



Day 1: Read Aloud to Understand the Book

Before Reading

1. Gather your class and explain that you'll be reading aloud and talking about another book today, *Butterflies for Kiri*.
2. Introduce the book by saying, ***“This book is about a girl named Kiri who gets a book about origami as a birthday present. Origami is the art of folding paper into different shapes. It can be quite challenging. Let’s read to find out what Kiri does with her present.”***

During Reading

Focus your questions on Kiri’s actions. Where relevant, also review themes of emotions, goals, and strengths/challenges. Ask the whole class some questions and sometimes ask partners to converse.

- ***“What does Kiri do when she receives the origami book? How do you think she feels about her present?”***
- ***“What is Kiri’s goal? How does Kiri feel when the paper rips? What does she do?”*** (If you don’t have the word *discouraged* on your “Feelings Words” list, perhaps add it now.)
- ***“What does Kiri see at the park? What does it make her want to do?”***
- ***“What happens to Kiri’s painting? How does she feel?”*** (Introduce the word *sob* if needed.)
- ***“What does Kiri do with the colored paper?”***

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Butterflies for Kiri* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions about key details in the text
- Students will follow agreed-on rules for discussion in the whole group and when talking with partners
- Students will discuss and practice strategies for persevering in challenging situations

Common Core Standards

- RL.1.1, RL.1.2, RL.1.3
- SL.1.1/1-A/1-B/1-C

NOTE: See the end of this lesson for additional English Language Learner support strategies.

After Reading

1. Prompt students to retell the key events of the story. (**“What happens first? Then what happens?”** etc.)
2. Ask, **“What is challenging for Kiri? What are some of Kiri’s strengths?”** (Use this question to set the stage for your Day 2 discussion. You might introduce the terms *problem solver*, *perseverance*, or *determined*.)

Day 2: Discuss and Respond to the Book

Before Reading

Explain that today you’ll reread *Butterflies for Kiri*. Review your conversation from Day 1 about Kiri’s challenges and strengths. You’ll pay extra attention to what Kiri does when she has a problem or challenge.

During Reading

1. Think aloud about Kiri’s actions when she was trying to make a butterfly. Comment on how she is upset at first but calms herself and comes up with a plan for practicing with notebook paper. Also comment on how she celebrates improvement even though she doesn’t achieve her goal right away.
2. Ask partners to discuss what Kiri does first, next, etc. when her paints run. Summarize student comments using language consistent with your think aloud above. (**“Kiri calms down, makes a plan, and tries her new idea.”**)

After Reading

1. Ask partners to discuss the following questions:
 - **“How does it feel when something is hard?”**
 - **“How does it feel to make a mistake?”**
 - **“What can we learn from Kiri?”**
2. End your discussion with a summary statement about your classroom values. For instance, **“In our class, let’s be like Kiri. If you make a mistake or have a problem, calm down, make a plan, and try it. Don’t give up!”** (Optional: Write these steps or a similar “motto” together to post to encourage perseverance.)

Extension

NOTE: Download step-by-step directions for several origami creations and encourage students to select a design to try. One website with student-friendly directions is <http://www.activityvillage.co.uk/origami-animals>.

1. Explain that origami is a great activity for practicing being patient, solving problems, and not giving up even if you make a mistake.
2. Show students a few choices for origami designs they could make. Model following the directions for one very simple design (e.g., a cat face) to provide more support. Think aloud about problem solving and make a “mistake” to model the sequence above (calm down, make a plan, and try it).
3. As students work, remind them of the problem-solving behaviors you discussed. Also remind them of relevant items on the “Ways to Be Kind” list and encourage them to help and encourage one another.

4. Afterward, ask a few students to share challenges that arose and how they overcame them.

ELL Support Strategies

- Show students an example of origami when introducing the story.
- Show students some of the problems Kiri encountered with real materials (e.g., model trying to fold the paper and ripping it and/or watercolor paints running).

BOOK INFORMATION

Butterflies for Kiri

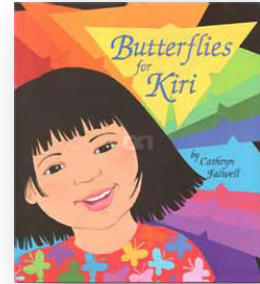
ISBN: 978-1-60060-342-6

RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for First Grade** at

<https://www.leeandlow.com/collections/279>

Learn more about *Butterflies for Kiri* at www.leeandlow.com/books/2370



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