

| TEACHERS' GUIDE

# ***Velma Gratch & the Way Cool Butterfly***

SUGGESTED GRADE LEVEL: 2<sup>nd</sup> - 3<sup>rd</sup> |

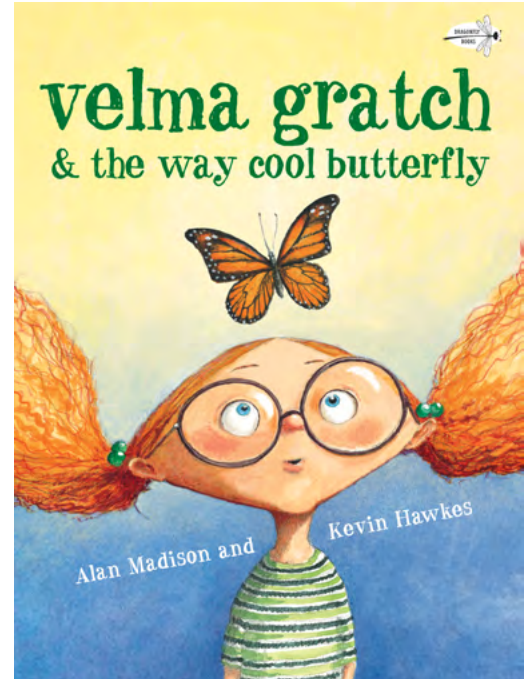


### SYNOPSIS

It's hard to be Velma, the littlest Gratch, entering the first grade. That's because everyone has marvelous memories of her two older sisters, who were practically perfect first graders. Poor Velma—people can barely remember her name. But all that changes on a class trip to the magnificent Butterfly Conservatory—a place neither of her sisters has ever been. When a monarch roosts on Velma's finger and won't budge for days . . . well, no one will forget Velma ever again. Acclaimed and bestselling illustrator Kevin Hawkes and author Alan Madison celebrate everything butterfly—from migration to metamorphosis. Watch as Velma Gratch metamorphosizes from a timid first grader into a confident young scientist!

### THEMES IN THE STORY

- Individuality
- Self-confidence
- Science



Written by: Alan Madison

Illustrated by: Kevin Hawkes

Published by: Schwartz & Wade Books,  
an imprint of Penguin Random House

Read by: Kyra Sedgwick

Suggested grade level: 2<sup>nd</sup> - 3<sup>rd</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 3<sup>rd</sup> grade, but can be adapted to 2<sup>nd</sup> grade standards.

## BEFORE VIEWING

**Standards:** CCSS.SL.3.1

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background by discussing the following points with students:

- Do you have any older siblings who have attended your school? If so, is that how teachers know you? *Thumbs up, thumbs down.*
- If you have siblings, what are they known for? What are you known for?
- Do you think it is important to feel special? *Thumbs up, thumbs down.*
- How does it feel when you are compared to others? *Think, pair, and share.*
- Have you ever felt like you didn't belong?

## DURING VIEWING

**Standards:** CCSS.SL.3.2

**Objective:** Students will listen to the story and answer questions.

**Procedure:** Stop story at specific times to ask questions or pose prompts:

- What happens on Velma's first day of school that makes her want to go back to kindergarten? How does this make her feel?
- Why does Velma sing the loudest in chorus and run the slowest in gym class?
- Why do you think Velma tries to learn as much as she can about butterflies?
- What connection does Velma make to the monarch butterfly?
- What special thing happens to Velma when she is at the conservatory?
- What would you do if you were Velma and a butterfly wouldn't come off of your finger?
- At the end of the story, what "way cool" thing does Velma do with the butterfly? How does this make her feel?
- What important lesson do you think Velma learned about herself at the end of the story?



## AFTER VIEWING

**Reading Focus:** Character Traits

**Standards:** CCSS.RL.3.3

**Objective:** Students will determine character traits that Velma displays throughout the story and find evidence from the text to support their answers.

**Materials:**

- Teacher-selected video on character traits
- **Character Trait** poster (*find one online*)
- **Character Trait** worksheet (*page 8*)
- Pencils

**Procedure:**

1. The teacher will show a preselected video of choice or have a class discussion to review character traits.
2. The teacher can use a **Character Trait** poster found online, or the class can make a list of character traits together using the worksheet. (*Examples: happy, frustrated, kind, determined, worried, shy, silly, brave, etc.*)
3. First, the teacher should write one example of a character trait on the board. Students will fill in this example on their worksheets for character trait #1, along with supporting evidence.
4. Next, the students can work in small groups or pairs to come up with character trait #2 and supporting evidence.
5. Lastly, students can independently complete character trait #3 and supporting evidence.
6. The teacher can collect and review students' answers.

**Vocabulary Study:** Students can also create their own mini dictionaries or use the **Vocabulary Boxes** worksheet (*page 9*) to show understanding of the vocabulary used in the story. Suggested words are: *metamorphosis, conservatory, migration, antennae, aquarium, museum, coincidence, commotion.*

## READING RESPONSE

**Standards:** CCSS.RL.3.1

**Objective:** Students will answer the prompt using at least two details from text to support the response.

**Reading Prompt:** Why do you think Velma felt like she didn't belong? Use at least two details from the text to support your answer.

## WRITING – NARRATIVE

**Standards:** *CCSS.W.3.3*

**Objective:** Students will write a narrative piece, using sequencing words, to describe a time when they were compared to someone and wanted to stand out.

**Materials:**

- Sequencing Words poster (*page 10*)
- Paper
- Pencils

**Procedure:**

1. The teacher should remind students about the importance of using sequencing words when writing a narrative. Students will review the **Sequencing Words** poster and practice a few examples.
2. The teacher will provide their own example on the board of a time that they were compared to someone and wanted to stand out. Their example should not include sequencing words.
3. As a class, determine which sequencing words to add to the teacher's narrative.
4. Students will write their own narrative, describing a time they were compared to someone and wanted to stand out.
5. Over the course of a few days, students can peer edit, revise, and conference with the teacher before completing their final drafts.
6. Narratives can be read aloud and shared with classmates, if desired.

## SCIENCE

**Objective:** Students will learn and recreate the life cycle of a butterfly.

**Materials:**

- Teacher-selected video on butterfly life cycle
- Life Cycle poster (*teacher will create*)
- Life Cycle Cut & Paste worksheet (*page 12*)
- Scissors
- Glue

**Procedure:**

1. The teacher will refer to the story and ask students what they know about the life cycle of a butterfly.
2. Next, the teacher will play a preselected video that shows and explains the life cycle of a butterfly.
3. After showing the video, the teacher will create a large class poster, outlining the phases of the butterfly life cycle, with students participating in a class discussion and volunteering ideas.
4. Students can work independently on the Life Cycle Cut & Paste worksheet, adding words and details after they have finished cutting and pasting the images provided on the worksheet.
5. Students or the teacher can share answers with the class, or they can display the completed worksheets for all to see.

## MATH/ART

**Objective:** Students will create their own butterfly with wings that are symmetrical.

**Materials:**

- Symmetry worksheets (*pages 12 and 13*)
- Paper
- Pencils
- Crayons
- Markers
- Paint

**Procedure:**

1. The teacher will ask students if they know what the word *symmetry* means. The teacher can guide students by giving them clues or showing them an example on the board. *An object that is symmetrical is the same on both sides.*
2. The teacher can show various shapes on the board, and, as a class, students can decide which shapes have lines of symmetry.

## **MATH/ART – CONTINUED**

3. The teacher can ask students for other examples of symmetry that they see in the classroom or their school.
4. If needed, students can practice with a partner to complete the **Symmetry** worksheet.
5. After students have seen several examples of symmetry and are comfortable with this concept, teacher will give them instructions about creating their own butterfly. The butterfly must have wings that are symmetrical. Show some examples.
6. The teacher can let the students draw the butterfly free hand, or give them a butterfly tracer or a preprinted template found online.
7. Allow them to be creative and add color.
8. Enjoy and display!

# CHARACTER TRAIT WORKSHEET

Character:

Trait:	Trait:	Trait:
Evidence:	Evidence:	Evidence:



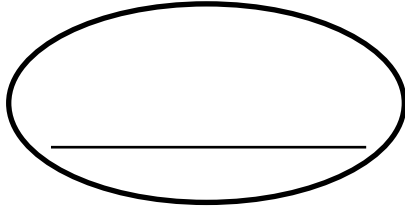
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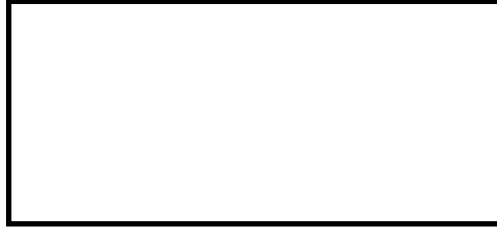
# VOCABULARY BOXES WORKSHEET

1)

**Word:**



**Picture:**



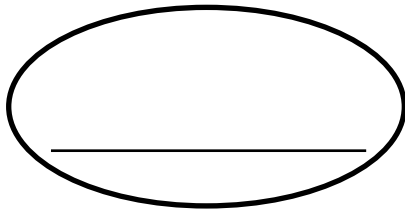
**Definition:**

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2)

**Word:**



**Picture:**



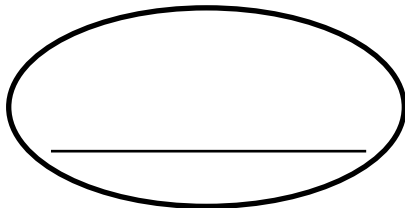
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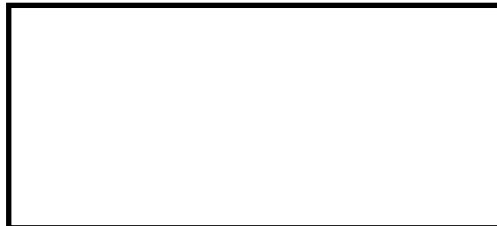
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3)

**Word:**



**Picture:**



**Definition:**

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# SEQUENCING WORDS

## BEGINNING

- In the beginning
- It all started when
- First
- \_\_\_\_\_
- Once upon a time
- To begin
- To start
- \_\_\_\_\_
- Once
- First of all
- One day
- \_\_\_\_\_

## MIDDLE

- After awhile
- Soon
- Meanwhile
- Suddenly
- All of a sudden
- \_\_\_\_\_
- Next
- Then
- Second
- After that
- Later
- \_\_\_\_\_
- At that moment
- Before long
- Eventually
- Afterward
- At this point
- \_\_\_\_\_

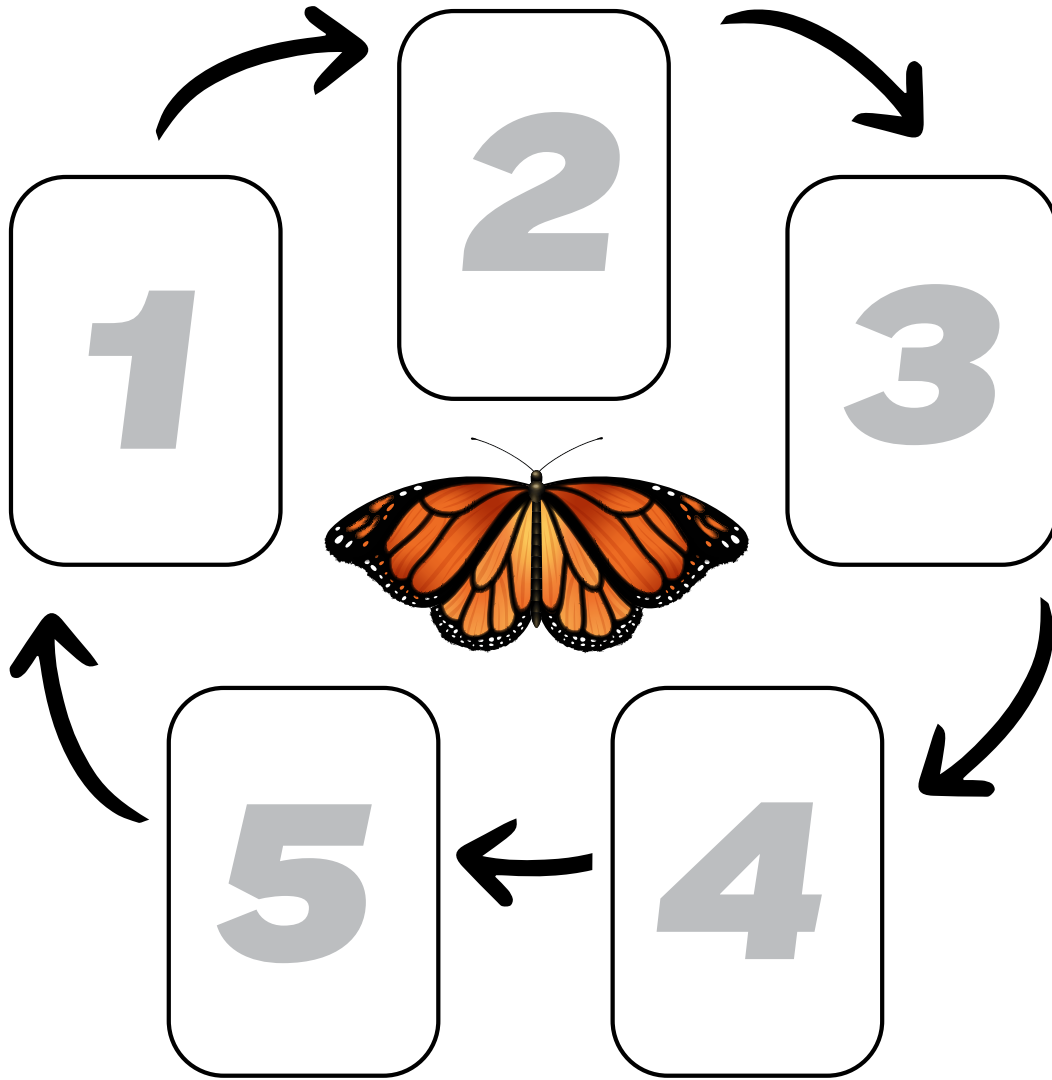
## END






- At last
- Finally
- In the end
- \_\_\_\_\_
- Afterward
- Last
- After all
- \_\_\_\_\_
- Lastly
- By the end
- By this point
- \_\_\_\_\_

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

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

# LIFE CYCLE CUT & PASTE WORKSHEET



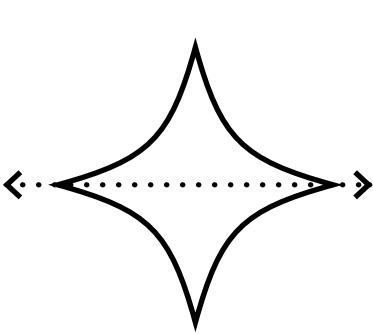
Caterpillar	Pupa	Butterfly	Eggs	Emerging from Chrysalis
				

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

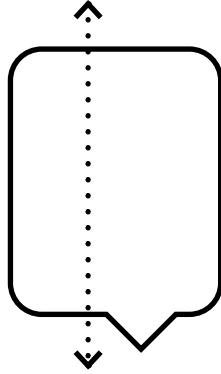
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# SYMMETRY WORKSHEET

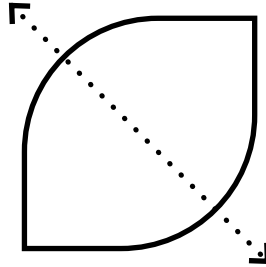
Tell whether the dotted line on each shape represents a line of symmetry. Write yes or no.



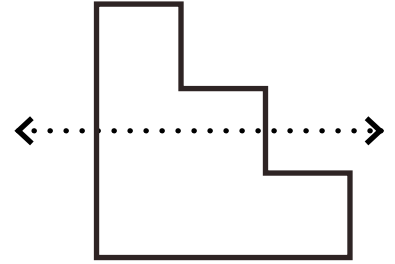
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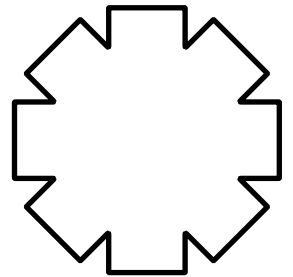
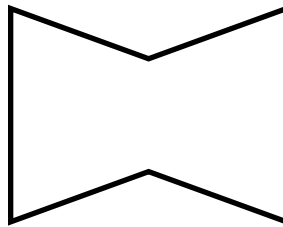
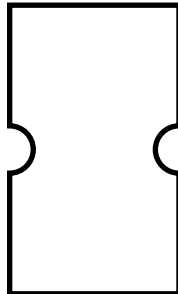
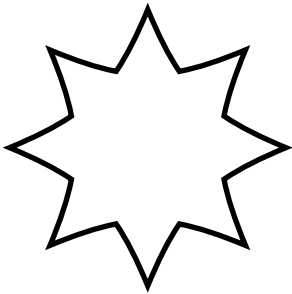


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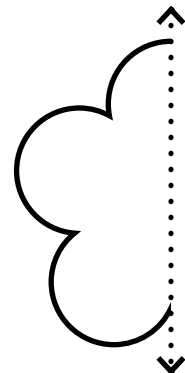
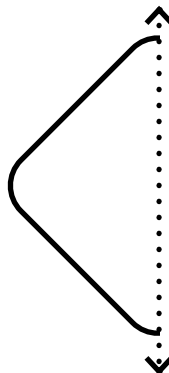
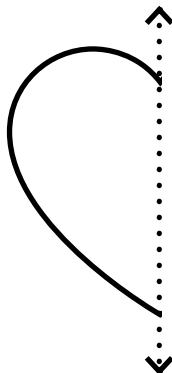
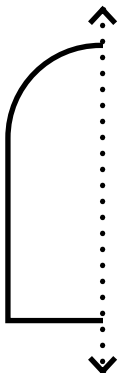


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Draw a line of symmetry on each shape.



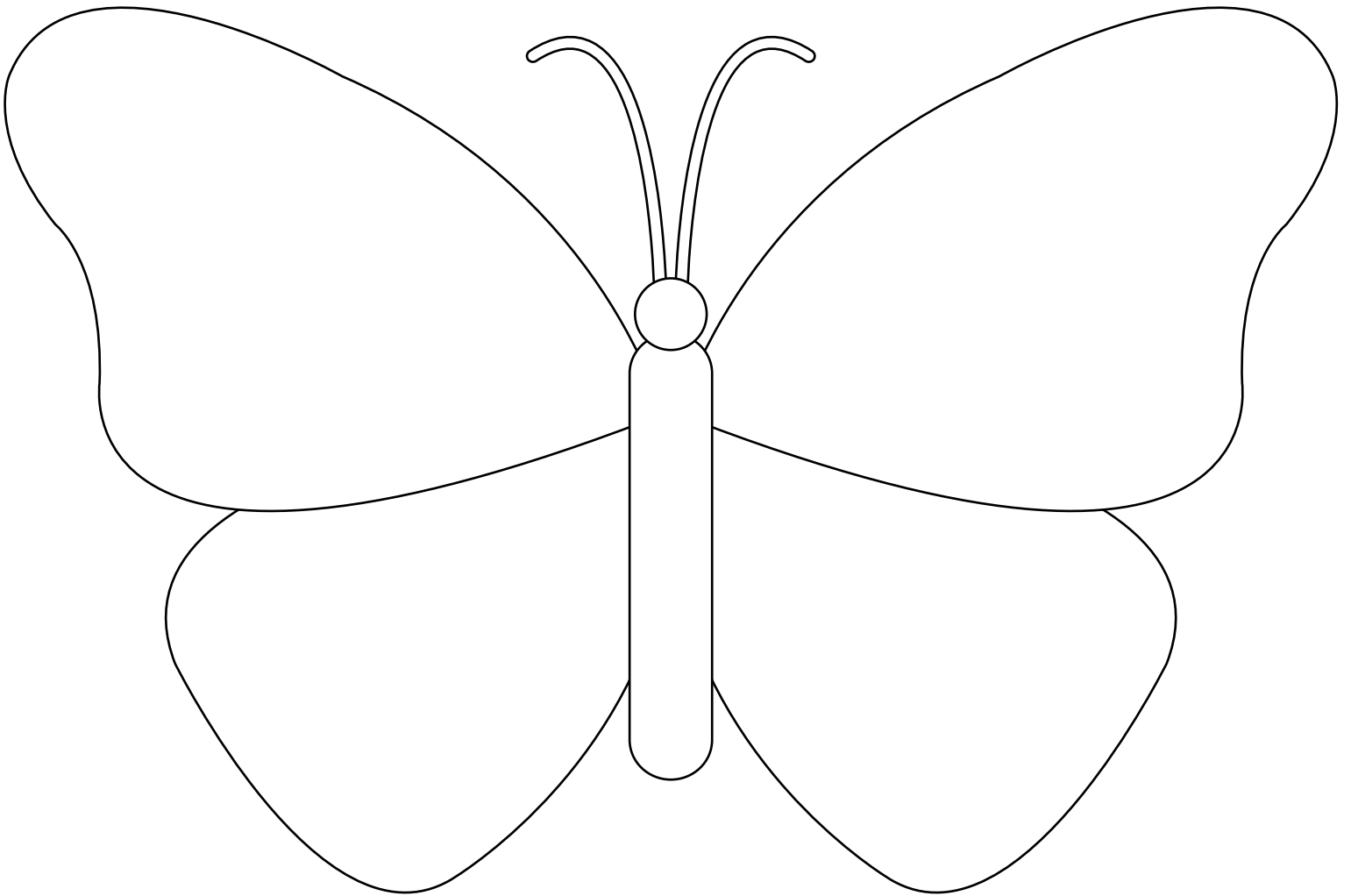
Draw the second half of each symmetrical shape.



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

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

# SYMMETRY WORKSHEET - BUTTERFLY SILHOUETTE



## **ABOUT THIS GUIDE**

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children's literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.