

**TEACHER READING GUIDE**

***The Little Butterfly That Could***

written and illustrated by Ross Burach

This book is from the **Very Impatient Caterpillar** series.

**Essential Question:** How does identifying and describing a character's changing feelings help readers understand and explain the moral of a story?

**BOOK SNAPSHOT**

Selected from the New Worlds Reading Initiative Booklist

**Text Type:** Literary

**Genre:** Narrative, Fiction, Humor

**Themes/Topics:** Perseverance, Migration

**Lexile:** AD360L

**SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS**

**Word Work**

**ELA.1.F.1.3 (c)**

Decode and encode regularly spelled one-syllable words.

**Vocabulary**

**ELA.1.V.1.1**

Use grade-level academic vocabulary. (Tier 2)

**Comprehension**

**ELA.1.R.1.2**

Identify and explain the moral of a story.

**BUILDING BACKGROUND**

Use the following prompts to engage students in a discussion about butterfly migration:

- **Migration** describes when birds or animals move to a different place during a particular season.
- Why do you think butterflies **migrate**?
  - Butterflies can not survive colder weather.
  - They travel to find food.
- The little butterfly in the story has already migrated a long way and must travel 200 more miles to find his friends. Is 200 miles a long or short distance?
  - Display a map of Florida. Explain that from one coast of Florida to the other is about 200 miles.
  - Emphasize that butterflies travel much more than 200 miles to migrate.
  - Revisit students' ideas of whether 200 miles is a long or short distance for a little butterfly to fly.

At the beginning of the story, discuss how distance influences the little butterfly's feelings about traveling.

**STUDENT LEARNING TARGETS**

**Today I am:**

identifying and describing the main character's feelings in the beginning, middle, and end of the story.

**So that I can:**

explain the moral of the story.

**Did You Know?**

When **AD**, or "**Adult Directed**," appears in front of a Lexile Level, the text is best suited for a read aloud by an adult rather than being read independently by a child. Texts can be labeled as adult directed for reasons such as:

- Challenging Vocabulary
- Text Complexity
- Design Elements
- Layout of Text

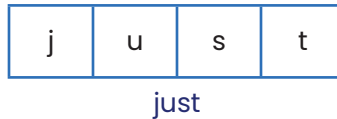
# WORD WORK – DECODE AND ENCODE REGULARLY SPELLED ONE-SYLLABLE WORDS

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

c. Decode and encode regularly spelled one-syllable words.

Students will use **Elkonin boxes** to **decode** and **encode** regularly spelled one-syllable words. Model and practice on whiteboards or paper. Say to students:

- "I will say each of the sounds in the word *just*. As I make the sound for each letter, hold up a finger for each sound I say."
- "Ready? /j/ /ŭ/ /s/ /t/." Hold up a finger for each sound as you say it. (Be sure that as you face the students, they will see your fingers held up in the same left-to-right direction as reading.)
- "How many sounds did you hear? That's right; there are four sounds in *just*, so I will draw four connected boxes." Draw four connected boxes on the board.
- "What is the first sound in *just*? /j/ "
- "The first sound in *just* is /j/. The letter *j* makes the sound /j/. I will write the letter *j* in the first box." Write the letter *j* in the first box.
- "What is the second sound in *just*? /j/ /ŭ/ "
- The second sound in *just* is /ŭ/. The letter *u* makes the sound /ŭ/." Write the letter *u* in the second box.
- "What is the third sound in *just*? /j/ /ŭ/ /s/."
- The third sound in *just* is /s/. The letter *s* makes the sound /s/." Write the letter *s* in the third box.
- "What is the last sound in *just*? /j/ /ŭ/ /s/ /t/."
- "The last sound in *just* is /t/. The letter *t* makes the sound /t/." Write the letter *t* in the last box.
- "I will write the word underneath the boxes." Write *just* underneath the boxes.
- "Now, blend the sounds together. (Slide your finger from left to right under the word as you read.) What's the word? *just*. Read the word. *just*."



Continue to decode and encode regularly spelled one-syllable words from the book:

went (p. 2)

find (p. 8)

lost (p. 10)

frog (p. 12)

stop (p. 22)

long (p. 39)

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



**simpler** (p. 7): When something is **simpler** than something else, it is easier to understand or do. The little butterfly says life was **simpler** as a caterpillar.



**spacious** (p. 16): **Spacious** describes a place that is large in size or area so that you can move around in it easily. The little butterfly thinks the whale's stomach is more **spacious** than his chrysalis.



**patiently** (p. 8): If you do something **patiently**, you do it calmly and without getting annoyed. Inside his chrysalis, the caterpillar **patiently** waited to become a little butterfly.



**succeed** (p. 30): If something or someone **succeeds**, they manage to do what they are trying to do. The little butterfly says that if you don't **succeed** the first time, you must fly, fly again.

### Vocabulary Extension Activity:

- Make connections with the targeted words to reinforce students' understanding of the vocabulary. Suggested prompts include:
  - Which one is **simpler** for you? Reading a book or doing ten math problems?
  - What is something you wait **patiently** for? Why?
  - If a room is **spacious**, would there be room for a few people or a lot of people?
  - What is something you want to **succeed** in doing at school?

# READ FOR MEANING – IDENTIFY AND EXPLAIN THE MORAL OF A STORY

ELA.1.R.1.2: Identify and explain the moral of a story.

ELA.1.R.1.1: Identify and describe the main story elements in a story.

- **Clarification 2:** In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.



## Before:

Students will describe main story elements (characters, setting, and sequence of events) to identify and explain the moral of the story.

- A **moral** is a lesson readers learn from a story.
  - For example, “It is important to be kind to all people.”
  - Explain that not all stories have a moral.
- Use the following prompts to build understanding around the concept of “could” in the story:
  - The title of the book is *The Little Butterfly That Could*. The author uses **could** to tell readers that the little butterfly “can do” something but has not yet.
  - Display the front cover and discuss:
    - How do you think the little butterfly is feeling? How do you know?
    - The title of this story is *The Little Butterfly That Could*, but the little butterfly on the front cover says, “What if I can’t?” What do you think he can’t do yet?



## During:

Recreate the graphic organizer below on the board or chart paper. As you read, record text evidence describing the little butterfly’s appearance, actions, and words/thoughts. Use the text evidence to identify and record his feelings on the graphic organizer.

<b>Characters:</b>	<b>Setting:</b>
<b>Describe The Little Butterfly’s Appearance, Actions, and Words/Thoughts</b>	<b>Identify the Little Butterfly’s Feelings</b>
<b>Beginning</b> <ul style="list-style-type: none"><li>• “Then I’ll never make it!”</li><li>• He has tears in his eyes and reaches for a tissue.</li><li>• He lists things that might go wrong on his journey if he flies again.</li></ul>	In the beginning, the little butterfly feels: <ul style="list-style-type: none"><li>• Worried</li><li>• Upset</li><li>• Scared</li></ul>
<b>Middle</b>	Then, the little butterfly feels:
<b>End</b>	In the end, the little butterfly feels:
<b>Moral</b>	

**Model (I do):** Guide students in identifying the characters and setting. Think aloud to identify and describe the little butterfly’s feelings.

## Beginning (p. 1 – 12)

Identify the characters and setting:

- Who are the characters in the story?
- Where does the story take place?

## READ FOR MEANING – IDENTIFY AND EXPLAIN THE MORAL OF A STORY



Identify and describe the little butterfly's feelings:

- What does the little butterfly say or think?
  - When the whale tells the little butterfly he cannot travel by plane, hot air balloon, or blimp, he exclaims, "Then I'll never make it!" His words tell me that he is feeling **worried**.
- How does the little butterfly look? What do you notice about his facial expression?
  - When the little butterfly describes how he became separated from his friends, he has tears in his eyes, and he's reaching for a tissue. His appearance tells me that he is feeling **upset**.
- What does the little butterfly do?
  - The little butterfly lists things that might go wrong on his journey. If he flies again, he could get lost, get caught in a storm, or be eaten by different animals. His actions tell me that he is feeling **scared**.

**Guided Practice (We do):** Guide students in describing and inferring the little butterfly's feelings using the suggested examples.

### Middle (p. 13 – 30)

(Examples include but are not limited to ...)

#### What does the little butterfly say or think?

- "200 miles. No problem."
- "Right back where I started. I'll never get there."

#### How does the little butterfly feel?

Unsure

#### What does the little butterfly do?

- He tries to fly, but the wind pushes him back.

#### How does the little butterfly feel?

Frustrated

#### What does the little butterfly look like?

- He raises his arms in the air and cheers.
- He smiles as he puts on his helmet.

#### How does the little butterfly feel?

Determined

### End (p. 31 – 39)

(Examples include but are not limited to...)

#### What does the little butterfly say or think?

- "I got this!"
- "I did it!"

#### How does the little butterfly feel?

Confident

#### What does the little butterfly do?

- He flies past animals that could eat him.
- He does not stop flying until he reaches his friends.

#### How does the little butterfly feel?

Brave

#### What does the little butterfly look like?

- He is smiling.

#### How does the little butterfly feel?

Happy



### After:

Use the information in the graphic organizer and the prompts below to guide students in identifying and explaining the moral of the story.

- How do the little butterfly's feelings change from the beginning to the end of the story?
- What causes the little butterfly's feelings to change?
- What lesson does the little butterfly learn from his changing feelings?

## READ FOR MEANING – IDENTIFY AND EXPLAIN THE MORAL OF A STORY



- What is the moral of the story?
  - What can we learn from reading this story?

Write the moral on the graphic organizer using the sentence stem, *The moral of the story is ...*

- Possible morals include: *It is important to never give up. You should always try your best.*

**Independent Practice (You do):** Use the printable on the last page of this guide for students to write about the little butterfly's changing feelings and the moral of the story.

Students will:

- Select a feeling from the graphic organizer to complete each sentence stem to describe how the little butterfly feels in the beginning, middle, and end of the story.
- Draw a picture that supports the feeling.
  - For the word *upset*, students might draw a picture of the little butterfly crying and reaching for a tissue.
- Complete the sentence stem, *The moral of the story is ...*, to explain the moral of the story.

### Try This!

Use the following questions in subsequent readalouds to enhance students' comprehension:

- What does it mean to have butterflies in your stomach? (p. 14)
  - Tell me about a time that you had butterflies in your stomach. What did it feel like?
- How does the whale encourage the little butterfly throughout the story?
  - What would you say to someone who is feeling scared and needs some encouragement?
- What do you think the little butterfly will do the next time he feels scared or worried about flying?

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

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



# The Little Butterfly That Could

**Directions:** Select a word from the graphic organizer to describe the butterfly's feelings in the beginning, middle, and end of the story. Draw a picture that supports the feeling word. Then write a complete sentence to explain the moral of the story.

Beginning	Middle	End
In the beginning, the little butterfly feels: _____ ----- _____.	Then, the little butterfly feels: _____ ----- _____.	In the end, the little butterfly feels: _____ ----- _____.

**The moral of this story is:**

\_\_\_\_\_  
-----  
\_\_\_\_\_.

\_\_\_\_\_  
-----  
\_\_\_\_\_.