sound. But when she got close, she saw it was just a woodpecker.

Chimidyue sadly shook her head. “If only you were human,” she said, “you could show me the way home.”

“Why would I have to be human?” asked the woodpecker indignantly. “I could show you just as I am!”

Startled but glad to hear it talk, Chimidyue said eagerly, “Oh, would you?”

“Can’t you see I’m busy?” said the woodpecker. “You humans are so conceited, you think everyone else is here to serve you. But in the forest, a woodpecker is just as important as a human.” And it flew off.

“The Wings of the Butterfly: A Tale of the Amazon Rainforest” (short story)
By Aaron Shepard

“I didn’t mean anything bad,” said Chimidyue to herself. “I just want to go home.”

More uneasy than ever, Chimidyue walked farther. All at once she came upon a maloca, and sitting within it was a woman weaving a hammock.

“Oh, grandmother!” cried Chimidyue joyfully, addressing the woman with the term proper for an elder. “I’m so glad to find someone here. I was afraid I would die in the forest!”

But just as she stepped into the maloca, the roof began to flap, and the maloca and the woman together rose into the air. Then Chimidyue saw it was really a tinamou bird that had taken a magical form. It flew to a branch above.

“Don’t you ‘grandmother’ me!” screeched the bird. “How many of my people have your relatives hunted and killed? How many have you cooked and eaten? Don’t you dare ask for my help.” And it too flew away.

“The animals here all seem to hate me,” said Chimidyue sorrowfully. “But I can’t help being a human!”

Chimidyue wandered on, feeling more and more hopeless, and hungry now as well. Suddenly, a sorva fruit dropped to the ground. She picked it up and ate it greedily. Then another dropped nearby.

Chimidyue looked up and saw why. A band of spider monkeys was feeding in the forest canopy high above, and now and then a fruit would slip from their hands.

“I’ll just follow the monkeys,” Chimidyue told herself. “Then at least I won’t starve.” And for the rest of that day she walked along beneath them, eating any fruit they dropped. But her fears grew fresh as daylight faded and night came to the forest.

In the deepening darkness, Chimidyue saw the monkeys start to climb down, and she hid herself to watch. To her amazement, as the monkeys reached the ground, each one changed to the form of a human.

Chimidyue could not help but gasp, and within a moment the monkey people had surrounded her.

“Why, it’s Chimidyue!” said a monkey man with a friendly voice. “What are you doing here?”

Chimidyue stammered, “I followed a butterfly into the forest, and I can’t find my way home.”

“You poor girl!” said a monkey woman. “Don’t worry. We’ll bring you there tomorrow.”

“Oh, thank you!” cried Chimidyue. “But where will I stay tonight?”

“Why don’t you come with us to the festival?” asked the monkey man. “We’ve been invited by the Lord of Monkeys.”

They soon arrived at a big maloca. When the Monkey Lord saw Chimidyue, he demanded, “Human, why have you come uninvited?”

“We found her and brought her along,” the monkey woman told him.

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By Aaron Shepard

The Monkey Lord grunted and said nothing more. But he eyed the girl in a way that made her shiver.

Many more monkey people had arrived, all in human form. Some wore animal costumes of bark cloth with wooden masks. Others had designs painted on their faces with black genipa dye. Everyone drank from gourds full of manioc beer.

Then some of the monkey people rose to begin the dance. With the Monkey Lord at their head, they marched in torchlight around the inside of the maloca, beating drums and shaking rattle sticks. Others sang softly or played bone flutes.

Chimidyue watched it all in wonder. She told her friend the monkey woman, “This is just like the festivals of my own people!”

Late that night, when all had retired to their hammocks, Chimidyue was kept awake by the snoring of the Monkey Lord. After a while, something about it caught her ear. “That’s strange,” she told herself. “It sounds almost like words.”

The girl listened carefully and heard, “I will devour Chimidyue. I will devour Chimidyue.”

“Grandfather!” she cried in terror.

“What? Who’s that?” said the Monkey Lord, starting from his sleep.

“It’s Chimidyue,” said the girl. “You said in your sleep you would devour me!”

“How could I say that?” he demanded. “Monkeys don’t eat people. No, that was just foolish talk of this mouth of mine. Pay no attention!” He took a long swig of manioc beer and went back to sleep.

Soon the girl heard again, “I will devour Chimidyue. I will devour Chimidyue.” But this time the snores were more like growls. Chimidyue looked over at the Monkey Lord’s hammock. To her horror, she saw not a human form but a powerful animal with black spots.

The Lord of Monkeys was not a monkey at all. He was a jaguar!

Chimidyue’s heart beat wildly. As quietly as she could, she slipped from her hammock and grabbed a torch. Then she ran headlong through the night.

When Chimidyue stopped at last to rest, daylight had begun to filter through the forest canopy. She sat down among the root buttresses of a kapok tree and began to cry.

“I hate this forest!” she said fiercely. “Nothing here makes any sense!”

“Are you sure?” asked a tiny voice.

Quickly wiping her eyes, Chimidyue looked up. On a branch of the kapok was a morpho butterfly, the largest she had ever seen. It waved at her with brilliant blue wings.

“Oh, grandmother,” said Chimidyue, “nothing here is what it seems. Everything changes into something else!”

“Dear Chimidyue,” said the butterfly gently, “that is the way of the forest. Among your own people, things change slowly and are mostly what they seem. But your human world is a tiny one. All around it lies a much larger world, and you can’t expect it to behave the same.

“The Wings of the Butterfly: A Tale of the Amazon Rainforest” (short story)

By Aaron Shepard

“But if I can’t understand the forest,” cried Chimidyue, “how will I ever get home?”

“I will lead you there myself,” said the butterfly.

“Oh, grandmother, will you?” said Chimidyue.

“Certainly,” said the butterfly. “Just follow me.”

It wasn’t long till they came to the banks of the Amazon. Then Chimidyue saw with astonishment that the boat landing of her people was on the other side.

“I crossed the river without knowing it!” she cried. “But that’s impossible!”

“Impossible?” said the butterfly.

“I mean,” said Chimidyue carefully, “I don’t understand how it happened. But now, how will I get back across?”

“That’s simple,” said the morpho. “I’ll change you to a butterfly.” And it began to chant over and over,

Wings of blue, drinks the dew.

Wings of blue, drinks the dew.

Wings of blue, drinks the dew.

Chimidyue felt herself grow smaller, while her arms grew wide and thin. Soon she was fluttering and hovering beside the other.

“I’m a butterfly!” she cried.

They started across the wide water, their wings glistening in the sun. “I feel so light and graceful,” said Chimidyue. “I wish this would never end.”

Before long they reached the landing, where a path to the maloca led into the forest. The instant Chimidyue touched the ground, she was changed back to human form.

“I will leave you here,” said the butterfly. “Farewell, Chimidyue.”

“Oh, grandmother,” cried the girl, “take me with you. I want to be a butterfly forever!”

“That would not be right,” said the butterfly. “You belong with your people, who love you and care for you. But never mind, Chimidyue. Now that you have been one of us, you will always have something of the forest within you.”

The girl waved as the butterfly flew off. “Good-bye, grandmother!”

Then Chimidyue turned home, with a heart that had wings of a butterfly.



Tea Party Protocol Cards

Teacher directions:

Make two copies of these pages with quotes from the story.
Then cut the pages into strips, so each quote is on its own strip.
Two students will receive strips with the same quote.

Chimidyue never stepped far into the forest. She knew how full it was of fierce animals and harmful spirits, and how easy it was to get lost in.

One day as Chimidyue was making a basket, she looked up and saw a big morpho butterfly hovering right before her. Sunlight danced on its shimmering blue wings.

Chimidyue sadly shook her head. "If only you were human," she said, "you could show me the way home."

"Can't you see I'm busy?" said the woodpecker. "You humans are so conceited, you think everyone else is here to serve you. But in the forest, a woodpecker is just as important as a human."

"Oh, grandmother!" cried Chimidyue joyfully, addressing the woman with the term proper for an elder. "I'm so glad to find someone here. I was afraid I would die in the forest!"



Tea Party Protocol Cards

“Don’t you ‘grandmother’ me!” screeched the bird. “How many of my people have your relatives hunted and killed? How many have you cooked and eaten? Don’t you dare ask for my help.”

“The animals here all seem to hate me,” said Chimidyue sorrowfully. “But I can’t help being a human!”

“I’ll just follow the monkeys,” Chimidyue told herself. “Then at least I won’t starve.” And for the rest of that day she walked along beneath them, eating any fruit they dropped. But her fears grew fresh as daylight faded and night came to the forest.

Chimidyue stammered, “I followed a butterfly into the forest, and I can’t find my way home.”

They soon arrived at a big maloca. When the Monkey Lord saw Chimidyue, he demanded, “Human, why have you come uninvited?”



Tea Party Protocol Cards

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“I hate this forest!” she said fiercely. “Nothing here makes any sense!” “Are you sure?” asked a tiny voice.

“Dear Chimidyue,” said the butterfly gently, “that is the way of the forest. Among your own people, things change slowly and are mostly what they seem. But your human world is a tiny one. All around it lies a much larger world, and you can’t expect it to behave the same.”

“But if I can’t understand the forest,” cried Chimidyue, “how will I ever get home?” “I will lead you there myself,” said the butterfly.

“That would not be right,” said the butterfly. “You belong with your people, who love you and care for you. But never mind, Chimidyue. Now that you have been one of us, you will always have something of the forest within you.”

Double Bubble Map (for Comparing Similarities and Contrasting Differences)

.....
Name:

.....
Date:

