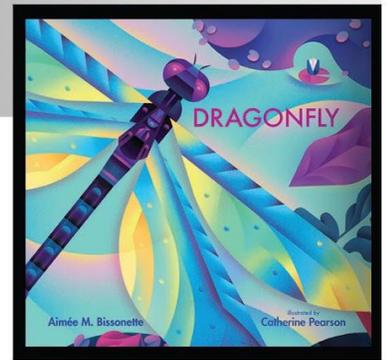


# Teacher's Instructional Guide



**Author:** Aimée M. Bissonette  
**Illustrator:** Catherine Pearson

## College and Career Readiness Anchor Standards for Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### Before you Read:

#### Predict:

What would a dragonfly say if it could talk? The book *Dragonfly* is written from the point of view of dragonflies. Ask students why they think the author chose to write this book from the dragonflies' point of view.

#### Assess Prior Knowledge–

Ask students what they know about dragonflies prior to reading.

What do they look like? How do they move? What time of year do you typically see them? Are they dangerous to humans? Do they pollinate flowers like bees do?

### Introduce Vocabulary:

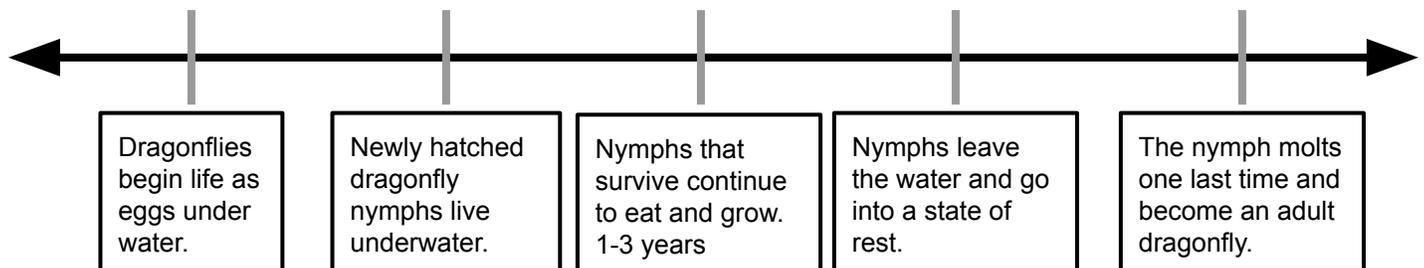
You can do this prior to reading or as you read. Make a word list for new and unfamiliar words.

This can be used as you read to introduce and explain new vocabulary in context.

Include **content vocabulary** such as: naiads, nymphs, pincers, molting, exoskeleton, reflectors, transparent, iridescent. Also include **academic vocabulary** such as capture, independently, emerge, external, shimmer.

### Processing New Information:

Create a timeline of a dragonfly's life. In order to better understand how a dragonfly develops, create a chronological timeline that shows its lifespan. Example:



### As You Read:

#### Make a claim:

It is safe to say that a dragonfly is fortunate to have made it to adulthood.

What textual evidence can you find that supports this claim?

Students can use sticky notes to keep track of textual evidence they find. Have students state their reasoning for selecting those particular pieces of evidence.

## **Text Dependent Questions:**

Asking text dependent questions enables students to draw on specific examples from the text to provide evidence and verify the rationale for their answers. Here are some suggestions:

*How do today's dragonflies compare with those that lived millions of years ago?*

*Why is hatching time so dangerous for dragonflies and their eggs?*

*How do dragonfly nymphs grow?*

*What determines how quickly a nymph will grow?*

*What makes young dragonflies weak as they begin to fly?*

*How do a dragonfly's wings help them to move?*

*What does a dragonfly like to eat? How much does it eat?*

## **Additional Questions to discuss:**

*What was the author's purpose for writing this book? Was it to inform, entertain or persuade the audience?*

*What did you enjoy most about this text?*

*Create your own question: What questions would you ask the author, Aimée M. Bissonette, if you could?*

## **Connection to Art:**

There are many great dragonfly related craft ideas available online.

Check out: <https://feltmagnet.com/crafts/dragonfly-crafts-for-all-ages>

## **Suggested websites for further study of dragonflies:**

<https://kids.kiddle.co/Dragonfly>

<https://www.factsjustforkids.com/>