

Visualizing
and
Verbalizing

for
*Language Comprehension
and Thinking*



Butterflies!

Imagine That!
Stories

A Free Story in Honor of
Butterfly Day

HELPFUL ADVICE

This is an Imagine That! story that can be used with any program of instruction to develop imagery for language comprehension, and can be used with the Visualizing and Verbalizing[®] program. Although the story has been written at a grade three level, you can use it with other grade levels as you feel is appropriate. The story features a main idea or topic to be imaged, and then provides detailed imagery for the topic. While sentences or paragraphs may contain much concrete detail that can be imaged, others contain abstract concepts.

It is recommended that you start with the vocabulary to help students both with decoding and with imaging new words and concepts. While reading the story, be sure to ask imagery questions to elicit detailed imagery from the student. Some example imagery questions have been provided for you.

Once you have completed each story, move on to the imagery-stimulating questions. These are main idea, inference, conclusion, evaluation, and prediction questions. The order of the higher order thinking questions is such that they stimulate students' thinking first about the gestalt, and then about the details of the story. Some questions may include contrast or introduce additional information, from which the students can extend their thinking about the story. It is not necessary to ask every question, but be sure you ask enough that your student has the gestalt of the story.

An additional activity is provided in the form of a coloring page.

This is not intended for sale or resale.

© 2017 Nanci Bell

Produced by Valarie Jones and Cameron Cozza.

Visualizing and Verbalizing and V/V are registered trademarks of Nanci Bell.
Published by Gander Publishing, P.O. Box 780, Avila Beach, CA 93424 US.

All rights reserved.

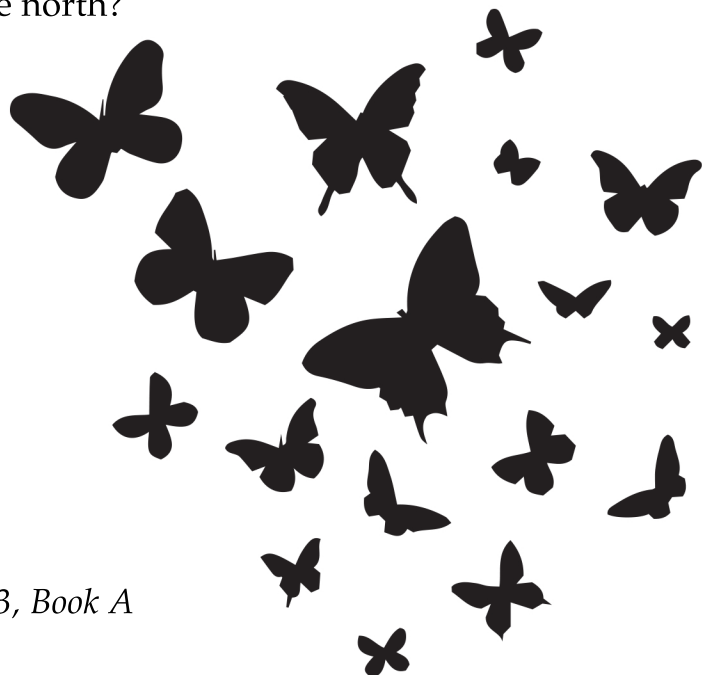
For more information on the Visualizing and Verbalizing program, Imagine That! Stories, and other Visualizing and Verbalizing products, go to GanderPublishing.com.

King of the Butterflies?

Butterflies have no king, but if they did, the Monarch of North America would have a good claim to the throne. The Monarch has wide orange and black wings, speckled with white spots near the edges. His wings are not just bright and pretty, but they also ward off birds. The Monarch eats leaves from milkweed plants, which have a bitter poison. The poison does not hurt him, but it gets stored in his bright wings. Birds see the orange and know that if they eat him, they will get sick.

Monarchs are famed for the long flights they make each fall. They flee the woods in the north as the cold sets in and flap south in large groups. In thick orange and black clouds, they soar past fields and plains, skirt high mountains, and in a few months reach groves of trees on the coasts. Monarchs from all over meet in just a few groves, where they crowd in on the tree branches and cling to the sprigs and needles. Each tree looks to be draped in butterflies. The Monarchs rest from their trip and wait for the warm sun of spring.

- What is the main idea of this story?
- Why do you think the Monarchs need to rest after their trip south?
- Do you think birds ever try to eat the Monarchs? Why or why not?
- How do you think the birds know the Monarch will make them sick?
- Some butterflies that do not eat milkweed have orange wings that look like the Monarch's. How do you think their wings might help them?
- Monarchs are cold-blooded, and they cannot fly in very cold weather.
- Why do you think they fly south each fall? What do you think would happen to them if they stayed in the north?
- What do you think the Monarchs will do when spring comes?



COLOR THE BUTTERFLIES

