## MVSU NCLB 2013 Summer Reading Institute Lesson Plan Template

| Name: Angela Kelly  | Name of Unit: "The Very Hungry Caterpillar" by Eric Carle   | Date: 7/29/2013                                | Grade Level: K |
|---|---|--|----------------|
| Objective   | Procedures  | Materials                                      | Evaluation     |
| The student will name the author and illustrator of the story, and define the role of each. (RL.K.6)  | <ul> <li>1.(Language Arts) Introduce the following terms using a story book layout: character, setting, plot, theme, author, illustrator, author's purpose, sequence, problem/conflict, solution/resolution, and mood to the students.</li> <li>2.Read the story "The Very Hungry Caterpillar" aloud to the students.</li> </ul>  | Storyboard Layout                              |                |
| After reading the story aloud, the student will describe the relationship between the illustrations and the text in which they appear. (RL.K.7) | <ol> <li>With prompting and support, ask the students higher order thinking questions about key details in the text.</li> <li>Allow time for students to respond to the question and lead the discussion. The teacher will facilitate the direction of the conversation.</li> <li>Discuss the illustrations of the book through the use of picture walk and allow the students to determine what art form is being used. (Collage)</li> <li>Actively engage the students by having them think, pair, and share the different story elements in the book.</li> <li>Reconvene and hold a whole group discussion to ensure student understanding of each story element.</li> <li>Clarify any misunderstandings that students may have.</li> </ol>                              | "The Very Hungry<br>Caterpillar" by Eric Carle |                |
| The student will identify the main character, the setting, and major events in a story in sequential order.  (RL.K.3)                           | 9. Activity- Tell the students that now they are going to create their own mobile of the caterpillar. Give the students the materials needed to complete the activity. Give the students the caterpillar head, one body, a leaf, and apple, and a butterfly. On the caterpillar head, tell the students to write the title of the book, "The Very Hungry Caterpillar". On the green circle body tell the students to list the characters and the setting. On the leaf, have the students place a small piece of cotton on one side to represent the egg. Then, tell the students to describe in writing the beginning of the story. On the apple, tell the students to describe in writing the middle of the story. Lastly, on the butterfly, have the students describe in | Pre-made caterpillar head                      |                |

| writing the end of the story. Tell the students that once                 | cutout                         |        |
|---|--------------------------------|--------|
| they finish, they will share with the class.                              | Green circle                   |        |
| <ul> <li>Tell the students that once they finish sharing their</li> </ul> | Leaf cutout                    |        |
| project they are to turn in their mobile. Tell the                        | Apple cutout                   |        |
| students they will be graded on all the components                        | Butterfly cutout               |        |
| that they are to have on their mobile. Show the                           | Yarn                           |        |
| students the rubric so they know how they will be                         | Tape                           | Rubric |
| graded.   |                                |        |
| 10. Review with the students the different elements discussed             |                                |        |
| today. Remind the students that sequencing means putting things           |                                |        |
| in order in which they happen. Ask the students for different             |                                |        |
| examples of sequencing. Tell the students that we will get a              |                                |        |
| chance to practice sequencing by discussing the life cycle of the         | Life Cycle of the Butterfly    |        |
| butterfly.  | Cutout                         |        |
|   |                                |        |
| Remediation- Give the students a cutout of all the stages of              |                                |        |
| the life cycle of the butterfly. Have the students look at the            |                                |        |
| pictures and paste them in the correct box on the work mat.               |                                |        |
| Review the students' work and discuss each answer with                    |                                |        |
| them.   | Life Carala af the Dayto offer |        |
|   | Life Cycle of the Butterfly    |        |
| Enrichment- Give the students the handout of each life cycle.             | Writing Activity               |        |
| Under each picture tell the students that they are to write at            |                                |        |
| least one sentence explaining the cycle. Have the students                |                                |        |
| trade their work with other students to check for misspellings            |                                |        |
| and sentence structure.   |                                |        |
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