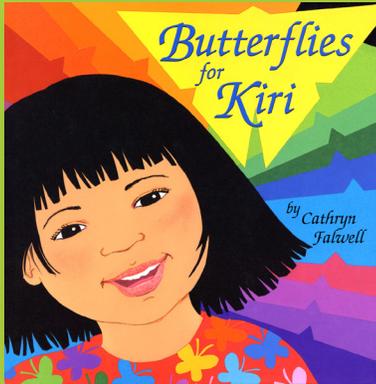


## TEACHER'S GUIDE



LEE & LOW BOOKS

## Butterflies for Kiri

by Cathryn Falwell

### About the Book

**Reading Level:** Grade 2

**Interest Level:** Grades PreK–3

**Guided Reading Level:** L

**Accelerated Reader® Level/  
Points:** 3.9/0.5

**Lexile™ Measure:** AD600L

**Genre:** Realistic Fiction

**Themes:** Colors, Sharing and Giving, Overcoming Obstacles, Imagination, Friendship, Education, Childhood Experiences and Memories, Art (Origami), Toys, Japan, Asian/Asian American Interest

### Synopsis

Kiri loves to make things. When she receives an origami set for her birthday, she can't wait to try making a butterfly, just like the one Auntie Lu had made. Kiri chooses a bright purple paper and carefully follows the steps, but the paper tears after just four folds. Her beautiful paper is ruined!

Disappointed but not discouraged, Kiri continues to practice making origami butterflies. Then one beautiful spring day in the park Kiri is inspired to make a picture of what she sees, and her creative and colorful solution turns out to be more rewarding than she could have imagined.

*Butterflies for Kiri* is a gentle testament to a child's determination and creativity, and like Kiri, children will be inspired to make their own origami butterflies. Easy-to-follow instructions are provided at the end of the story.



## BACKGROUND

*Origami*: According to the PBS documentary “Between the Folds” (<https://www.pbs.org/independentlens/between-the-folds/history.html>), with its origins in Japan, origami is the art of paper folding. In ancient Japan, paper was considered a luxury and therefore was only used for special ceremonial purposes. As paper became more readily available from the 1600s through 1800s, paper folding became a recreational and artistic pastime as well. By the 1800s, folded paper art became known as *origami*. In Japanese, *oru* means “folding” and *kami* means “paper.” Origami uses one piece of paper without cuts or glue, folded in various standard ways. Today, the principles of origami are even used in science, technology, engineering, and math. For more information, please check out:

- “Between the Folds” <https://www.pbs.org/independentlens/between-the-folds/history.html>
- <https://web-japan.org/kidsweb/virtual/origami/origami01.html>
- <https://www.britannica.com/art/origami/History-of-origami>

Student-friendly directions for making many origami creations can be found at <https://www.activityvillage.co.uk/origami>.

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Integration of Knowledge & Ideas, Strand 7)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. Have you ever learned how to do something new using a book of directions? What was it? How did it go?
2. Have you ever heard of origami? What do you know about it?
3. What does it feel like to make a mistake when you’re working on a special project? What are some different ways someone might react after making a mistake?

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Talk about the title of the book. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, dedication, and illustrations. Point out the pictures of origami butterflies and the directions for making one.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- what happens when Kiri first tries origami
- what she does when it turns out to be hard

Encourage students to consider why the author, Cathryn Falwell, would want to share this story with young people.



## VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

### Content Specific

origami, fold/unfold, valley fold, mountain fold, corner, crease, center, chalk, clay, skipped, fluttered, watercolor paints, "long strokes," rinsed, scraps

### Academic

gently, thin, diagram, arrows, crisply, sharply, ruin, tear/tore, practice, scrub, soggy, shred, sob, fling, repeat, patience

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What did Auntie Lu give Kiri for her birthday? What was attached to the package?
2. What did Kiri do when she opened the present?
3. What happened as Kiri followed the steps to make a butterfly? What did Kiri do?
4. What did Kiri do the next day?
5. What did Kiri do on the days after that?
6. What did Kiri see at the park? What idea did it give her?
7. What happened when Kiri painted with watercolors? How did she feel?
8. What happened when Kiri went to her room?
9. How does Kiri use the origami papers for her artwork?

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Why might Auntie Lu have chosen the origami book for Kiri?
2. When Kiri opened her gift, how did her actions show how she felt?
3. How does Kiri's experience show that origami can be challenging?



4. Why did Kiri switch to making butterflies with notebook paper? Why was this a helpful strategy?
5. Why do you think Kiri did lots of different things after school during the week?
6. Why did Kiri's walk home from the park make her want to make a picture?
7. What might Kiri have said to herself when she saw the origami papers laying on her bed? What might Kiri have said to herself as she worked more on her park artwork?
8. What might Auntie Lu say if she knew everything that happened after Kiri received her gift?
9. What can this story teach us about how to handle making mistakes? (Note: for a complete lesson using *Butterflies for Kiri* to discuss coping with mistakes see Lesson 7 of the Building Classroom Community for First Grade unit at <https://www.leeandlow.com/collections/building-classroom-community-for-first-grade>.)

## Reader's Response

(Reading Standards, Key Ideas and Details, Strands 1-3, Writing Standards, Text Types & Purposes, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Make a list of story events and how Kiri felt at each part. Next to each feeling, write words or sentences from the text that you used as clues.
2. What do Kiri's actions during the story show you about her as a person? Make a list of

character traits for Kiri. Next to each one, write supporting examples from the story.

3. Kiri had to practice making an origami butterfly all week before she could do it. Write about a time you practiced something. Include information about how it felt to practice and how it felt to improve or succeed.
4. Kiri had to be very patient to make an origami butterfly without tearing the paper. What's something you do that requires patience? How does having to be patient feel for you?
5. The origami book was a special gift from Auntie Lu to Kiri. Write about a special gift you received, and what made it special. Or, write about a special gift you'd like to give to someone you care about, and why it would be special for that person.

## ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strands 4-6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4-6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
  - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.



- Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
  - 4. Have students give a short talk about learning how to do something new, about a type of artwork they enjoy, or about a special gift they received.
  - 5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
  - 6. Show students real photos of some of the origami items mentioned (butterfly, turtle, boat, bird, butterfly) alongside photos of origami versions. Describe and compare them together (size, color, texture, parts, etc.)
1. Have students chart Kiri's emotions over the course of the story. Use the illustrations as a visual reference and way to tap into students' visual literacy skills.
  2. What Social and Emotional Learning skills does Kiri exhibit over the course of the book? (some examples include problem-solving, grit and perseverance, and perspective taking) How do they influence her character? Why was it important for her to demonstrate those skills?
  3. Encourage students to think about Social and Emotional Learning skills they have used to achieve something that they are passionate about. How does it relate to how Kiri accomplished her goal?
  4. Have students in an essay argue whether Kiri is a role model for young people or not. What evidence can students find in the text that demonstrates Kiri's character and whether the author encourages young people to emulate her or draw caution from her.

## Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships. Use the following prompts to help students study the socio-emotional aspects of *Butterflies for Kiri*:



## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English/Language Arts

(Reading Standards, Craft and Structure, Standard 4)

(Writing Standards, Production and Distribution of Writing, Standards 4-5)

(Language Standards, Vocabulary Acquisition & Use, Strands 4-6)

1. Have students act out scenes from the story. Discuss how Kiri's words and reactions to events show her feelings and encourage students to include them in their acting.
2. Stage a pretend phone conversation between Kiri's mom and her Auntie Lu. How would Kiri's mom describe Kiri's reaction to the gift? How would she describe Kiri's attempts to make a butterfly? How would she tell Auntie Lu the story of what happened after Kiri's trip to the park? What might Auntie Lu say?
3. Review the directions to make an origami butterfly in the book. Try them out and note helpful characteristics (e.g., numbered steps, sequential language, clear descriptions, diagrams, etc.) As a group or individually, have students tell, draw and/or write directions for something they know how to do.
4. Based on Kiri's experiences or students' own ideas, brainstorm how Kiri's origami book could have included more helpful tips or encouragement (e.g., "Practice with

scrap paper first"). Add helpful tips and encouragement to students' own directions.

5. Read other "how-to" books and try out some of the activities or projects described.
6. Look back at the dedication page and discuss its relevance to the story. Compare it to other dedication pages and brainstorm a list of reasons why someone might dedicate a piece of writing to someone else. Have students write dedications for their own writing.
7. Read other titles by Cathryn Falwell including *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>) and *David's Drawings* (<https://www.leeandlow.com/books/david-s-drawings>). Encourage students to think about the types of stories Cathryn Falwell likes to share with young people. What do the main characters have in common? As a group, brainstorm interview questions they have for Cathryn about her stories and creative process. Students may then write letters to Cathryn describing which story or character they connect with/admire, what questions they have, and what topic they would like to see her write about next.

### Social Studies

(Reading Standards, Integration of Knowledge, Strands 7 and 9)

(Writing Standards, Research to Build and Present Knowledge, Strands 7-9)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1 and 2)

1. Read nonfiction or use online resources to learn more about origami with students. List information found on a class chart.
2. Have students research the history of paper. Make connections to the history of origami. (This site contains helpful information: <https://owlcation.com/humanities/The-Story-of-Paper>.)



- Use this story to spark discussion about strategies for handling mistakes at school. (Find discussion questions and ideas in this lesson plan: <https://www.leeandlow.com/collections/building-classroom-community-for-first-grade>). Compose a class motto around trying hard and persisting when mistakes happen. Write it on a mural or poster and have students illustrate it to display in your classroom.

## Art

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

- Cut thin colored paper into squares or purchase origami paper. Have students follow directions or your modeling to create a piece of origami. Find student-friendly directions at <https://www.activityvillage.co.uk/origami>.
- Use this story as a springboard for investigating colors. Have students match colors of paint (or another medium) to colors observed in nature. Use examples from Kiri’s observations at the park (“bright blue sky,” “new green grass,” “pink petals”)
- Have students make a piece of colorful mixed media art like Kiri (watercolors and paper collage) Display on a bulletin board with the quote, “The colors began to dance.”
- Download the “Find the Difference” page for *Butterflies for Kiri*: [https://www.leeandlow.com/images/pdfs/Butterflies\\_Find\\_the\\_Difference.pdf](https://www.leeandlow.com/images/pdfs/Butterflies_Find_the_Difference.pdf)

## School-Home Connection

(Reading Standards, Integration of Knowledge, Strand 7)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

- Ask students to interview family members about a time when they learned to do something new. Compose a list of questions

together based on your discussion of the story. Share and compare responses at school.

- Invite family members or community members to share art traditions from their cultures with your class. Make connections to the information about origami shared in the story.
- Encourage families to create an origami butterfly together. Have students bring in the final result and write a paragraph describing the process of following directions and working together at home. Directions for one origami butterfly can be found here: <https://goorigami.com/single-sheet-origami/origami-butterfly>

## ABOUT THE AUTHOR/ILLUSTRATOR

**Cathryn Falwell** has written and illustrated many award-winning books for children, among them Lee & Low's *Rainbow Stew*, *David's Drawings*, and *Butterflies for Kiri*, a "Choices" selection from the Cooperative Children's Book Center. Falwell lives in Gorham, Maine, with her family. Find more information about Cathryn Falwell at <https://cathrynfalwell.wordpress.com>.

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

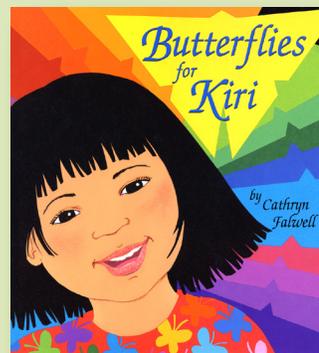
[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

<https://www.leeandlow.com/books/butterflies-for-kiri> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for *Butterflies for Kiri*



\$10.95, PAPERBACK

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32 pages

\*Reading Level: Grade 2

Interest Level: Grades PreK–3

Guided Reading Level: L

Accelerated Reader® Level/Points: 3.9/0.5

Lexile™ Measure: AD600L

**THEMES:** Colors, Sharing and Giving, Overcoming Obstacles, Imagination, Friendship, Education, Childhood Experiences and Memories, Art (Origami), Toys, Japan, Asian/Asian American Interest

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/butterflies-for-kiri>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.