For use with Janell Cannon’s

STELLALUNA
Get Ready To Read

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

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 teachers her how to behave more like a bat and less like a bird.

Link to What You Know

- What do you know about bats? What makes them special?
- What do you know about birds? What makes them special?
- How are bats and birds similar to one another? How are they different?

Important Words to Know and Understand

- Crooned - To sing or speak in a low soft
- Sultry - Hot with a lot of moisture in the air

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.
Retelling and Summarizing

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 5 - The author tells us that Stellaluna is “trembling with cold and fear.” Why might Stellaluna be feeling this way?

Page 9 - Stellaluna was very hungry, but not for crawly things. Why didn’t Stellaluna want to eat crawly things like the baby birds?

Page 13 - Why was Mama Bird angry? What things does Stellaluna do to show she knows how to behave like a bird?

Page 23 - Why did the baby birds want to go home when the sun began to set? What might they be thinking and feeling?

Page 29 - What surprised the other bats when they met Stellaluna?

Page 41 - What did Stellaluna and the baby birds discover?

Time to Reflect

Think - What type of information did you use when you retold and summarized Stellaluna? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in Stellaluna. How does paying attention to the story elements help you to be a better reader?

Write - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading Stellaluna. (Remember to include examples from the book!)
Page 5:
The author tells us that Stellaluna is “trembling with cold and fear.” Why might Stellaluna be feeling this way?
________________________________________________________
________________________________________________________

Page 9:
Stellaluna was very hungry, but not for crawly things. Why didn’t Stellaluna want to eat crawly things like the baby birds?
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Page 13:
Why was Mama Bird angry? What things does Stellaluna do to show she knows how to behave like a bird?
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Page 29:
What surprised the other bats when they met Stellaluna?
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Page 41:
What did Stellaluna and the baby birds discover?
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Page 5:
The author tells us that Stellaluna is “trembling with cold and fear.” Why might Stellaluna be feeling this way?

Answers will vary. Sample answers include: Stellaluna was feeling this way because she was lost in a cold, dark place and had no idea what happened to her mother.

Page 9:
Stellaluna was very hungry, but not for crawly things. Why didn’t Stellaluna want to eat crawly things like the baby birds?

Answers will vary. Sample answers include: Stellaluna is a fruit bat. They do not eat insects.

Page 13:
Why was Mama Bird angry? What things does Stellaluna do to show she knows how to behave like a bird?

Answers will vary. Sample answers include: Mama bird was upset because Stellaluna was teaching her babies to do things that birds do not do. Stellaluna showed Mama Bird that she could behave like a bird by eating bugs, sleeping in the nest, and by not hanging by her feet.

Page 29:
What surprised the other bats when they met Stellaluna?

Answers will vary. Sample answers include: The other bats were surprised that Stellaluna was acting like a bird.

Page 41:
What did Stellaluna and the baby birds discover?

Answers will vary. Sample answers include: Stellaluna and the baby birds discovered that it is ok to be different. And that they can still be friends, even if they are different.
What are some ways that Stellaluna changed after she met the birds? Describe some of the things she did.

☐ I can tell how characters in a story respond to parts in a story.

CCSS: RL.3.3
What are some ways that Stellaluna changed after she met the birds? Describe some of the things she did.
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<tr>
<th>First</th>
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What is this book about?

Is it fiction or non fiction?

Draw a picture or write a sentence for each box below:

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
Common Core State Standards Correlation

Stellaluna 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.

Retelling and Summarizing Lesson Plan and Resources

Reading : Literature

**RL.3.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**RL.3.3** - Describe characters in a story (eg, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.4** - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.3.7** - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (eg, create mood, emphasize aspects of a character or setting).

**RL.3.10** - 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.

Reading: Foundational Skills

**RF.3.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening

**SL.3.1d** - Explain their own ideas and understanding in the light of the discussion.

**SL.3.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

**L.3.6** - Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, After dinner that night we went looking for them).
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 of some ways that you can tell how someone is feeling without asking them. How might you know how they are feeling?
• Think about your best friend. How are you the same? How are you different?

Important Words to Know and Understand

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

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author’s clues along with what you already know to make an inference. This is sometimes called “reading between the lines.”

For example, if an author writes; “Jason made a terrible mistake and his face turned bright red,” you can infer that Jason is embarrassed. This inference makes sense because you know that if a person’s face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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

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 11 - If birds can fly, why is Mama Bird afraid that the baby birds will fall and break their necks? What can you infer about the baby birds? Why do you think so?

Page 23 - What do you know about birds and daylight? What do you know about bats? Make an inference about the baby birds and Stellaluna. Why did they have to go home when the sun set?

Page 29 - Stellaluna’s mother makes an inference on this page. She uses clues to infer that Stellaluna is her baby. What clues does she use?

Page 37 - What do you think the words; “I feel upside down” mean? Why do you think so? Can you infer a deeper meaning?

Page 41 - What can you infer Flitter means when he says; “How can we be so different and feel so much alike? How do you know? What can you infer Pip means when he says; “And how can we feel so different and be so much alike?” Why do you think so?

Time to Reflect

Think - What types of inferences did you make while reading Stellaluna? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the extra information you learned while making inferences in Stellaluna. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading Stellaluna. (Remember to include examples from the book!)
Your Turn to Practice Making Inferences
with Stellaluna

Page 11:
If birds can fly, why is Mama Bird afraid that the baby birds will fall and break their necks? What can you infer about the baby birds? Why do you think so?

_______________________________________________________

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Page 23:
What do you know about birds and daylight? What do you know about bats? Make an inference about the baby birds and Stellaluna. Why did they have to go home when the sun set?

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Page 29:
Stellaluna’s mother makes an inference on this page. She uses clues to infer that Stellaluna is her baby. What clues does she use?

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Page 37:
What do you think the words; “I feel upside down mean”? Why do you think so? Can you infer a deeper meaning?

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Name:____________________________________

©BookPagez.com
Page 41:

What can you infer Flitter means when he says; “How can we be so different and feel so much alike? How do you know? What can you infer Pip means when he says; “And how can we feel so different and be so much alike?” Why do you think so?

_______________________________________________________

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_______________________________________________________

_______________________________________________________
Page 11:
If birds can fly, why is Mama Bird afraid that the baby birds will fall and break their necks? What can you infer about the baby birds? Why do you think so?

Answers will vary. Sample answers include: You can infer that the baby birds may fall when they are hanging upside down because they have not yet learned to fly. If they knew how to fly, they may not be in the nest all the time and Mama would not worry about them falling.

Page 23:
What do you know about birds and daylight? What do you know about bats? Make an inference about the baby birds and Stellaluna. Why did they have to go home when the sun set?

Answers will vary. Sample answers include: You can infer that birds are not safe or cannot see in the dark because when the sun was setting, the baby birds said that they might get lost in the dark. Stellaluna did not appear to be afraid and flies well so she probably can see in the dark and is not afraid.

Page 29:
Stellaluna’s mother makes an inference on this page. She uses clues to infer that Stellaluna is her baby. What clues does she use?

Answers will vary. Sample answers include: Stellaluna’s mother heard Stellaluna telling the other bats the story of how she got lost. Her mother recognized the story and remembered that she and Stellaluna had been attacked by an owl.

Page 37:
What do you think the words; “I feel upside down mean”? Why do you think so? Can you infer a deeper meaning?

Answers will vary. Sample answers include: The words “I feel upside down” probably mean that the birds felt that everything they are doing is opposite or very different than what they are used to. They are beginning to see that bats and birds have a lot of differences.
Page 41:

What can you infer Flitter means when he says; “How can we be so different and feel so much alike? How do you know? What can you infer Pip means when he says; “And how can we feel so different and be so much alike?” Why do you think so?

Answers will vary. Sample answers include: Both Flitter and Pip might mean that even though they are very different, they still enjoy being friends and spending time together. They had a lot of fun spending time with each other. When they are flying around together, they forget about their differences.
Stellaluna and the baby birds become friends even though they find out that they are very different. What did they discover about friendship?

I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story.

CCSS: RL.3.7
Stellaluna: Making Inferences

Stellaluna and the baby birds become friends even though they find out that they are very different. What did they discover about friendship?
### Making Inferences

**Title:** [Blank]

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

<table>
<thead>
<tr>
<th>What the Text Says</th>
<th>What I Know</th>
<th>What I Can Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for clues in the text or pictures</td>
<td>What do you know about the clue?</td>
<td>Emotions, Thoughts, Cause, Setting</td>
</tr>
</tbody>
</table>
Common Core State Standards Correlation

Stellaluna Lesson Plans, Resources, and Activities

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Making Inferences Lesson Plan and Resources

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RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
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RL.3.10 - 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.

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RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1d - Explain their own ideas and understanding in the light of the discussion.
SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.6 - Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, After dinner that night we went looking for them).
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

• What do you think bats and birds have in common?
• What might happen to a baby animal who lost it’s mother?

Important Words to Know and Understand

**Limb** – Excited about something, very interested in it

**Perched** – To sit on something high or on something from which it is easy to fall

Why Readers Make Predictions While Reading

When readers make predictions they think about what they already know and what they think will logically happen in a text.

Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story.

Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions:

**Before Reading Predictions:** What the book will be about, who the main character might be, what big events will happen

**During Reading Predictions:** What a character will do next, how a problem might be solved, what important event will happen

**After Reading Predictions:** Which predictions were correct, which predictions were incorrect, why predictions were incorrect
Make Predictions

While Reading

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might be coming up next

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

**Page 8** - What predictions can you make? How might happen next? Will your prediction make sense in the story? Why?

**Page 24** - What predictions can you make? Where did Stellaluna go? Why do you think so? Will your prediction make sense in the story?

**Page 38** - 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 42** - Which of your predictions turned out to be correct? Place a check mark next to each of your correct predictions.

Time to Reflect

**Think** - What types of predictions did you make while reading Stellaluna? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

**Talk** - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the reasons why some of the predictions you made while reading Stellaluna were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

**Write** - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading Stellaluna. (Remember to include examples from the book!)
Your Turn to Practice Making Predictions with Stellaluna

Page 1:
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Answer Key for Making Predictions
with Stellaluna

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

Answers will vary.

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What predictions can you make? How might happen next? Will your prediction make sense in the story? Why?

Answers will vary.

Page 24:
What predictions can you make? Where did Stellaluna go? Why do you think so? Will your prediction make sense in the story?

Answers will vary. Sample answers include: Stellaluna flew off to explore because bats are nocturnal animals and are not afraid of the dark like the birds.

Page 38:
What predictions can you make? What can you predict might happen when the birds fly at night with Stellaluna? Why do you think so?

Answers will vary. Sample answers include: The birds will be scared and Uncomfortable when they fly at night because they are not nocturnal like Stellaluna.

Page 42:
Which of your predictions turned out to be correct? Place a check mark next to each of your correct predictions.

Answers will vary.
Stellaluna: Making Predictions

What do you think might have happened if Stellaluna would have gone back to the nest with the baby birds when they were afraid of the dark? Make a prediction telling how the story would have ended differently.

[ ] I can ask and answer who, what, where, when, why and how questions to show that I understand stories.

CCSS: RL.3.1
Stellaluna: Making Predictions

What do you think might have happened if Stellaluna would have gone back to the nest with the baby birds when they were afraid of the dark? Make a prediction telling how the story would have ended differently.
Title: ____________________________________________________________________________

### Making Predictions

#### Predictions at the Beginning
Write your predictions below

#### Predictions while Reading
Write your predictions below

#### Check Predictions at the End
If incorrect write what really happened

<table>
<thead>
<tr>
<th>Predictions at the Beginning</th>
<th>Predictions while Reading</th>
<th>Check Predictions at the End</th>
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Stellaluna Lesson Plans, Resources, and Activities

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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 when you get confused

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 them special? What do you like to do when you are together?

Important Words to Know and Understand

Stuttered – 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.
Identify the Author’s Purpose

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 this book 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 book? What kind of experiences do you think the author has had that made her want to write a book about friendship?

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 does identifying the author’s purpose help you be a better reader?

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

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

Answers will vary. Sample answers include: The author was trying to have Stellaluna meet friends that are very different than her.

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?

Answers will vary. Sample answers include: The author is trying to show that Stellaluna was having trouble “fitting in” and behaving like a bird. Mama bird looks upset in this picture. This helps the reader know that Mama bird wants Stellaluna to change her behavior.

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

Answers will vary. Sample answers include: The author is trying to show us that bats are nocturnal, can see in the dark and enjoy being out at night. Birds do not have the same abilities.

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?

Answers will vary. Sample answers include: The author wanted to show, in an interesting and entertaining way that we can be friends, even though we are different. The author may have friends that enjoy different things.

Why do you think Janell Cannon wrote this book? Answers will vary.
To Persuade To Inform To Entertain

Answer Key for Identifying the Author’s Purpose with Stellaluna

Answers will vary. Sample answers include: The author was trying to have Stellaluna meet friends that are very different than her.

Answers will vary. Sample answers include: The author is trying to show that Stellaluna was having trouble “fitting in” and behaving like a bird. Mama bird looks upset in this picture. This helps the reader know that Mama bird wants Stellaluna to change her behavior.

Answers will vary. Sample answers include: The author is trying to show us that bats are nocturnal, can see in the dark and enjoy being out at night. Birds do not have the same abilities.

Answers will vary. Sample answers include: The author wanted to show, in an interesting and entertaining way that we can be friends, even though we are different. The author may have friends that enjoy different things.
Stellaluna and the baby birds are good friends even though Stellaluna is a bat and they are birds. What did Janell Cannon teach you about friendship?

☐ I can find the main message of a story.

CCSS: RL.3.2
Stellaluna and the baby birds are good friends even though Stellaluna is a bat and they are birds. What did Janell Cannon teach you about friendship?
### 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 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 on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
Identifying the Author's Purpose Lesson Plan and Resources

Reading: Literature
**RL.3.2** - 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.

**RL.3.6** - Distinguish their own point of view from that of the narrator or those of the characters.

**RL.3.10** - 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.

Reading: Foundational Skills
**RF.3.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing
**W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
**SL.3.1d** - Explain their own ideas and understanding in the light of the discussion.

**SL.3.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

**L.3.6** - 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).
Important Words to Know and Understand in “Stellaluna”

**Babble**
To talk too much or to talk foolishly

**Clambered**
To climb or crawl in an awkward way

**Crooned**
To sing or speak in a low soft

**Limb**
A large branch of a tree

**Perched**
To sit on something high or on something from which it is easy to fall

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

**Sultry**
Hot with a lot of moisture in the air
Vocabulary Connections

Babble  Clambered  Crooned

Limb  Perched  Stuttered

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
Vocabulary Connections

Sultry

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
### Vocabulary Connections

<table>
<thead>
<tr>
<th>Babble</th>
<th>Clambered</th>
<th>Crooned</th>
</tr>
</thead>
<tbody>
<tr>
<td>To talk too much or to talk foolishly</td>
<td>To climb or crawl in an awkward way</td>
<td>To sing or speak in a low soft</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limb</th>
<th>Perched</th>
<th>Stuttered</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large branch of a tree</td>
<td>To sit on something high or on something from which it is easy to fall</td>
<td>To have a speech problem that causes you to repeat the beginning sound of some words</td>
</tr>
</tbody>
</table>

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
**Vocabulary Connections**

<table>
<thead>
<tr>
<th>Sultry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot with a lot of moisture in the air</td>
</tr>
</tbody>
</table>

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
Vocabulary Connections

**Babble is a/an**
noun  verb  adverb  adjective

**Definition of Babble:**

________________________
________________________
________________________
________________________
________________________

**Clambered is a/an**
noun  verb  adverb  adjective

**Definition of Clambered:**

________________________
________________________
________________________
________________________
________________________

**Crooned is a/an**
noun  verb  adverb  adjective

**Definition of Crooned:**

________________________
________________________
________________________
________________________
________________________

**Babble looks like this:**

**Babble reminds me of:**

________________________

**Clambered looks like this:**

**Clambered reminds me of:**

________________________

**Crooned looks like this:**

**Crooned reminds me of:**

________________________

I saw this word in

________________________

I saw this word in

________________________

I saw this word in

________________________

**Stellaluna**

By: Janell Cannon

Grade Level: 3 / Guided Reading Level: N

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap
**Vocabulary Connections**

<table>
<thead>
<tr>
<th>Limb is a/an</th>
<th>Perched is a/an</th>
<th>Stuttered is a/an</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun</td>
<td>noun</td>
<td>noun</td>
</tr>
<tr>
<td>verb</td>
<td>verb</td>
<td>verb</td>
</tr>
<tr>
<td>adverb</td>
<td>adverb</td>
<td>adverb</td>
</tr>
<tr>
<td>adjective</td>
<td>adjective</td>
<td>adjective</td>
</tr>
</tbody>
</table>

**Definition of Limb:**
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________

**Definition of Perched:**
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________

**Definition of Stuttered:**
- ____________
- ____________
- ____________
- ____________
- ____________
- ____________

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap

**Limb looks like this:**
- ____________
- ____________
- ____________

**Perched looks like this:**
- ____________
- ____________
- ____________

**Stuttered looks like this:**
- ____________
- ____________
- ____________

**Limb reminds me of:**
- ____________

**Perched reminds me of:**
- ____________

**Stuttered reminds me of:**
- ____________

I saw this word in
- ____________
- ____________
- ____________

I saw this word in
- ____________
- ____________
- ____________
**Vocabulary Connections**

**Sultry** is a/an
- noun
- verb
- adverb
- adjective

**Definition of Sultry:**

________________________
________________________
________________________
________________________
________________________
________________________

**Sultry** looks like this:

**Sultry** reminds me of:

________________________
________________________

I saw this word in
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
Limb
Perched
Stuttered
Sultry

Across
1. Branch of a tree    ________
4. Opposite of the word cold ________
5. Antonym of the verb settle ________
6. A verb that means to crawl ________

Down
2. When you don’t speak clearly, you ________
3. A word that means to serenade ________
4. When you strip over your tongue, you ________

Read the word in each bat. Then use the code to color the bats.
Nouns = Brown
Verbs = Gray
Adjectives = Orange

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

**Directions:**
Read the word in each bat. Then use the code to color the bats.

- Nouns = Brown
- Verbs = Gray
- Adjectives = Orange

**Word Bank**

- BABBLE
- CLAMBERED
- CROONED
- LIMB
- PERCHED
- STUTTERED
- SULTRY

**Across**
1. Branch of a tree  **LIMB**
4. Opposite of the word cold  **SULTRY**
5. Antonym of the verb settle  **PERCHED**
6. A verb that means to crawl  **CLAMBERED**

**Down**
2. When you don’t speak clearly, you  **BABBLE**
3. A word that means to serenade  **CROONED**
4. When you strip over your tongue, you  **STUTTERED**

**Answer Key**

Use the code to color the bats:
- Nouns = Brown
- Verbs = Gray
- Adjectives = Orange
Vocabulary Connections

Stellaluna

By Janell Cannon

Grade Level: 3 / Guided Reading Level: N

Step-by-Step Directions:

2. Fold on the Solid Line.
3. Complete the Vocabulary Card.
4. Add Your Vocabulary Card to Your Notebook or Use It as a Bookmark.

A new word that I learned in this book is: ____________________________

It means... ____________________________

It's like... ____________________________

Name: ____________________________
**Vocabulary Connections**

**Directions:**
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

<table>
<thead>
<tr>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cripple</td>
</tr>
</tbody>
</table>

**Dictionary Definition**
Look up the word in the dictionary. Copy the dictionary definition.

A person or animal that is impaired in some way.

**Original Sentence**
Copy the sentence in the book where the word appears.

She saw to it that I tried to walk every day. “So’s that mean-lookin’ leg don’t go stiff on you and cripple up,” she’d say.

**Book Title:**
Pink and Say

**Visualize**
Draw a picture to illustrate the meaning of the word.

I saw a person in a wheelchair with a crippled leg.

**Synonyms**
What words have nearly the same meaning?

Lame, Dismember, Injure

**Antonyms**
What words have the opposite meaning?

Help, Support, Strong

**Make It Your Own**
Use the word in a new sentence that shows what it means.

The bird was a cripple because its wing was broken.

**Connect to Your Life**
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

I saw a person in a wheelchair with a crippled leg.
Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

<table>
<thead>
<tr>
<th>Dictionary Definition</th>
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<th>Synonyms</th>
<th>Antonyms</th>
<th>Connect to Your Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look up the word in the dictionary. Copy the dictionary definition.</td>
<td>Copy the sentence in the book where the word appears. Book Title:</td>
<td>Use the word in a new sentence that shows what it means.</td>
<td>What words have nearly the same meaning?</td>
<td>What words have the opposite meaning?</td>
<td>When or where have you seen it, heard it, felt it, smelled it, or tasted it?</td>
</tr>
</tbody>
</table>

Visualize
Draw a picture to illustrate the meaning of the word.
# Vocabulary Connections

**Directions:**

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

<table>
<thead>
<tr>
<th>Word</th>
<th>What I Think the Word Means</th>
<th>Context Clues</th>
<th>Real Definition</th>
<th>✓</th>
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<tbody>
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Stellaluna 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.

**Vocabulary Lesson Plan and Resources**

**Language**

**L.3.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.5b** - Identify real-life connections between words and their use (eg, identify people who are friendly or helpful).

**L.3.6** - Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, After dinner that night we went looking for them).
**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:**

<table>
<thead>
<tr>
<th>“ee” sounds like long /e/</th>
<th>“ea” sounds like long /e/</th>
</tr>
</thead>
<tbody>
<tr>
<td>feet</td>
<td>bead</td>
</tr>
<tr>
<td>tree</td>
<td>lean</td>
</tr>
<tr>
<td>bee</td>
<td>ear</td>
</tr>
<tr>
<td>meet</td>
<td>meat</td>
</tr>
</tbody>
</table>

**Materials and Preparation:**
- A Copy of Stellaluna by Janell Cannon
- Chart Paper
- Sorting Cards (1 set per student)
- Go Fish Directions
- Long E Word Work Practice Page (1 per student)
- Optional - Word Detective (1 per student)
- Optional - 2 Colors of Index Cards (see Extend Engagement in Step 2)
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 “bead” 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:

- teaching
- asleep
- seen
- near
- creature
- see
- eat
- tree
- hear
- cheered
- feel
- leafy
- feet
- fear
- squeaked
- three
Step 3: Guided Word Work 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 work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.
Directions:
Cut out the sorting cards below. Use the cards to **play Go Fish** or use them to **sort** by **Long E Words**.

- leafy
- feet
- fear
- squeaked
- three
- sleep
Directions:
Cut out the sorting cards below. Use the cards to play Phonics Fish.

teaching
seen
asleep
near
creature
see
Directions:
Cut out the sorting cards below. Use the cards to play Go Fish.

- eat
- tree
- hear
- cheered
- feel
**Go Fish**  
Student Directions

**Materials:**  
Sorting Cards

**Players:**  
2

**Directions:**

1. Write your name or initials on each of your sorting cards.

2. Combine all of the players sorting cards to make one deck of cards.

3. Place the combined deck of cards face down in the middle, between both players. This pile is called the deal pile.

4. **Player 1 takes a card** from the deal pile. Next, **Player 2 takes** a card from the deal pile. The players **take turns taking cards** from the deal pile until each player has 5 cards.

5. Begin playing. Player 1 looks at their cards and chooses one card. Player 1 says, “Do you have __________?”

6. 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!”

7. If 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 he then has a 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.

8. The object of the game is to “go out” by laying down all your cards in matching pairs. The first player to “go out” wins.
Directions:
Read the words below. Decide whether an “ea” or “ee” belongs in the middle of the word. Write the missing letters in the blank. The first one has been done for you.

1. ch___red = _______cheered
2. h____r = _______________________
3. t____ching = ____________________
4. cr____ture = ______________________
5. tr____ = _______________________
6. l____fy = _______________________
7. ____t = _______________________
8. thr____ = _______________________
9. squ____ked = ______________________
10. n____r = _______________________
11. f____t = _______________________
12. f____r = _______________________

Name:______________________________   Independent Word Work Practice | ©BookPagez.com
Directions:
Read the words below. Decide whether an “ea” or “ee” belongs in the middle of the word. Write the missing letters in the blank. The first one has been done for you.

1. ch____red = ___________cheered
2. h____r = ___________hear
3. t____ching = ___________teaching
4. cr____ture = ___________creature
5. tr____ = ___________tree
6. l____fy = ___________leafy
7. ____t = ___________eat
8. thr____ = ___________three
9. squ____ked = ___________squeaked
10. n____r = ___________near
11. f____t = ___________feet
12. f____r = ___________fear
Directions:
Be a word detective!

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Book Title</th>
<th>Page</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Name:____________________________
Common Core State Standards Correlation

Stellaluna 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.

**Word Work Lesson Plan and Resources**

Reading: Foundational Skills

**RF.3.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4** - Read with sufficient accuracy and fluency to support comprehension.
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 __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. Birds __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. Birds __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Birds and bats
__________________________________________
__________________________________________
__________________________________________
__________________________________________

1. Bats
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. Bats
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. Bats
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
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.

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: