Name: _____ Date: _____

The Moth Who Wanted Stripes

Circle group

Millie was a small gray moth. She saw bees zoom by in bright yellow stripes. "I wish I had stripes," she said.

So Millie rolled in pollen. She rubbed it on her wings. She flew to the clover. But the pollen made her heavy. She wobbled in the air. The bees giggled. "You look like a messy bee," they said.

Millie flew home. That night the moon came up. Her gray wings looked like the bark of the old oak. A bat flew by and did not see her.

"Gray keeps me safe," said Millie. She was proud. She shook off the pollen. She liked her wings.

Questions

1. What color was Millie?

_____

_____

2. What did Millie put on her wings?

_____

_____

3. Why did Millie wobble in the air?

_____

_____

4. Who did not see Millie at night?

_____

_____

5. Why did gray wings help Millie?

_____

_____

6. What is the lesson of the story?

_____

_____

Words to know

stripes: long lines of color
pollen: yellow dust made by flowers
wobbled: moved in a shaky way from side to side
bark: the rough outside layer of a tree

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

The Moth Who Wanted Stripes

Triangle group

Millie was a small gray moth. She watched the bees zoom past in their bright yellow stripes. "I wish I had stripes," she sighed.

So Millie rolled in pollen and rubbed some on her wings. She flew out to the clover patch. But the pollen made her heavy, and she wobbled in the air. The bees giggled. "You look like a messy bee," they said.

Millie flew home sadly. That night the moon came up, and Millie's soft gray wings blended in with the bark of the old oak tree. A hungry bat flew by and did not see her at all.

"Gray keeps me safe," Millie said, feeling proud. She shook off the pollen. After that she liked her wings just as they were.

Questions

1. What color was Millie?

_____

_____

2. What did Millie put on her wings?

_____

_____

3. Why did Millie wobble in the air?

_____

_____

4. What did the bat fail to see?

_____

_____

5. Why did gray wings help Millie at night?

_____

_____

6. What lesson does the story teach?

_____

_____

Words to know

stripes: long lines of color
pollen: yellow dust made by flowers
wobbled: moved in a shaky way from side to side
bark: the rough outside layer of a tree

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

The Moth Who Wanted Stripes

Square group

Millie was a small, plain gray moth. She often watched the bees zoom past in their dazzling yellow stripes. "I wish I could have stripes of my own," she sighed.

So Millie rolled around in pollen and rubbed handfuls of it onto her delicate wings. She flew out to the clover patch, but the pollen weighed her down, and she wobbled unsteadily through the air. The bees began to giggle. "You look like a very messy bee," they teased.

Millie flew home feeling sad. That night the moon rose, and her soft gray wings blended in perfectly with the bark of the old oak tree. A hungry bat swooped past and never noticed her.

"My gray wings keep me safe," Millie realized proudly. She shook off the pollen, and from then on she was content with her wings exactly as they were.

Questions

1. What color was Millie?

_____

_____

2. What did Millie rub onto her wings?

_____

_____

3. Why did Millie wobble unsteadily through the air?

_____

_____

4. What did the hungry bat fail to notice?

_____

_____

5. Why were gray wings helpful to Millie at night?

_____

_____

6. What lesson does the story teach?

_____

_____

Words to know

stripes: long lines of color
pollen: yellow dust made by flowers
wobbled: moved in a shaky way from side to side
bark: the rough outside layer of a tree

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: The Moth Who Wanted Stripes

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: The Moth Who Wanted Stripes

Easier · 107 words · Flesch-Kincaid grade -0.3

1. Gray.
2. Pollen.
3. The pollen made her heavy.
4. A bat.
5. They looked like bark, so she was hard to see.
6. Be glad you are who you are.

Triangle: The Moth Who Wanted Stripes

This passage · 125 words · Flesch-Kincaid grade 1.3

1. Gray.
2. Pollen.
3. The pollen made her heavy.
4. Millie, resting on the old oak tree.
5. They blended in with the bark, so she was hard to see.
6. Be happy with the way you are, because it may be just what you need.

Square: The Moth Who Wanted Stripes

Harder · 142 words · Flesch-Kincaid grade 3.7

1. Plain gray.
2. Pollen.
3. The pollen weighed her down.
4. Millie, resting on the bark of the old oak tree.
5. They blended in with the bark, which made her hard to spot.
6. Be content with yourself, because your own features may be exactly what you need.