



Modified Lesson Plan: "The Very Hungry Caterpillar"

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3-4-2012

Language Arts & Science

Kindergarten

30 mins

Preliminary Planning

Topic/Focus: Language Arts: Sequencing

Science: Life Cycle of a Butterfly

Illinois Learning Standards:

1. CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
2. CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.
3. 12.A.1a Describe simple life cycles of plants and animals and the similarities and differences in their offspring.

Objectives: The students will be able:

1. Reconstruct the steps of the lifecycle of a butterfly
2. Read for understanding independently
3. Select appropriate pictures to go with the beginning, middle, and end of a story
4. Use listening skills to sequence the key ideas from the story from first to last.

Instructional Plan

Anticipatory Set:

"We've just gotten finished with a 5 senses unit so I want to see if you can use some of your senses to discover what story we are going to read today." I would have a few Mystery Monday bags set-up for the children. One bag would have a jar with orange/strawberry extract on a cotton ball in one bag for students to use their sense of smell. Another bag would have swiss cheese in it for students to explore their sense of touch. I would also invite students to take a taste from one of the bags containing a lollipop. And lastly, one bag would contain an apple for students to take out and examine with their eyes. After students have had adequate time to explore the mystery bags, I would mention that, "Today we are going to read a story by a popular author, "The Very Hungry Caterpillar" by Eric Carle. All the items that you've just discovered will be found in this book so keep your eyes and your ears peeled!"

Sequence of Learning Activities:

1. I would start the lesson by showing students the very hungry caterpillar that I made out of a Pringles container.
2. Then, I would begin reading an adapted version of "The Very Hungry Caterpillar". I'd have the students help me turn the pages in the book.

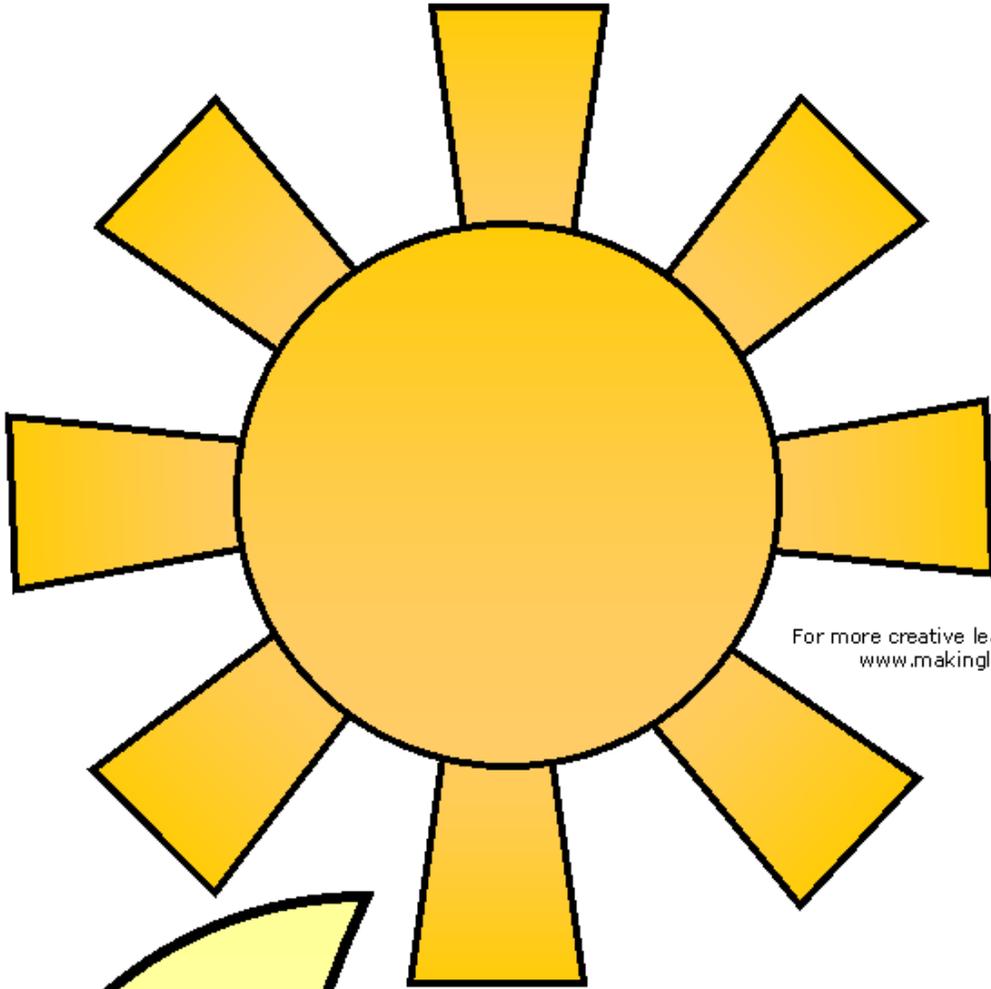
3. As I read and the caterpillar began to eat his way through a large quantity of food, I would introduce the students to my Velcro board of food.
4. Each time the caterpillar eats something, a student would place that food into the mouth of the Pringles can caterpillar.
5. When it gets to the part in the story when the caterpillar forms a cocoon, I would place the caterpillar into brown lunch bag and then pull out a butterfly to end the story.
6. When the story is finished, I would have the students work on a life cycle sequencing activity on the smart board. They would be able to experiment with the life cycle until they correctly completed it. A dragon pops out to let them know they did.
http://www.ngfl-cymru.org.uk/vtc/2008_09/cynnal/discovery/eng/life_cycle_3.html
7. After all the students had the opportunity to complete the smart board activity, we'd begin to work on an art project that depicts the life cycle of a butterfly.
8. Using their fingerprints, the class would use ink pads to create a life cycle wheel.
 - A pinky print on a leaf = Egg
 - A thumb print hanging from a stick = Cocoon
 - Pointer finger prints in a line = Caterpillar
 - Four thumb prints on a body = Butterfly
9. Each student would then have a pictorial representation of the life cycle and the story "The Very Hungry Caterpillar"
10. Once that is completed, I would be able to ask question like, "what is the first step in the life cycle?" Or, "what step in the life cycle comes before the caterpillar?" The student would be able to show me their answers using their fingerprint life cycle.

Closure: To end the lesson, I would give the students the opportunity to choose one learning center. All of the centers have to do with the story, "The Very Hungry Caterpillar". If we run short on time, these could also all be extension activities for the lesson. If possible, I'd make sure that every child got a chance to retell the story either with the felt board, with the Pringles caterpillar, or with their fingerprint life cycle. That would be how I'd assess the students knowledge of the content we just learned.

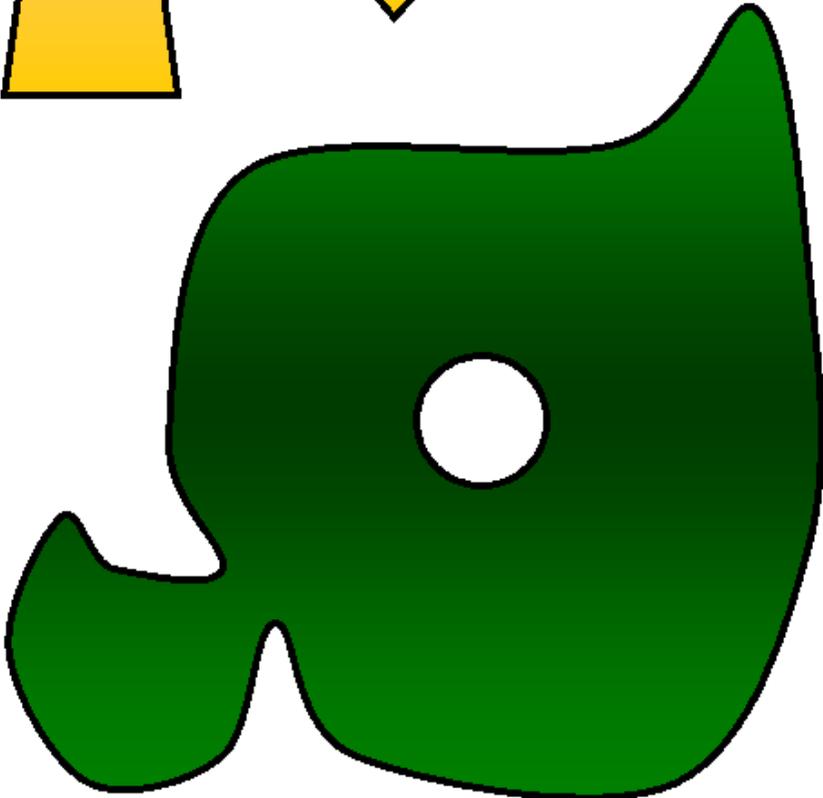
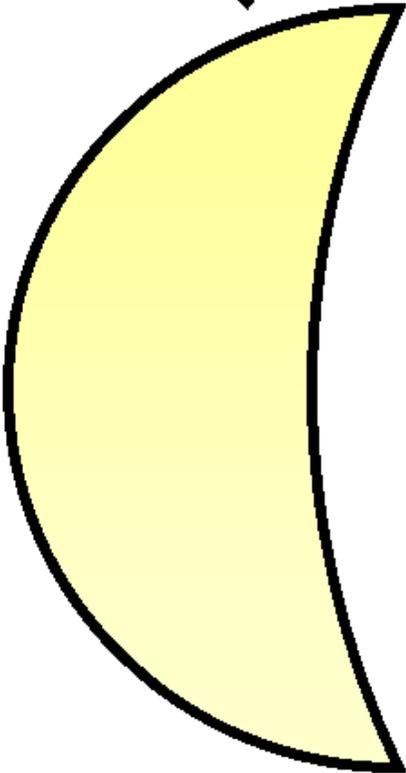
Learning Centers:

- I-phone/I-pad App: Eric Carle: My Very First App
- Days of the Week Sequencing
- Felt Board Retelling
- Caterpillar Counting

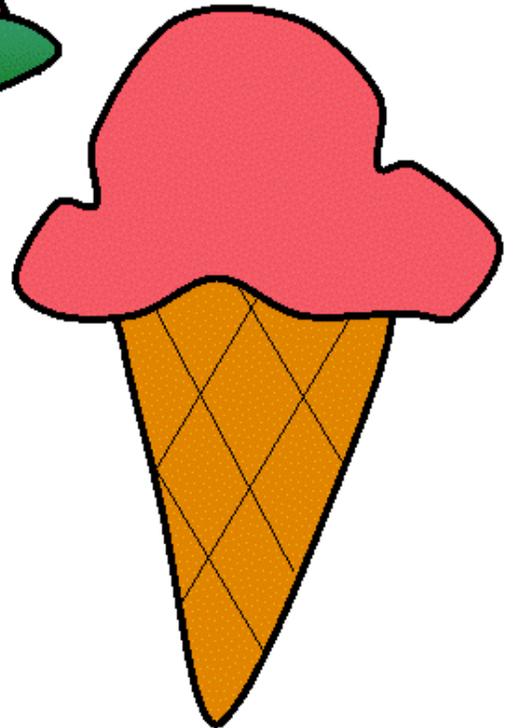
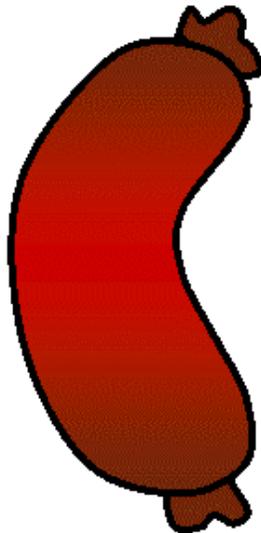
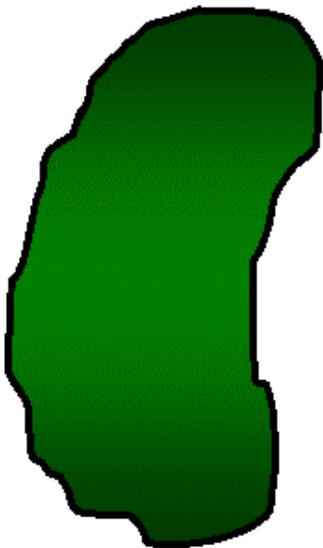
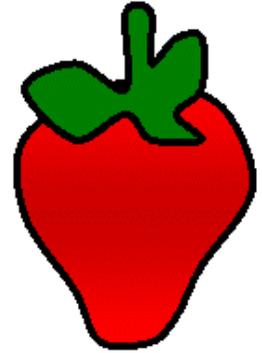
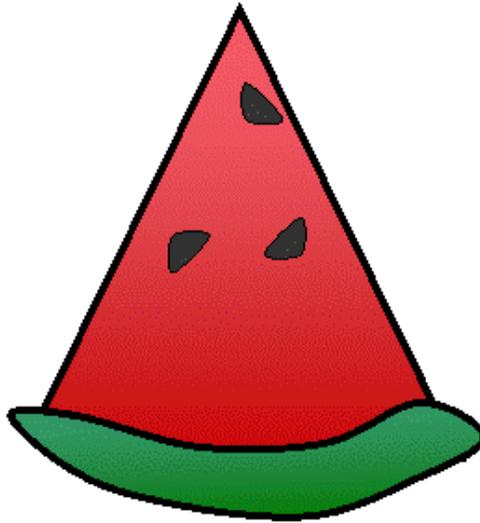
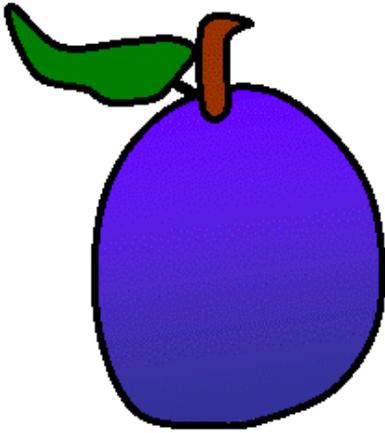
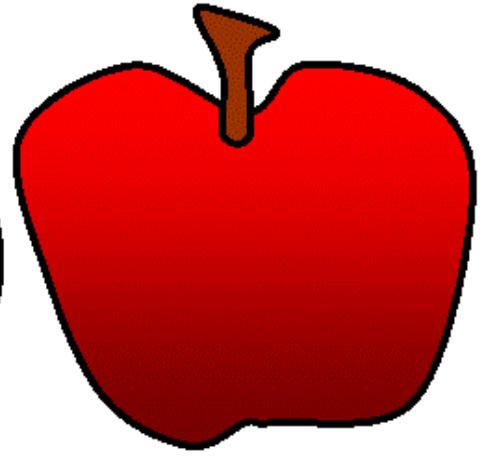
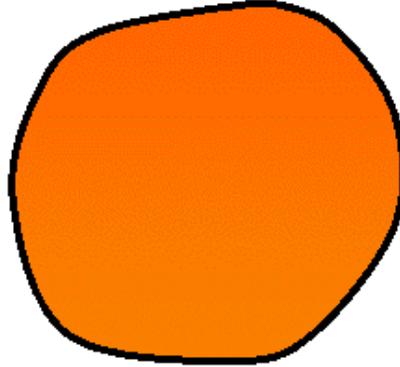
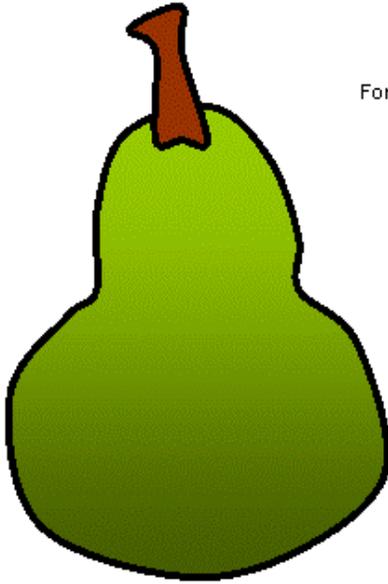


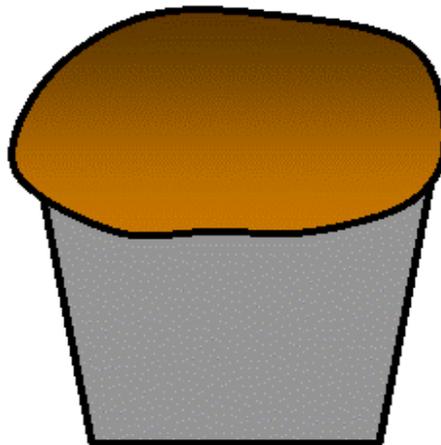
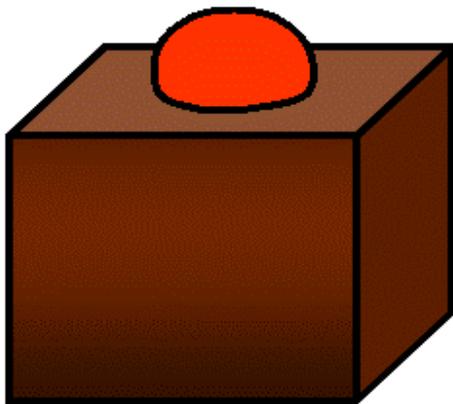
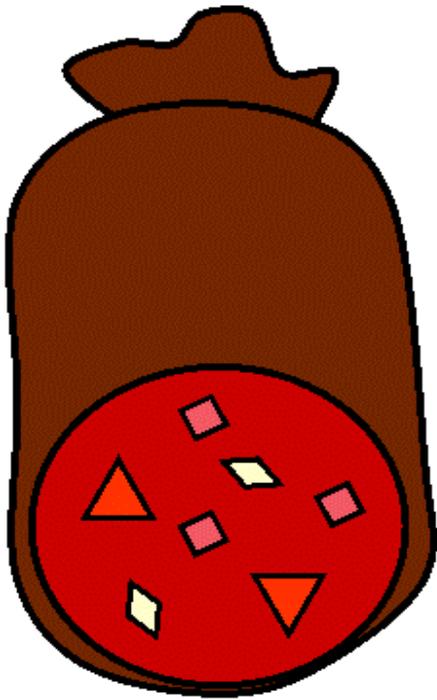
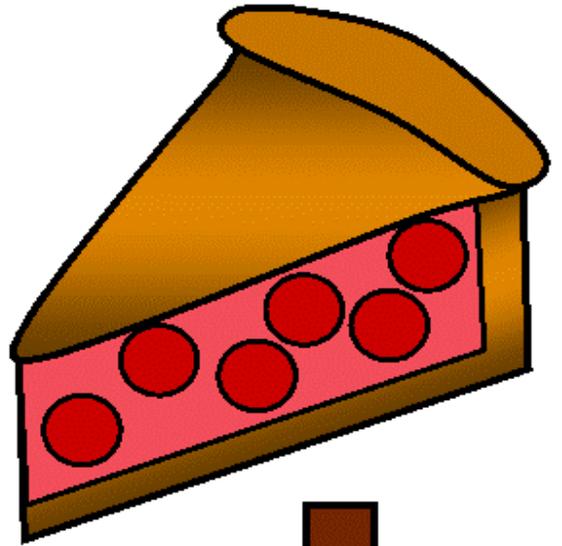
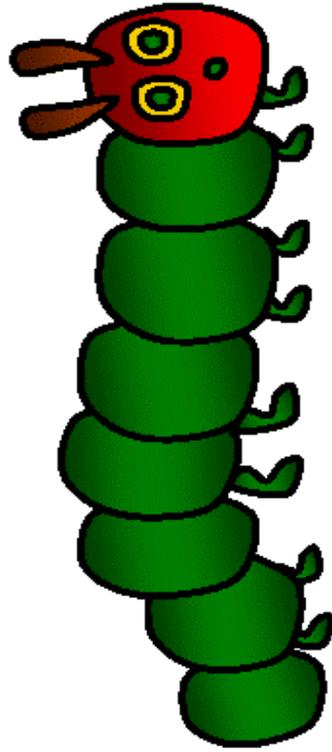
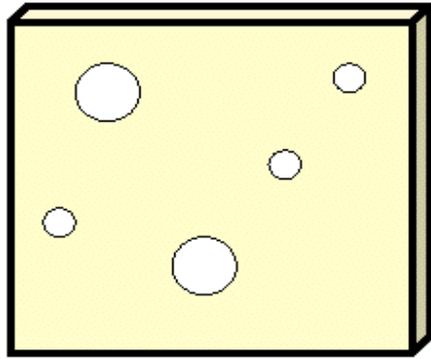


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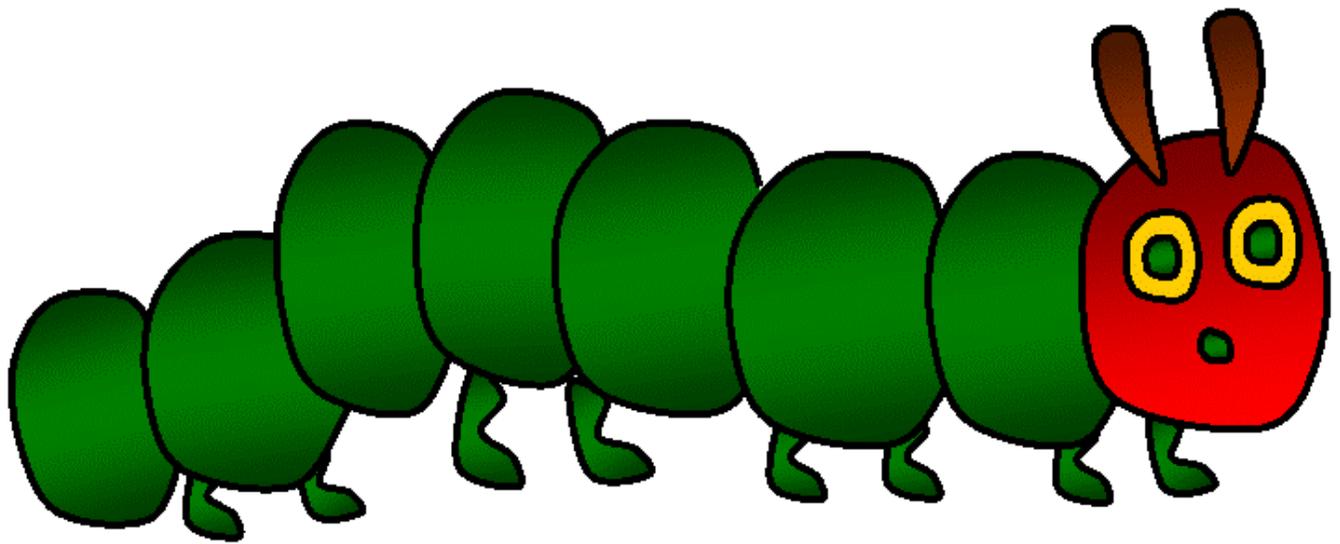


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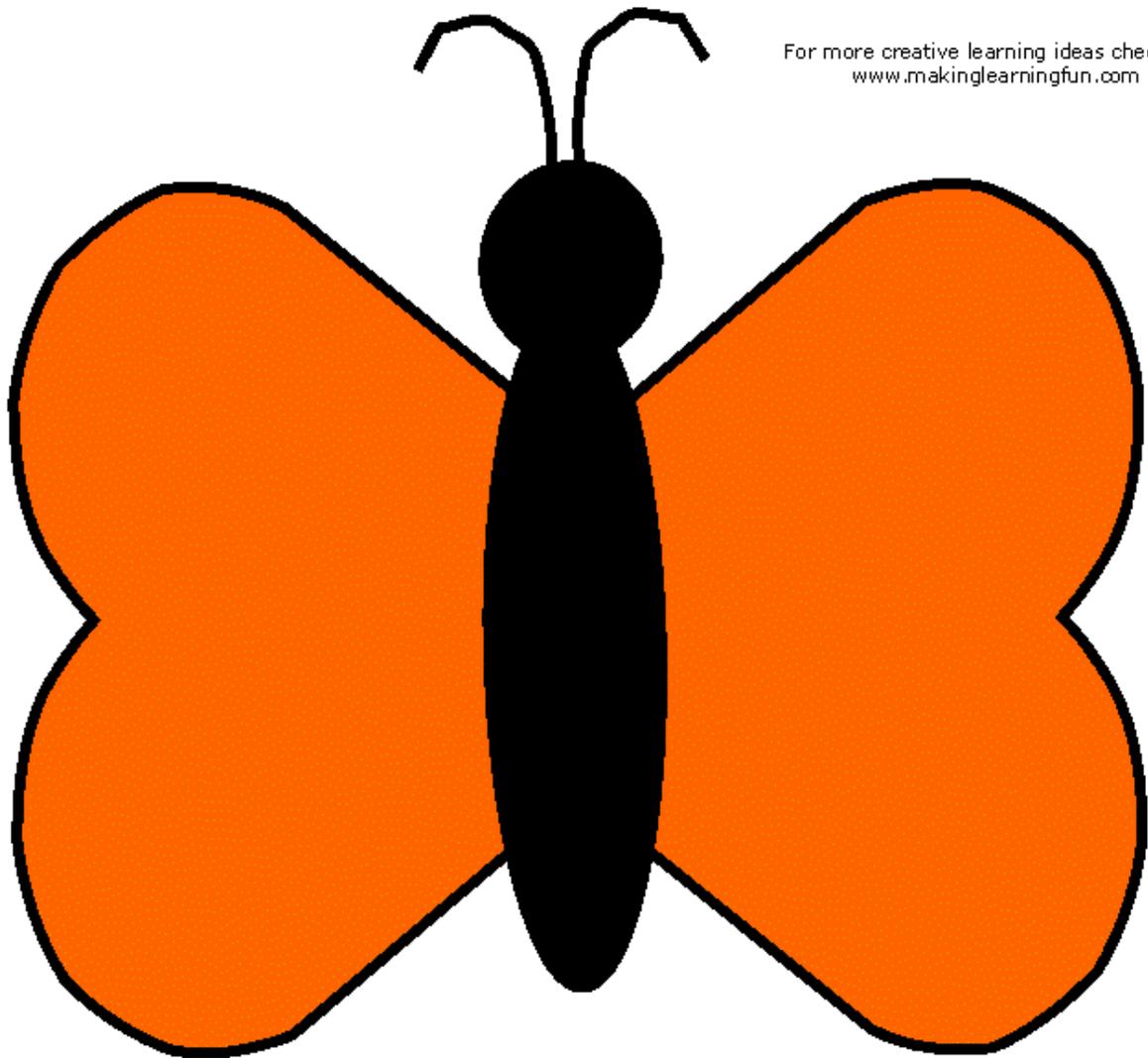


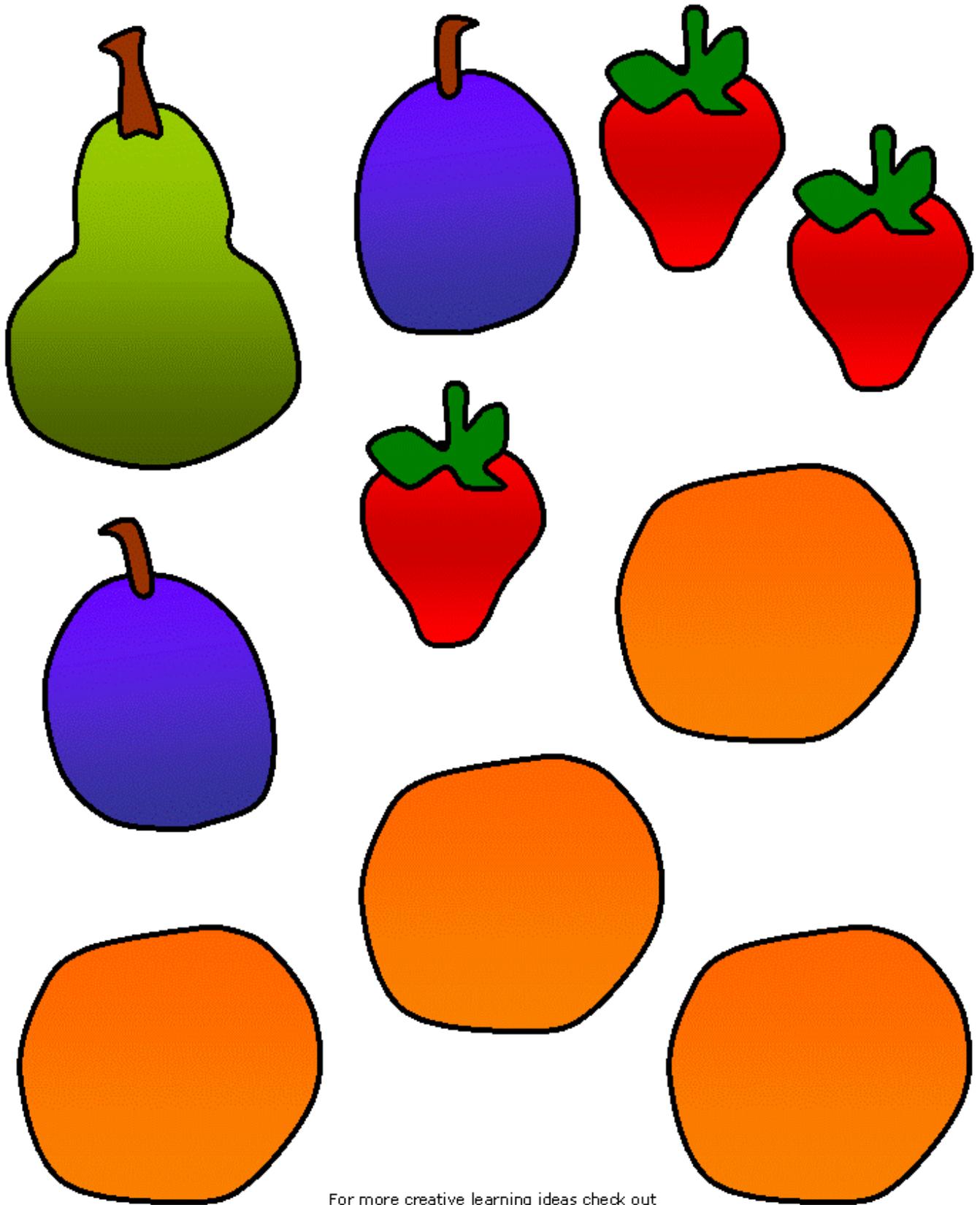


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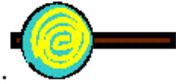
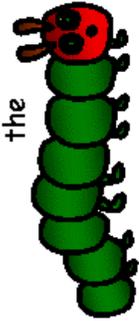




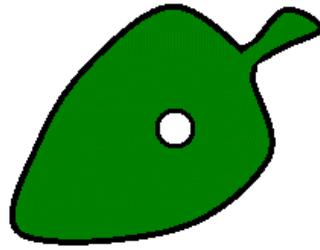
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The Hungry Caterpillar Days of the Week

Print, cut and laminate cards. Have the children put the cards in order from Sunday to Saturday.

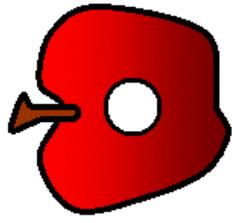


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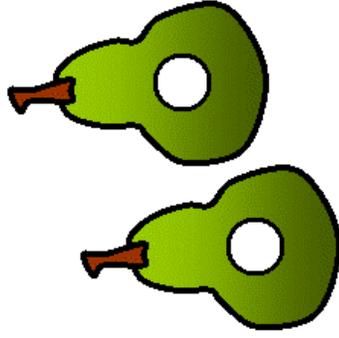
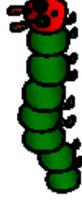


Sunday

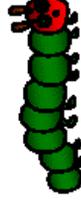


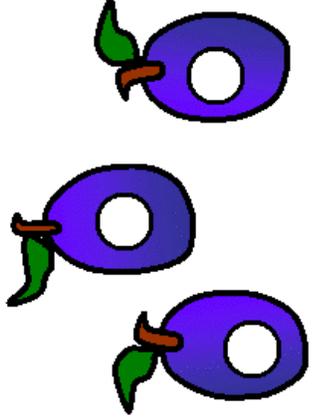


Monday

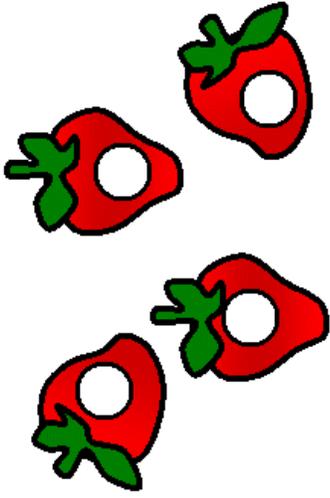
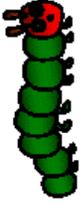


Tuesday

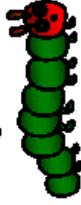


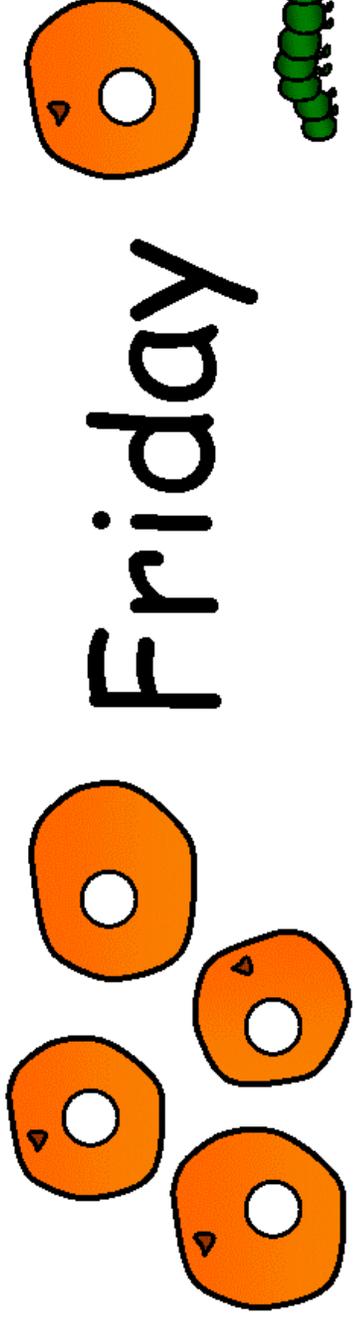


Wednesday

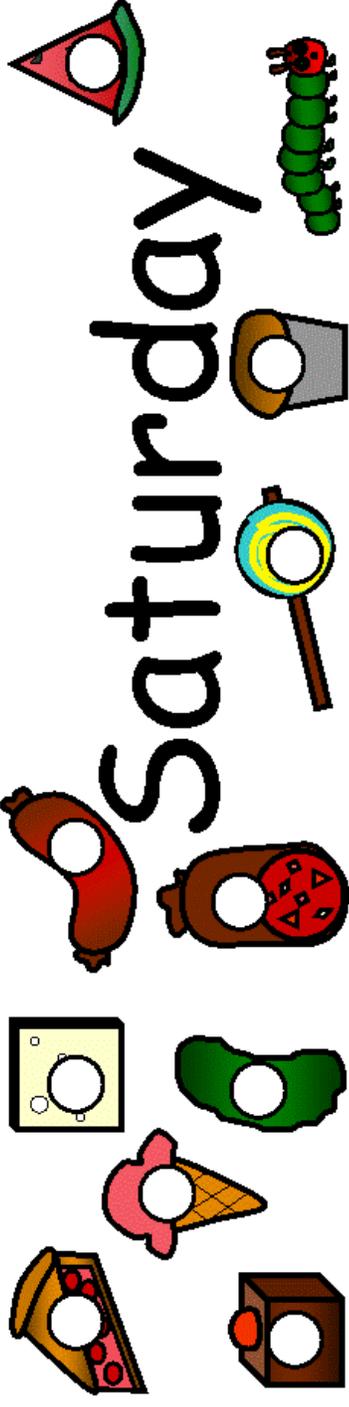
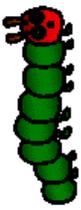
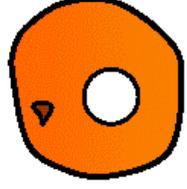


Thursday





Friday



Saturday



