

# Here's What You'll Get in the Stellaluna Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

Stellaluna  
By: Janell Cannon  
Grade Level: 3 / Guided Reading Level: N

**1**  
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
Learn About Comprehension Strategies

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

**Summary**

Stellaluna is a fruit bat who has had a most unusual life. When Stellaluna was very young, she and her mother were flying through the forest in search of food when they were attacked by a powerful bird. While fighting with the powerful bird, Stellaluna's mother dropped her. Stellaluna fell through the trees and landed headfirst in a bird's nest. Luckily Mama Bird adopted Stellaluna and took care of her. She only had one rule: Stellaluna had to behave like a bird. Dutifully, Stellaluna obeyed Mama Bird and ate insects, slept at night, and even learned to hang by her thumbs instead of her feet. Then, while flying home one night, Stellaluna is reunited with her mother who teaches her how to behave more like a bat and less like a bird.

**Link to What You Know**

- Think about a time when you met someone new. Did you have anything in common? How were you different?
- Think about one of your good friends. What makes you special? What do you like to do when you are together?

**Important Words to Know and Understand**

**Shuffled** - To have a speech problem that causes you to repeat the beginning sound of some words

**Why Readers Identify the Author's Purpose While Reading**

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

Stellaluna  
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**3**  
Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write to persuade, inform, or entertain you?

**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 7** - Why do you think the author chose to have Stellaluna land in a nest full of baby birds?

**Page 14** What is the author trying to show us in this picture? How can this picture help us understand what is happening in the story?

**Page 23** - What is the author trying to tell you about bats and birds? What are the characters starting to notice?

**Page 41** - Why do you think the author wrote this? What kind of experiences do you think the author has had that made her want to write a book about friendship?

**4**  
Notice the Work You Did While Reading

- Think
- Reflect
- Write

**Time to Reflect**

**Think** - Janell Cannon is the author of *Stellaluna*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about what you learned while reading *Stellaluna*. Think about the things you and your reading partner discussed. How can identifying the author's purpose help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Stellaluna*. (Remember to include examples from the book!)

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Making Inferences

Retelling and Summarizing

**Making Predictions**

Stellaluna  
By: Janell Cannon  
Guided Reading Level: N

**1**  
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2**  
Learn About Comprehension Strategies

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

**3**  
Make Predictions While Reading

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 7** - Why do you think the author chose to have Stellaluna land in a nest full of baby birds?

**Page 14** What is the author trying to show us in this picture? How can this picture help us understand what is happening in the story?

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**4**  
Notice the Work You Did While Reading

- Think
- Reflect
- Write

**Time to Reflect**

**Think** - Janell Cannon is the author of *Stellaluna*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about what you learned while reading *Stellaluna*. Think about the things you and your reading partner discussed. How can identifying the author's purpose help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Stellaluna*. (Remember to include examples from the book!)

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Making Predictions

**Answer Key for Retelling and Summarizing with Stellaluna**

**Your Turn to Practice Retelling and Summarizing with Stellaluna**

**Page 1:** Preview the text. Look at the pictures. What do you think might happen to Stellaluna? Do your predictions match the picture?

**Page 7:** Why did Mama Bird adopt Stellaluna? How might happen next? Will your prediction make sense in the story? Why?

**Page 14:** What predictions can you make? Where did Stellaluna go? Why do you think so? Will your prediction make sense in the story?

**Page 23:** What predictions can you make? What can you predict might happen when the birds fly at night with Stellaluna? Why do you think so?

**Page 41:** What do you think the author wrote this book for? Persuade, Inform, or Entertain?

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**Answer Key for Making Inferences with Stellaluna**

**Your Turn to Practice Making Inferences with Stellaluna**

**Page 7:** Why do you think the author chose to have Stellaluna land in a nest full of baby birds?

**Page 14:** What is the author trying to show us in this picture? How can this picture help us understand what is happening in the story?

**Page 23:** What is the author trying to tell you about bats and birds? What are the characters starting to notice?

**Page 41:** Why do you think the author wrote this book? What kind of experiences do you think the author has had that made her want to write a book about friendship?

**Why do you think Janell Cannon wrote this book?**  
To Persuade To Inform To Entertain

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates the relationship between CCSS-aligned and Common Core Free Option reading response prompts. It features a large graphic organizer on the left, a stack of similar organizers in the center, and a single organizer on the right. Red arrows indicate the flow of information and alignment.

- Graphic Organizer (Left):** Contains three identical sections for "Stellaluna: Retelling and Summarizing". Each section includes a question: "What are some ways that Stellaluna changed after she met the birds? Describe some of the things she did." Below the question is a checkbox labeled "I can tell how characters in a story respond to parts in a story." with the CCSS code "CCSS: RL.3.3" next to it. A red arrow points from the "I Can" Statement to this checkbox.
- Stack of Organizers (Center):** A stack of five identical graphic organizers, each for a different comprehension strategy: Making Inferences, Making Predictions, Author's Purpose, Retelling and Summarizing, and Making Inferences. A red arrow points from the "Common Core Free Option" label to this stack.
- Single Organizer (Right):** A single graphic organizer for "Stellaluna: Retelling and Summarizing" with the same question and checkbox as the left organizer. A red arrow points from the "Common Core State Standard" label to this organizer.
- Labels and Arrows:**
  - "Strategy and Text Based Reader's Response Prompt" points to the question in the top organizer.
  - "Common Core State Standard" points to the checkbox in the top organizer.
  - "I Can" Statement points to the checkbox in the top organizer.
  - "Common Core Free Option" points to the stack of organizers.
  - "Reading Response Prompts for Each Comprehension Strategy Lesson Plan" points to the single organizer on the right.

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or non-fiction?

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. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text and your own knowledge.	What do you know about the subject?	Draw, think, or write.

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

**Making Predictions**

Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
How your prediction turned out.	How your prediction turned out.	Answer: <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		Answer: <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		Answer: <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		Answer: <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Predictions

**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. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

## Vocabulary Connections Resources

<b>Vocabulary Connections</b>	<b>Stellaluna</b> By: Jarrell Carrison Grade Level: 3 / Guided Reading Level: N
<b>Important Words to Know and Understand in "Stellaluna"</b>	
<b>Babble</b> To talk too much or to talk foolishly	
<b>Clambered</b> To climb or crawl in an awkward way	
<b>Crooned</b> To sing or speak in a low soft	
<b>Limb</b> A large branch of a tree	
<b>Perched</b> To sit on something high or on something from which it is easy to fall	
<b>Stuttered</b> To have a speech problem that causes you to repeat the beginning sound of some words	
<b>Sultry</b> Hot with a lot of moisture in the air	


## Important Words to Know and Understand in Stellaluna Word List

## Vocabulary Connections


Grade Level: 3 / Guided Reading Level: H

**Skylar**  
By: Janell Cannon


**Babble**




**Clambered**




**Crooned**



**Limb**



**Perched**



**Stuttered**

Picture Vocabulary (Sorting Cards) **CiBookPage.com**

## Word and Picture Sorting Cards

## Vocabulary Connections

**Shelina**  
By: Janelle Cannon  
Grade Level: 3 / Guided Reading Level: N

Babble	Clambered
To talk too much or to talk foolishly	To climb or crawl in an awkward way

**Step by Step Directions:**  
1. Cut out the printed card. 2. Fold on the fold lines. 3. Stick, Tape or Staple the top of flash card to cover the definition.

Limb	Perched
A large branch of a tree	To sit on something high or on something from which it is easy to fall

4. Stick, Tape or Staple the top of flash card to cover the definition.

Crooned	Stuttered
To sing or speak in a low soft	To have a speech problem that causes you to repeat the beginning sound of some words

5. Stick, Tape or Staple the top of flash card to cover the definition.

## Word and Definition Sorting Cards

<b>Vocabulary Connections</b>		
By: Isabel Cannon Grade Level: 3 / Douded Reading Level: N		
<b>Babble</b> is a/an noun verb adverb adjective	<b>Clambered</b> is a/an noun verb adverb adjective	<b>Crowned</b> is a/an noun verb adverb adjective
<b>Definition of Babble:</b>	<b>Definition of Clambered:</b>	<b>Definition of Crowned:</b>
<b>Babble</b> looks like this:	<b>Clambered</b> looks like this:	<b>Crowned</b> looks like this:
<b>Babble</b> reminds me of:	<b>Clambered</b> reminds me of:	<b>Crowned</b> reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary notebook Cards | ©SkotPage.com

## Interactive Vocabulary Notebook Cards

## Word Games

with Words from Stellaluna

Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

### Word Bank

**BABBLE**  
CLAMBERED  
CROONED  
LIMA  
PERCHED  
STUTTERED  
SULTRY

**Down**

2. When you don't speak clearly, you \_\_\_\_\_.

3. A word that means to serenade \_\_\_\_\_.

4. When you slip over your tongue, you \_\_\_\_\_.

**Across**

1. Branch of a tree \_\_\_\_\_.

4. Opposite of the word cold \_\_\_\_\_.

5. Antonym of the verb settle \_\_\_\_\_.

6. A word that means to crawl \_\_\_\_\_.

### Word Bank

**BABBLE**  
CLAMBERED  
CROONED  
LIMA  
PERCHED  
STUTTERED  
SULTRY

**Down**

2. When you don't speak clearly, you BABBLE.

3. A word that means to serenade CROONED.

4. When you slip over your tongue, you STUTTERED.

Read the word in each box. Then use the code to color the bats.

Nouns = Brown  
Verbs = Gray  
Adjectives = Orange

Name: \_\_\_\_\_

©BookPages.com

Nouns = Brown  
Verbs = Gray  
Adjectives = Orange


Answer Key: ©BookPages.com

## Word Games and Answer Key

**Stellaluna**  
 By: Janell Cannon  
 Grade Level: 3 / Guided Reading Level: H

## Stellaluna

By Janell Cannon



A new word I learned in this book is \_\_\_\_\_

.....

.....


.....

A new word I learned in this book is \_\_\_\_\_

.....

.....

.....

Name: \_\_\_\_\_  


By **Step One** Students

1. Read the book *Stellaluna*. 2. Complete the Vocabulary Cards.

3. Add your Vocabulary Card to your notebook or use it as a bookmarker.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | [800pages.com](http://800pages.com)

## Personalized Vocabulary Bookmark

[illegible]

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
By: Janell Cannon  
Grade Level: 3 / Guided Reading Level: N

**Instructional Focus:**  
Long /e/ ( ee, ea )

**Background:**  
When "ee" or "ea" are paired in the middle of a word, the letters work together to form a long "e" sound.

**Examples:**

"ee" sounds like long /	
feet	
tree	
bee	
meet	

"ee" sounds like long /	
feet	
tree	
bee	
meet	

- Materials and Preparation:**
- A Copy of Stellaluna by
  - Chart Paper
  - Sorting Cards (1 set per
  - Go Fish Directions
  - Long E Word Work Prac
  - Optional - Word Detect
  - Optional - 2 Colors of In

## Word Work

### Step 1: Introduce the Focus of Word Work

**Sample Anchor Chart**

Long /e/ ( ee, ea )	Long /e/ ( ee, ea )
feet	tree
bee	meet
see	sea
leaves	eat
team	mean
mean	team
mean	team

### Step 2: Connect Word Work to Reading

#### Extend Engagement

- Select a long e vowel word (one for each student).
- Write the word on two different colored index cards.
- Place one of the colored cards somewhere in the room.
- Distribute the matching cards to the students.
- Challenge the students to find their matching card.
- After all of the students have found their cards, go around the room and allow each student to say, spell and use their word in a sentence.

### Introduce Long /e/ ( ee, ea )

- Draw the students' attention to the chart paper.
- Explain that when "ee" and "ea" are found in the middle of words, the letters work together to form a long e sound.
- Write the word "feet" in the first column on the chart paper below "ee sounds like /e/". You may want to use a different colored marker to write the "ee".
- Write the word "tree" in the second column on the chart paper below "ee sounds like /e/". You may want to use a different colored marker to write the "ea".
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper (refer to sample anchor chart).

### Long /e/ ( ee, ea ) in the Text

- Tell the students that the book they will be reading today has a lot of words that contain "ee" and "ea".
- Show them **pages 13 of Stellaluna**. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the words that had a long /e/ sound but were spelled using "ee" or "ea" (teaching, feet). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read **Stellaluna**.

#### Examples of Long E Words Found in the Text:

- leaves
- eat
- mean
- team
- mean
- team
- mean
- team
- mean
- team
- mean
- team

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

**Word Work**  
By: Janell Cannon  
Grade Level: 3 / Guided Reading Level: N

**Step 3: Guided Word Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are words from the book that contain "ee" and "ea".
- Review each word.
- Model how to play **Go Fish**.
- Divide students into pairs and allow them to play **Go Fish** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Long E Word Work**.
- Read the directions with the class.
- 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 **long e vowel teams** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word in the 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

**Go Fish**  
Student Directions

**Materials:**  
Sorting Cards

**Players:**  
2

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place the combined deck of cards **face down** in the middle, between both players. This pile is called the **deal pile**.
- Player 1 takes a card** from the deal pile. Next, **Player 2 takes a card** from the deal pile **until each player has 5 cards**.
- Begin playing. **Player 1** looks at their cards and chooses one card. **Player 1** says, "Do you have \_\_\_\_\_?"
- Player 2** checks each of their 5 cards. If **Player 2** has the match to the card wanted by **Player 1**, they hand over the match. If not, they say "Go fish".
- Player 1** gets a match, he or she places the matching cards **face up** on the table and takes another turn. If told to "Go fish," **Player 1** draws from the pile. If there is no match, he places the matching cards **face down** and takes another card. If the player does not draw a match, he keeps the card in his hand and **Player 2** takes a turn.
- The object of the game is to "go out" by laying down all of your cards in matching pairs. The first player to "go out" wins.

**Deal Pile**  
Each player takes 5 cards from the pile.

Independent Word Work Practice | ©BookPagez.com

Extension Activity

**Word Detective: Long /e/ ( ee, ea )**  
Extension Activity

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

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

**Long E**  
Word Work Practice Page

**Directions:**  
Read the word below. Decide whether an "ee" or "ea" belongs in the middle of the word. Write the missing letters in the blank. The first one has been done for you.

- ch \_\_\_\_ red = cheered
- h \_\_\_\_ r = \_\_\_\_\_
- t \_\_\_\_ ching = \_\_\_\_\_
- cr \_\_\_\_ ture = \_\_\_\_\_
- fr \_\_\_\_ = \_\_\_\_\_
- l \_\_\_\_ fy = \_\_\_\_\_
- \_\_\_\_ t = \_\_\_\_\_
- thr \_\_\_\_ = \_\_\_\_\_
- squ \_\_\_\_ ked = \_\_\_\_\_
- n \_\_\_\_ r = \_\_\_\_\_
- f \_\_\_\_ t = \_\_\_\_\_
- f \_\_\_\_ r = \_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com



# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency



Running Record					
Title: Stellaluna		Guided Reading Text Level: N		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				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
2	In a warm and sultry forest far, far away, there once lived a mother fruit bat and her new baby. Oh, how Mother Bat loved her soft tiny baby. "I'll name you Stellaluna," she crooned. Each night, Mother Bat would carry Stellaluna clutched to her breast as she flew out to search for food.				
3	One night, as Mother Bat followed the heavy scent of ripe fruit, an owl spied her. On silent wings the powerful bird swooped down upon the bats. Dodging and shrieking, Mother Bat tried to escape, but the owl struck again and again, knocking Stellaluna into the *...				
Analysis and Comments:					
Tested By: _____				©BookPagez.com	

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

Stellaluna CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>Stellaluna</i> to answer each of the following questions.	
<b>1. What happened after Stellaluna promised to obey all the rules of Mama Bird's nest?</b>	
<input type="radio"/> A She would not eat anything Mama Bird gave to her. <input type="radio"/> B She convinced the other birds to act like bats. <input type="radio"/> C She cried and ran away. <input type="radio"/> D She ate bugs and slept in the nest, like a good bird should.	
<b>2. What does the author convey about the theme when she writes, "How different and feel so much alike?"</b>	
<input type="radio"/> A Friends have to be the same. <input type="radio"/> B Everyone is different, but we also have things in common. <input type="radio"/> C We should pretend to be something else to fit in. <input type="radio"/> D Birds and bats can be friends.	
<b>3. How does Stellaluna's decision to fly all day with the birds affect the rest of the story?</b>	
<input type="radio"/> A Mama Bird gets very angry with her. <input type="radio"/> B She ends up lost and alone again. <input type="radio"/> C She has to rest far from the nest and is found by the bats. <input type="radio"/> D She gets attacked by an owl.	
<b>4. What does it mean when Stellaluna feels "as though rays of light shone from her eyes?"</b>	
<input type="radio"/> A She could see well, even though it was dark. <input type="radio"/> B She liked flying during the day. <input type="radio"/> C She saw some lights in the night sky. <input type="radio"/> D Daylight was hurting her eyes.	
CCSS Assessment 3rd Grade Reading Standards for Literature	

Stellaluna CCSS Assessment Answer Key
<b>Directions:</b> Use what you know about <i>Stellaluna</i> to answer each of the following questions.
<b>1. What happened after Stellaluna promised to obey all the rules of Mama Bird's nest? (RI.3.1)</b>
<input type="radio"/> A She would not eat anything Mama Bird gave to her. <input type="radio"/> B She convinced the other birds to act like bats. <input type="radio"/> C She cried and ran away. <input checked="" type="radio"/> D She ate bugs and slept in the nest, like a good bird should.
<b>2. What does the author convey about the theme when she writes, "How can we be so different and feel so much alike?" (RI.3.2)</b>
<input type="radio"/> A Friends have to be the same. <input checked="" type="radio"/> B Everyone is different, but we also have things in common. <input type="radio"/> C We should pretend to be something else to fit in. <input type="radio"/> D Birds and bats can be friends.
<b>3. How does Stellaluna's decision to fly all day with the birds affect the rest of the story? (RI.3.3)</b>
<input type="radio"/> A Mama Bird gets very angry with her. <input type="radio"/> B She ends up lost and alone again. <input checked="" type="radio"/> C She has to rest far from the nest and is found by the bats. <input type="radio"/> D She gets attacked by an owl.
<b>4. What does it mean when Stellaluna feels "as though rays of light shone from her eyes?" (RI.3.4)</b>
<input checked="" type="radio"/> A She could see well, even though it was dark. <input type="radio"/> B She liked flying during the day. <input type="radio"/> C She saw some lights in the night sky. <input type="radio"/> D Daylight was hurting her eyes.
CCSS Assessment 3rd Grade Reading Standards for Literature   BookPagez.com

Answer Key





# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
In the book *Stellaluna*, the birds and the bats are the same in some ways and different in other ways. Write three facts about birds and three facts about bats to show how they are different. In the circle, write one way they are the same.

1. Birds _____	<div>Birds and bats</div>
_____	
_____	
2. Birds _____	
_____	
_____	
3. Birds _____	1. Bats _____
_____	_____
_____	_____
	2. Bats _____
	_____
	_____
	3. Bats _____
	_____
	_____

Extension Activity | ©BookPages.com

## Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
<i>Stellaluna</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Stellaluna" correlate with the following English Language Arts Common Core State Standards for third grade.
<b>Reading and Summarizing Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.3.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.
<b>RL.3.3</b> - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events.
<b>RL.3.4</b> - Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and figurative language.
<b>RL.3.7</b> - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RL.3.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>Reading: Foundational Skills</b>
<b>RF.3.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b>
<b>W.3.8</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and list evidence into provided categories.
<b>Speaking &amp; Listening</b>
<b>SL.3.1a</b> - Support their own ideas and understanding in the light of the discussion.
<b>SL.3.2</b> - Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.3.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>Language</b>
<b>L.3.4</b> - 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).
<i>Stellaluna</i> CCSS Alignment   ©BookPages.com

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Common Core State Standards Correlation
<i>Stellaluna</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Stellaluna" correlate with the following English Language Arts Common Core State Standards for third grade.
<b>Identifying the Author's Purpose Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.3.2</b> - recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<b>RL.3.6</b> - Distinguish their own point of view from that of the narrator or those of the characters.
<b>RL.3.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>Reading: Foundational Skills</b>
<b>RF.3.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.
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<b>Language</b>
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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<i>Stellaluna</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Stellaluna" correlate with the following English Language Arts Common Core State Standards for third grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.3.4a</b> - Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.3.4b</b> - Identify reliable connections between words and their use (e.g., identify people who are friendly or helpful).
<b>L.3.4</b> - 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).
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## Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<i>Stellaluna</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Stellaluna" correlate with the following English Language Arts Common Core State Standards for third grade.
<b>Word Work Lesson Plan and Resources</b>
<b>Reading: Foundational Skills</b>
<b>RF.3.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.
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## Word Work Common Core Alignment

# Student Facing Resources in Spanish for Stellaluna Super Pack

## 4 Comprehension Strategy Practice Pages

### Identifying the Author's Purpose Practice Page

**Tu turno para practicar: Identifica el propósito del autor con Stellaluna**

**Página 7:**  
¿Por qué crees que el autor eligió tener a Stellaluna en un nido lleno de pajaritos?

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
¿Qué está tratando de mostrarnos el autor en esta foto?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo puede esta imagen ayudarnos a entenderlo que está sucediendo en la historia?

\_\_\_\_\_

\_\_\_\_\_

**Página 23:**  
¿Qué intenta decirte el autor sobre los murciélagos y las aves?

\_\_\_\_\_

\_\_\_\_\_

¿Qué están empezando a notarlos personajes?

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

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### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Identifica el propósito del autor con Stellaluna**

**Página 7:**  
¿Por qué crees que el autor eligió tener a Stellaluna en un nido lleno de pajaritos?  
Las respuestas varían. Podrían incluir: El autor intentaba que Stellaluna se encontrara con amigos que son muy diferentes a ella.

**Página 14:**  
¿Qué está tratando de mostrarnos el autor en esta foto?  
Las respuestas varían. Podrían incluir: El autor está tratando de demostrar que Stellaluna estaba teniendo problemas para "adaptarse" y comportarse como un pájaro. Mamá pájaro se ve molesta en esta foto.

¿Cómo puede esta imagen ayudarnos a entenderlo que está sucediendo en la historia?  
Las respuestas varían. Podrían incluir: Esto ayuda al lector a saber que Mamá Pájaro quiere que Stellaluna cambie su comportamiento.

**Página 23:**  
¿Qué intenta decirte el autor sobre los murciélagos y las aves?  
El autor está tratando de mostrarnos que los murciélagos son nocturnos, pueden ver en la oscuridad y disfrutar de la noche. Los pájaros no tienen las mismas habilidades.

¿Qué están empezando a notarlos personajes?  
Las respuestas varían.

Name: \_\_\_\_\_

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**Volver a contar y resumir con Stellaluna**

**Tu turno para practicar: Volver a contar y resumir con Stellaluna**

**Página 5:**  
El autor nos dice que Stellaluna se perdió en el bosque. ¿Por qué crees que el autor eligió tener a Stellaluna en un nido lleno de pajaritos?

\_\_\_\_\_

\_\_\_\_\_

**Página 9:**  
Stellaluna estaba muy hambrienta, pero no por cosas blandas. ¿Por qué Stellaluna no quería comer cosas blandas como los pajaritos?

\_\_\_\_\_

\_\_\_\_\_

**Página 13:**  
¿Qué cosas hizo Stellaluna para demostrar que sabe cómo comportarse como un pájaro?

\_\_\_\_\_

\_\_\_\_\_

**Página 23:**  
¿Qué cosas hizo Stellaluna para demostrar que sabe cómo comportarse como un pájaro?

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

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### Retelling and Summarizing

**Hacer inferencias con Stellaluna**

**Tu turno para practicar: Hacer inferencias con Stellaluna**

**Página 11:**  
Si los pájaros pajaritos se \_\_\_\_\_ Mamá Pájaro \_\_\_\_\_

¿Qué puedes inferir que Stellaluna es su bebé? ¿Qué pistas usas para inferir que Stellaluna es su bebé?

\_\_\_\_\_

\_\_\_\_\_

**Página 23:**  
La madre de Stellaluna hace una inferencia en esta página. Ella usa pistas para inferir que Stellaluna es su bebé. ¿Qué pistas usas para inferir que Stellaluna es su bebé?

\_\_\_\_\_

\_\_\_\_\_

**Página 37:**  
¿Qué le parecen las palabras? "Me siento al revés" significa?

\_\_\_\_\_

\_\_\_\_\_

¿Por qué piensas eso?

\_\_\_\_\_

\_\_\_\_\_

¿Puedes inferir un significado más profundo?

\_\_\_\_\_

Name: \_\_\_\_\_

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### Making Inferences

**Hacer predicciones con Stellaluna**

**Tu turno para practicar: Hacer predicciones con Stellaluna**

**Página 1:**  
Vista previa del texto. Mira las fotos. ¿Qué crees que le puede pasar a Stellaluna?

\_\_\_\_\_

\_\_\_\_\_

**Página 8:**  
¿Qué crees que le puede pasar a Stellaluna en la página siguiente?

\_\_\_\_\_

\_\_\_\_\_

**Página 24:**  
¿Qué crees que le puede pasar a Stellaluna en la página siguiente?

\_\_\_\_\_

\_\_\_\_\_

**Página 29:**  
¿Qué crees que le puede pasar a Stellaluna en la página siguiente?

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

©BookPages.com

### Making Predictions

# Writing About Reading with Optional CCSS Alignment

## Strategy and Text Based Reader's Response Prompt

## Common Core State Standard

"I Can" Statement written in Spanish

Stellaluna: Volver a contar y resumir

¿Cuáles son algunas formas en que Stellaluna cambió después de conocer a las aves? Describe algunas de las cosas que ella hizo.

☐ Puedo decir cómo los personajes de una historia responden a partes de una historia.

CCSS: RL.3.3

Stellaluna: Volver a contar y resumir

¿Cuáles son algunas formas en que Stellaluna cambió después de conocer a las aves? Describe algunas de las cosas que ella hizo.

☐ Puedo decir cómo los personajes de una historia responden a partes de una historia.

CCSS: RL.3.3

Stellaluna: Volver a contar y resumir

¿Cuáles son algunas formas en que Stellaluna cambió después de conocer a las aves? Describe algunas de las cosas que ella hizo.

☐ Puedo decir cómo los personajes de una historia responden a partes de una historia.

CCSS: RL.3.3

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

Stellaluna: Volver a contar y resumir

¿Cuáles son algunas formas en que Stellaluna cambió después de conocer a las aves? Describe algunas de las cosas que ella hizo.

Stellaluna: Volver a contar y resumir

¿Cuáles son algunas formas en que Stellaluna cambió después de conocer a las aves? Describe algunas de las cosas que ella hizo.

Stellaluna: Volver a contar y resumir

¿Cuáles son algunas formas en que Stellaluna cambió después de conocer a las aves? Describe algunas de las cosas que ella hizo.

Stellaluna: Volver a contar y resumir

¿Cuáles son algunas formas en que Stellaluna cambió después de conocer a las aves? Describe algunas de las cosas que ella hizo.

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

## Common Core Free Option

## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Volver 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 habla el libro?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Hacer inferencias**  
Título: \_\_\_\_\_

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Busca pistas en el texto y en lo que sabes.	¿Qué sabes de la historia?	¿Qué sabes de la historia?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Hacer predicciones**  
Título: \_\_\_\_\_

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones
Busca las predicciones de los personajes.	Busca las predicciones de los personajes.	¿Correcto? ¿Incorrecto?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

**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

¿Te sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

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

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**  
En el libro **Stellaluna**, los pájaros y los murciélagos son iguales en algunos aspectos y diferentes en otros. Escribe tres datos sobre los pájaros y tres datos sobre los murciélagos para mostrar cómo son diferentes. En el círculo, escribe una forma en que son iguales.

1. Pájaros \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Pájaros \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Pájaros \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Murciélagos \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Murciélagos \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Murciélagos \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pájaros y murciélagos


\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Extension Activity | @BookPagez.com