

Here's What You'll Get in the A Butterfly is Patient Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

A Butterfly is Patient
By: Dianna Hutts Aston
Grade Level: 3 / Guided Reading Level: F

Asking Questions

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the text

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

Summary
A *Butterfly is Patient* is a nonfiction book. That means that the information in this book is all true. In this book you will lots of facts about a very fascinating creature. You will be able to use both the words and the pictures in this book to learn about the different butterflies, their life cycles, what they eat, and much, much more.

Link to What You Know

- What do you know about scientists? What do they do?
- What do scientists do with information they find?

Important Words to Know and Understand
Nectar – A thick juice made from a particular fruit
Proboscis – A long, thin tube that forms part of the mouth of some insects

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

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Grade Level: 3 / Guided Reading Level: F

Asking Questions

3
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions

4
Notice the Work Reading

- Think
- Talk
- Reflect
- Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Cover – What do you notice on the cover of the book? What questions do you have?

Front endpaper – Look closely at the different caterpillars. What questions do you have? How do questions help you as a reader?

Pages 7 to 8 – What questions do you have about the butterflies on this page?

Pages 9 to 10 – What questions do you have about poisonous butterflies? Where could you find the answers to your questions?

Page 22 – What questions do you have about Monarch butterflies?

Time to Reflect
Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *A Butterfly is Patient*?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *A Butterfly is Patient*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

A Butterfly is Patient
By: Dianna Hutts Aston
Grade Level: 3 / Guided Reading Level: F

Retelling and Summarizing

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the text

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

3
Retell and Summarize While Reading

- Think about the important events that happen in the story
- Think about the characters and what they do
- Think about the setting and when the story takes place
- Think about the author's purpose for writing the book

4
Notice the Work Reading

- Think
- Talk
- Reflect
- Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 1 – Look at the front cover and the back cover. What do you notice? How do you think the author is trying to get you to read the book?

Page 2 – How is a butterfly helpful?

Page 3 – How is a butterfly helpful?

Page 4 – How is a butterfly helpful?

Page 5 – How is a butterfly helpful?

Page 6 – How is a butterfly helpful?

Page 7 – How is a butterfly helpful?

Page 8 – How is a butterfly helpful?

Page 9 – How is a butterfly helpful?

Page 10 – How is a butterfly helpful?

Page 11 – How is a butterfly helpful?

Page 12 – How is a butterfly helpful?

Page 13 – How is a butterfly helpful?

Page 14 – How is a butterfly helpful?

Page 15 – How is a butterfly helpful?

Page 16 – How is a butterfly helpful?

Page 17 – How is a butterfly helpful?

Page 18 – How is a butterfly helpful?

Page 19 – How is a butterfly helpful?

Page 20 – How is a butterfly helpful?

Page 21 – How is a butterfly helpful?

Page 22 – How is a butterfly helpful?

Time to Reflect
Think – What information did you learn while reading *A Butterfly is Patient*? What did you think you would remember about the book? What do you think you would remember about the author's purpose for writing the book?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *A Butterfly is Patient*. (Remember to include examples from the book!)

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A Butterfly is Patient
By: Dianna Hutts Aston
Grade Level: 3 / Guided Reading Level: F

Identifying the Author's Purpose

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the text

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

3
Identify the Author's Purpose While Reading

- Think about the author's purpose for writing the book
- Think about the author's purpose for writing the book
- Think about the author's purpose for writing the book
- Think about the author's purpose for writing the book

4
Notice the Work Reading

- Think
- Talk
- Reflect
- Write

Time to Read
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Time to Reflect
Think – What information did you learn while reading *A Butterfly is Patient*? What did you think you would remember about the book? What do you think you would remember about the author's purpose for writing the book?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *A Butterfly is Patient*. (Remember to include examples from the book!)

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Retelling & Summarizing

Author's Purpose

A Butterfly is Patient
By: Dianna Hutts Aston
Grade Level: 3 / Guided Reading Level: F

Determining Importance

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the text

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

3
Determine Importance While Reading

- Think about the important events that happen in the story
- Think about the characters and what they do
- Think about the setting and when the story takes place
- Think about the author's purpose for writing the book

4
Notice the Work Reading

- Think
- Talk
- Reflect
- Write

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Time to Reflect
Think – What information did you learn while reading *A Butterfly is Patient*? What did you think you would remember about the book? What do you think you would remember about the author's purpose for writing the book?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *A Butterfly is Patient*. (Remember to include examples from the book!)

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Determining Importance

A Butterfly is Patient
By: Dianna Hutts Aston
Grade Level: 3 / Guided Reading Level: F

Understanding Text Structure

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the text

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

3
Understand Text Structure While Reading

- Think about the author's purpose for writing the book
- Think about the author's purpose for writing the book
- Think about the author's purpose for writing the book
- Think about the author's purpose for writing the book

4
Notice the Work Reading

- Think
- Talk
- Reflect
- Write

Time to Read
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Time to Reflect
Think – What information did you learn while reading *A Butterfly is Patient*? What did you think you would remember about the book? What do you think you would remember about the author's purpose for writing the book?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *A Butterfly is Patient*. (Remember to include examples from the book!)

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Understanding Text Structure

Answer Key for Retelling and Summarizing with A Butterfly is Patient

Your Turn to Practice Retelling and Summarizing with A Butterfly is Patient

Page 2: How does a butterfly's life begin? How do you know that?

Page 3 to 4: Look at the illustration and notice patterns. Summarize the life cycle.

Answer Key for Identifying the Author's Purpose with A Butterfly is Patient

Your Turn to Practice Identifying the Author's Purpose with A Butterfly is Patient

Page 1: What do you think the author's purpose for writing this book is for? Support your answer with evidence from the book.

Answer Key for Determining Importance with A Butterfly is Patient

Your Turn to Practice Determining Importance with A Butterfly is Patient

Cover: Look at the cover. Why is that important? Answer with 1-2 sentences.

Page 1: What do you think is important? Answer with 1-2 sentences.

Page 2: What do you think is important? Answer with 1-2 sentences.

Page 3: What do you think is important? Answer with 1-2 sentences.

Page 4: What do you think is important? Answer with 1-2 sentences.

Page 5: What do you think is important? Answer with 1-2 sentences.

Page 6: What do you think is important? Answer with 1-2 sentences.

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Page 19: What do you think is important? Answer with 1-2 sentences.

Page 20: What do you think is important? Answer with 1-2 sentences.

Page 21: What do you think is important? Answer with 1-2 sentences.

Page 22: What do you think is important? Answer with 1-2 sentences.

Answer Key for Understanding Text Structure with A Butterfly is Patient

Your Turn to Practice Understanding Text Structure with A Butterfly is Patient

Pages 3 to 4: How does the author use a timeline to show the sequence of the life cycle of a butterfly? What happens first? What happens next? What is the final stage? Answers will vary. Sample answers include: The life of a butterfly begins as an egg. A caterpillar emerges from the egg. Next, the caterpillar covers itself in a chrysalis and finally changes into a butterfly.

Page 1: How does the author use cause and effect to explain why a butterfly is helpful. What did you learn from the illustration? Answers will vary. Sample answers include: The caterpillar changes into a poisonous butterfly that will harm animals if eaten.

Page 10: How does the author use cause and effect to explain what happens when some caterpillars eat poisonous plants. What is the effect? Answers will vary. Sample answers include: The caterpillar changes into a poisonous butterfly that will harm animals if eaten.

Page 13: What information is important on this page? How do you know?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

A Butterfly is Patient: Retelling and Summarizing

The topic of this book is butterflies. What is the main idea of the book? Give 3 facts from the book to support the main idea.

I can figure out the main idea of information I read. CCSS: RI.3.2

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

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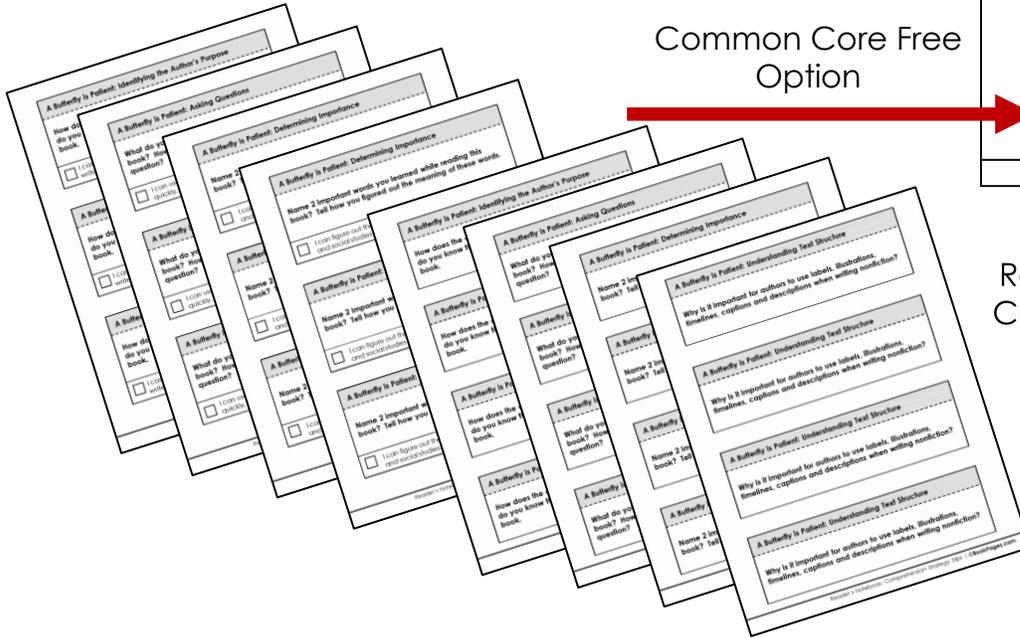
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Copy it out on the notebook.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Copy it out on the notebook.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Asking Questions

Title: _____

Question Sentence Starters

Who/what... Why don't... How does...
I am confused... I am curious... I am not sure...
about... about... why...

Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
2. Copy it out on the notebook.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Copy it out on the notebook.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Understanding Text Structure

Title: _____

Text Structure	When the Text Structure was Used	How the Text Structure Helped Me
Page: _____		

Text Structures You Might See While Reading:
Description: _____ Sequence: _____ Cause and Effect: _____ Problem and Solution: _____

Directions:
1. Answer each of the questions.
2. Copy it out on the notebook.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
A Butterfly is Patient
By: Dianna Hurts Aston
Grade Level: 3 / Guided Reading Level: F

Instructional Focus:
Adding -s to make a noun plural

Background:
Most of the time, the letter "s" is added to the end of a noun to make it plural.

Examples:

singular noun	plural
creature	creatures
wing	wings
bee	bees
plant	plants

Materials and Preparation:

- A Copy of A Butterfly is Patient
- Chart paper with two headings
- Colored markers
- Guided Word Work Interactive Mat (1 per student)
- Guided Word Work Practice Page
- Scissors
- Plural Nouns: Adding -s
- Optional - Extension Worksheet

Word Work
A Butterfly is Patient
By: Dianna Hurts Aston
Grade Level: 3 / Guided Reading Level: F

Step 1: Introduce the Focus of Word Work

Introduce Plural Nouns

- Write the heading "Singular Noun" on the chart paper.
- Ask students to explain what a noun is and list the examples under the heading.
- Point to a noun. Tell students that the noun is singular because there is only one. To make the noun plural, or more than one, you would add -s to most nouns.
- Write the heading "Plural Nouns" on the chart paper next to "Singular Nouns".
- Show children how to add -s to the singular nouns to make them plural.
- If there is a noun that does not follow the -s rule, like the word "butterfly", remind students that the -s rule applies to most nouns. Write the exceptions as they come up on the bottom of the chart paper using a different color marker.
- Ask children to share more examples.

Sample Anchor Chart

Singular Noun	Plural Noun
chair	chairs
pencil	pencils
marker	markers
desk	desks
paper	papers
book	books

Step 2: Connect Word Work to Reading

Plural Nouns in the Text

- Tell students that you will read A Butterfly is Patient by Diana Hurts Aston.
- Ask students to listen carefully because they will hear plural nouns.
- Tell students they have a job to do. They should raise their hand when they hear a plural noun and say the singular form of the noun.
- This will get tricky because they will hear words that end with the letter "s" that are not nouns.
- Model with the words "leaves" and "creatures" on page 2. Although "leaves" does not follow the adding "-s" rule, this is a good example to remind students that not all plural nouns follow the adding "-s" rule.

Some Examples of Adjectives in the Text:

• needs	• grains	• markings
• wings	• flowers	• scientists
• butterflies	• predator	• colors
• bees	• birds	• flowers
• plants	• lizards	• minerals
• seeds	• insects	• scales
		• petals
		• plift

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
A Butterfly is Patient
By: Dianna Hurts Aston
Grade Level: 3 / Guided Reading Level: F

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a copy of Plural Nouns: Adding -s Sorting Mat and Plural Nouns Sorting Cards.
- Ask the children to use scissors to cut out the words from the word list.
- Tell children to choose a word and decide if it is a singular noun or a plural noun.
- Place singular nouns under the "Singular Nouns" heading on the sorting mat.
- Place plural nouns under the "Plural Nouns" heading on the sorting mat.

Step 4: Independent Word Work Practice

Practice Page

- Give each child a copy of Plural Nouns: Adding -s Practice Page.
- Children will read each sentence and circle the plural noun.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for plural nouns in their own reading. Tell them to write their words on an index card and add them to the pocket chart (review the added cards with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Plural Nouns: Adding -s Sorting Mat
Interactive Activity

Singular Nouns

pencil

Plural Nouns

pencils

Plural Noun Sorting Cards
Active Activity

Use the cards to sort Plural Nouns.

lizard	lizards
flower	flowers
wing	wings
seed	seeds
grain	grains
marking	markings
ray	rays
shower	showers

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Plural Nouns
Extension Activity

Directions:
Be a word detective!
Be on the lookout for plural nouns while you read. Write the words with adjectives that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: _____ Word Work - Extension Activity | @BookPagez.com

Plural Nouns: Adding -s
Word Work Practice Page

Directions: Circle the plural noun in the sentences below. Draw a picture of the nouns on the back of this paper if there is extra time.

- The little (creatures, creature) in the forest scurried for shelter from the rain.
- What are your favorite (flower, flowers)?
- You may see the (moth, moths) fly around at night.
- The wind knocked the (branches, branch) off the tree and into the street.
- It is fun to watch the (cloud, clouds) move across the sky.
- Do you know where I put my (crayon, crayons)?
- I love to read (books, book).
- Did you see the fire (trucks, truck) in the parade?
- Don't forget to put your (shoe, shoes) on before you go outside!
- There are many (car, cars) in the parking lot.
- The (packages, package) were heavy!
- How many (pieces, piece) of candy did you eat?
- I watched two (movie, movies) yesterday!
- She had three (oranges, orange) in her lunch bag.
- Where are the (pencil, pencils)?

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record					
Title: A Butterfly is Patient		Guided Reading Text Level: P	Word Count: 100		
Name: _____		Date: _____			
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____			
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual					
Page		COUNT			INFORMATION USED
		E	SC	M	V
2	It begins as an egg beneath an umbrella of leaves, protected from rain, hidden from creatures that might harm it... until the caterpillar inside chews free from its egg-casing, tiny, wingless, hungry to grow.				
3	A caterpillar feeds on leaves, eating so much that it must molt, or shed its skin, many times. It can grow up to 30,000 times larger than it was when it took its first bite.				
4	Once a caterpillar has eaten all that it needs, it creates a protective covering called a chrysalis. Curled inside the chrysalis, it is growing wings. Now it is time				
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					

Running Record Assessment

A Butterfly is Patient CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about A Butterfly is Patient to answer each of the following questions.		
1. Why is a butterfly considered helpful?		
<input type="radio"/> A Butterflies help pollinate plants, so the plants can make seeds. <input type="radio"/> B They make people happy because they are pretty. <input type="radio"/> C They are helpful because they are food for birds. <input type="radio"/> D Butterflies eat plants so the plants will not get too big.		
2. The author's main idea is that butterflies are patient. Which of the following supports her main idea?		
<input type="radio"/> A Butterflies wait for just the right flower. <input type="radio"/> B They are patient, waiting for their bodies to change into butterflies. <input type="radio"/> C Its life cycle takes time. It goes through many stages. <input type="radio"/> D Many butterflies are eaten by birds and other predators.		
3. What is the result of some caterpillars eating scales?		
<input type="radio"/> A The caterpillars die. <input type="radio"/> B They can't change into butterflies. <input type="radio"/> C The poisonous plants die and don't have leaves. <input type="radio"/> D They become poisonous butterflies, called monarchs.		
4. What does the word "scales" mean when used in the text?		
<input type="radio"/> A The measure how much the butterfly weighs. <input type="radio"/> B They are the shiny, powdery flakes that cover the caterpillar's body. <input type="radio"/> C It describes the hard outer covering. <input type="radio"/> D Scales means to climb higher.		
5. If you wanted to know more about how and what butterflies eat, which key words would be the best to enter into a search engine? (RI.3.5)		
<input type="radio"/> A Butterfly life cycle <input type="radio"/> B Butterfly adaptations <input checked="" type="radio"/> C Butterfly diet, proboscis <input type="radio"/> D Butterfly predators		
6. The author gives us many interesting facts about butterflies in this book. What is she also trying to convince you to believe? (RI.3.6)		
<input checked="" type="radio"/> A She wants you to believe they are spectacular, helpful, and magical as well. <input type="radio"/> B She wants you to believe that moths are better than butterflies. <input type="radio"/> C The author is trying to convince you to collect butterflies. <input type="radio"/> D The author is trying to convince you leave butterflies alone.		
7. How do the illustrations in the section, "A butterfly is creative" help us understand the text? (RI.3.7)		
<input type="radio"/> A The illustrations show us all the patterns their wings can have. <input type="radio"/> B The illustrations show us where different butterflies are from. <input type="radio"/> C The drawings show us how colorful butterflies are compared to moths. <input checked="" type="radio"/> D The illustration gives a timeline for the lifecycle for a common butterfly.		
8. Most of the text is written as description and explanation. However, when the author writes about moths, what text pattern does she use to help us understand? (RI.3.8)		
<input type="radio"/> A That part is written in order, like a timeline. <input checked="" type="radio"/> B The section about moths compares and contrasts them to butterflies. <input type="radio"/> C She writes about the problems moths and butterflies have, and how they solve them. <input type="radio"/> D She explains the effect moths have on butterflies.		
9. What does the book have to help you understand caterpillars and butterflies better? (RI.3.9)		
<input type="radio"/> A It has drawings of caterpillars and butterflies. <input type="radio"/> B The author explains what difficult words mean. <input type="radio"/> C There are labels, diagrams, and maps in the illustrations. <input checked="" type="radio"/> D All of the above answers are correct.		
CCSS Assessment 3 rd Grade Reading Standards for Information BookPagez.com		

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
Choose a caterpillar from the front endpaper of the book. Find the butterfly it turns into on the back endpaper. What do you notice? What is the same? What is different? What do you wonder about them? Write what you find in the Venn Diagram below. Write any questions you have about what you notice at the bottom of the paper.

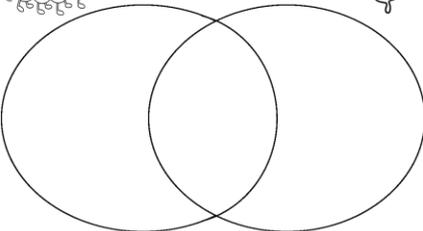
Name of Butterfly



Caterpillar



Butterfly



What questions do you have about the caterpillar and butterfly you studied?

Extension Activity | @BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>A Butterfly's Patient Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "A Butterfly's Patient" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.2 - Determine the main idea of a text; recount the key details and explain how they relate to the main idea.</p> <p>RI.3 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.4 - Use information gathered from illustrations (e.g., maps, photographs) and the words to demonstrate understanding of the text (e.g., when, where, why and how the events occurred).</p> <p>RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recal information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.1.6 - Cope their own ideas and understanding in the light of the discussion.</p> <p>SL.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visual, quantitative, and orally.</p> <p>SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p style="text-align: right; font-size: small;">A Butterfly's Patient CCSS Alignment @BookPage.com</p>	<p>A Butterfly's Patient Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "A Butterfly's Patient" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.4 - Use information gathered from illustrations (e.g., maps, photographs) and the words to demonstrate understanding of the text (e.g., when, where, why and how the events occurred).</p> <p>RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recal information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.1.6 - Cope their own ideas and understanding in the light of the discussion.</p> <p>SL.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visual, quantitative, and orally.</p> <p>SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p style="text-align: right; font-size: small;">A Butterfly's Patient CCSS Alignment @BookPage.com</p>	<p>A Butterfly's Patient Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "A Butterfly's Patient" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.4 - Use information gathered from illustrations (e.g., maps, photographs) and the words to demonstrate understanding of the text (e.g., when, where, why and how the events occurred).</p> <p>RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recal information from experiences or gather information from print and digital sources; 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>A Butterfly's Patient Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "A Butterfly's Patient" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b - Identify reliable connections between words and their use (e.g., identify people who are healthy or healthy).</p> <p>L.3.4c - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p style="text-align: right; font-size: small;">A Butterfly's Patient CCSS Alignment @BookPage.com</p>

Common Core State Standards Correlation
<p>A Butterfly's Patient Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "A Butterfly's Patient" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right; font-size: small;">A Butterfly's Patient CCSS Alignment @BookPage.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for A Butterfly is Patient Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con A Butterfly is Patient (Una mariposa es paciente)

Página 2:
¿Cómo comienza la vida de una mariposa? ¿Cómo sabes esto?

Páginas 3 a 4:
Mire la ilustración y observe las etiquetas. ¿Qué está pasando en estas páginas? Resuma el ciclo de vida de una mariposa.

Página 6:
¿Cómo es una mariposa útil?

Página 8:
¿Cómo protege una mariposa?

Página 8:
¿Cómo puede una mariposa encontrar comida? ¿Cómo comen?

Nombre: _____ ©BookPages.com

Page by Page Guided Questions

Answer Key

Volver a contar y resumir con A Butterfly is Patient (Una mariposa es paciente)

Página 2:
¿Cómo comienza la vida de una mariposa? ¿Cómo sabes esto?
Las respuestas varían. Podrían incluir: La mariposa comienza como un huevo. Lo sé porque el texto y la imagen indican cómo comienza la vida de una mariposa.

Páginas 3 a 4:
Mire la ilustración y observe las etiquetas. ¿Qué está pasando en estas páginas? Resuma el ciclo de vida de una mariposa.
Las respuestas varían. Podrían incluir: El ciclo de vida de una mariposa se ilustra en estas páginas. La mariposa comienza su vida como una oruga, luego se cubre en una crisálida, y finalmente se transforma en una mariposa.

Página 6:
¿Cómo es una mariposa útil?
Las respuestas varían. Podrían incluir: Poliniza las plantas.

Página 8:
¿Cómo protege una mariposa?
Las respuestas varían. Podrían incluir: Una mariposa es protectora porque usan el camuflaje para esconderse de los depredadores.

Página 8:
¿Cómo puede una mariposa encontrar comida? ¿Cómo comen?
Las respuestas varían. Podrían incluir: Las mariposas usan sus antenas para encontrar comida. Ellos prueban la comida con sus pies y beben la comida con una trompa.

Answer Key | ©BookPages.com

Sample answers written in Spanish

Identifica el propósito del autor con A Butterfly is Patient (Una mariposa es paciente)

Página 6:
¿Cuál crees que es el propósito del autor? Responde tus respuestas con tus propias palabras.

Tu turno para practicar: Identifica el propósito del autor con A Butterfly is Patient (Una mariposa es paciente)

Página 6:
¿Cuál crees que es el propósito del autor? Responde tus respuestas con tus propias palabras.

Hacer preguntas con A Butterfly is Patient (Una mariposa es paciente)

El fondo:
¿Qué notas? Señale la parte que sea importante.

Frente:
Mire de cerca y ayude a las etiquetas. ¿Qué preguntas tiene usted sobre las mariposas? ¿Por qué es importante?

Tu turno para practicar: Hacer preguntas con A Butterfly is Patient (Una mariposa es paciente)

El fondo:
Mire de cerca las diferentes orugas. ¿Qué preguntas tiene usted sobre las orugas? ¿Por qué es importante?

Frente:
Mire de cerca las diferentes orugas. ¿Qué preguntas tiene usted sobre las orugas? ¿Por qué es importante?

Determinar la importancia con A Butterfly is Patient (Una mariposa es paciente)

El fondo:
Mira la portada del libro. ¿Por qué es importante esta portada? Señale la parte que sea importante.

Página 8:
¿Qué has aprendido hasta ahora que es importante? ¿Por qué piensas que es importante? Señale la parte que cree que es importante recordar.

Tu turno para practicar: Determinar la importancia con A Butterfly is Patient (Una mariposa es paciente)

El fondo:
Mira la portada del libro. ¿Por qué es importante esta portada? Señale la parte que sea importante.

Página 8:
¿Qué has aprendido hasta ahora que es importante? ¿Por qué piensas que es importante? Señale la parte que cree que es importante recordar.

Entender la estructura del texto con A Butterfly is Patient (Una mariposa es paciente)

Páginas 3 a 4:
Aquí el autor usa una línea de tiempo para mostrar la secuencia del ciclo de vida de una mariposa. ¿Qué pasa primero? ¿Qué pasa después? ¿Cuál es la etapa final?

Tu turno para practicar: Entender la estructura del texto con A Butterfly is Patient (Una mariposa es paciente)

Páginas 3 a 4:
Aquí el autor usa una línea de tiempo para mostrar la secuencia del ciclo de vida de una mariposa. ¿Qué pasa primero? ¿Qué pasa después? ¿Cuál es la etapa final?

Página 6:
Aquí el autor usa una descripción para explicar por qué una mariposa es útil. ¿Qué aprendiste de la descripción?

Página 10:
Aquí el autor usa una causa y efecto para explicar qué sucede cuando algunas orugas comen plantas venenosas. ¿Cuál es el efecto?

Author's Purpose

Asking Questions

Determining Importance

Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

A Butterfly is Patient (Una mariposa es paciente): Identifica el propósito del autor

¿Cómo quiere el autor que nos sintamos sobre las mariposas? ¿Cómo sabes esto? Respalde su respuesta con detalles del libro.

Puedo decir la diferencia entre lo que pienso y lo que escribe un autor en textos informativos. CCSS: RI.3.6

A Butterfly is Patient (Una mariposa es paciente): Identifica el propósito del autor

¿Cómo quiere el autor que nos sintamos sobre las mariposas? ¿Cómo sabes esto? Respalde su respuesta con detalles del libro.

Puedo decir la diferencia entre lo que pienso y lo que escribe un autor en textos informativos. CCSS: RI.3.6

A Butterfly is Patient (Una mariposa es paciente): Identifica el propósito del autor

¿Cómo quiere el autor que nos sintamos sobre las mariposas? ¿Cómo sabes esto? Respalde su respuesta con detalles del libro.

Puedo decir la diferencia entre lo que pienso y lo que escribe un autor en textos informativos. CCSS: RI.3.6

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPage.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

A Butterfly is Patient (Una mariposa es paciente): Identifica el propósito del autor

¿Cómo quiere el autor que nos sintamos sobre las mariposas? ¿Cómo sabes esto? Respalde su respuesta con detalles del libro.

A Butterfly is Patient (Una mariposa es paciente): Identifica el propósito del autor

¿Cómo quiere el autor que nos sintamos sobre las mariposas? ¿Cómo sabes esto? Respalde su respuesta con detalles del libro.

A Butterfly is Patient (Una mariposa es paciente): Identifica el propósito del autor

¿Cómo quiere el autor que nos sintamos sobre las mariposas? ¿Cómo sabes esto? Respalde su respuesta con detalles del libro.

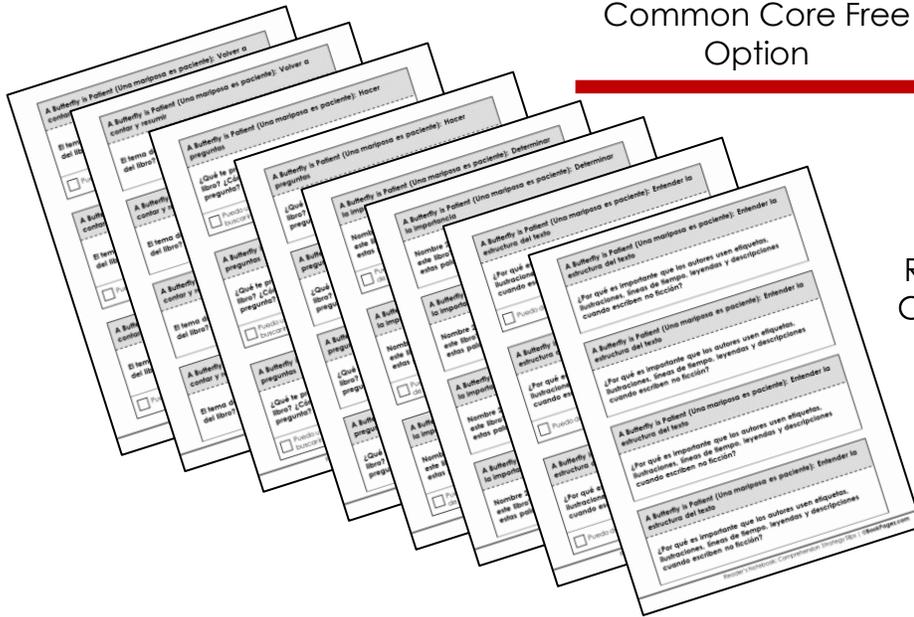
A Butterfly is Patient (Una mariposa es paciente): Identifica el propósito del autor

¿Cómo quiere el autor que nos sintamos sobre las mariposas? ¿Cómo sabes esto? Respalde su respuesta con detalles del libro.

Reader's Notebook: Comprehension Strategy Slips | @BookPage.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Valer a contar y resumir

Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que sabe en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Retelling and Summarizing

Identificar el propósito del autor

Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir
 Para informar
 Para entretener

Yo sé porque...

¿Qué pienso que el autor quería que pensamos mientras estamos leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estamos leyendo.

Instrucciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Author's Purpose

Hacer preguntas

Título: _____

Muéstrame para empiezo una oración

Quiero saber... ¿por qué no...? ¿Cómo inventé...?

Ma contada cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta

Instrucciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Asking Questions

Determinar la importancia

Título: _____

Pienso en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Determining Importance

Entender la estructura del texto

Título: _____

Estructura del texto	Dónde se usa la estructura del texto	Cómo la estructura del texto me ayudó
	Página	

Instrucciones: usa palabras que mientas lees

Introducción	Secuencia	Cierre y efecto
Comparar y contrastar	Condiciones y excepciones	

Instrucciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

Elija una oruga del frente. Encuentra la mariposa que se convierte en el papel trasero. ¿Que notaste? ¿Que es lo mismo? ¿Que es diferente? ¿Qué te preguntas sobre ellos? Escribe lo que encuentres en el Diagrama de Venn abajo. Escriba cualquier pregunta que tenga sobre lo que nota en la parte abajo.

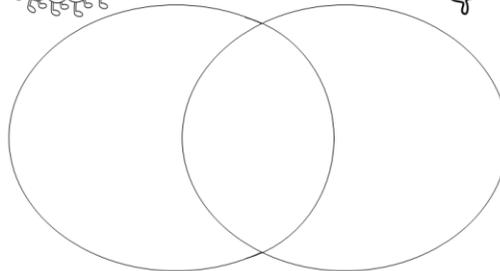
Nombre de la mariposa



La oruga



La mariposa



¿Qué preguntas tienes sobre la oruga y mariposa que estudiaste?