

Lesson Guidance 1.1	
Grade	Kindergarten
Unit	1
Selected Text(s)	• <u>The Very Hungry Caterpillar</u> by Eric Carle • <u>The Very Hungry Caterpillar in American Sign Language</u> • <u>The Very Hungry Caterpillar (no audio)</u> • <u>Labeling Food According to Food Group</u> • <u>Google Slides Identifying Healthy Foods</u>
Duration	Approximately 3 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

- Identify the foods a caterpillar eats by asking and answering questions using the text
- Retell the story in order, identifying some of the foods the caterpillar ate and explain how the food affects the caterpillar's growth

CCSS Alignment

Priority Standards

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Supporting Standards

RL.K.5, RL.K.6, RL.K.7

W.K.8

ELD

WIDA Alignment

ELD-SI.K-3.Explain: Describe causes and effects through verbs and connecting words and phrases (e.g., *so*, *because*, *makes*).

End of lesson task

Formative assessment

- Complete a narrative retelling of the text; identify the food the caterpillar eats
- Draw, dictate, or write some of the foods in order and how those food affects the caterpillar's growth



Knowledge Check

What do students need to know in order to access the text?

Background knowledge

- Provide knowledge of the life stages: caterpillar, cocoon, and butterfly. Use a short video or images.

Key concepts *(domain-specific terms to analyze the text)*

- Key details
- Retell

Foundational Skills Connections

Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The [foundational skills integration document](#) will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.

Vocabulary Words *(words found in the text)*

Identify vocabulary based on selected text.

Example from *The Very Hungry Caterpillar*

- Pre-teach: caterpillar
- Define while reading: salami, stomachache, cocoon



ELD Instructional Practices for Vocabulary: Use the [Vocabulary In Context strategy \(see example\)](#)

“Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
 - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
 - (2) “student-friendly” definitions
 - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
 - (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
 - (5) pointing out cross-language similarities (e.g., cognates),
 - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

Core Instruction

Text-centered questions and ways students will engage with the text
Enduring Understanding: Healthy food choices help us grow.

Opening Activity:

Caterpillar and Butterfly Hand Motion Song

by Megan Sheakoski

(Sung to the tune of *Are You Sleeping?*)

Caterpillar, caterpillar,

In my hand, in my hand,

Soon you'll be a butterfly.

Soon you'll be a butterfly.

And fly away. Fly away.

The kids cup their hands and swing them gently back and forth in front of their bodies while singing about the caterpillar. They hook their thumbs and flutter their fingers like wings during the third and fourth line and then move their butterfly fingers up into the air for the last line.

Today we will read a story about how a caterpillar turns into a butterfly. Ask the students if they know the jobs of an author and illustrator. Explain that the author writes the words and the illustrator draws the pictures. Ask: Has anyone ever read this book before? Has anyone ever caught or seen real caterpillars before?

Content Knowledge: (how does this connect to the theme)

- Students should understand caterpillars and about eating healthy foods.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- [Think / Write / Pair / Share](#) provides time for students to share ideas about the topic/concept and build a sense of empowerment.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading: The Very Hungry Caterpillar by Eric Carle

Read the text with students. Pause and ask questions to promote understanding of healthy foods. Have students use the text (book or video) to answer the question of how food affects growth. Highlight information students will need to complete the formative assessment.

- Craft and Structure:



- Identify the parts of a book, the author, the illustrator, and their role in telling each story, using these text protocols.
- Share the purpose:
 - Think about foods that change the caterpillar
- Read text aloud; Sample text-dependent questions:
 - What are some of the foods the caterpillar eats?
 - What happens to the caterpillar when he eats the food?
- Practice and apply skills; Students will:
 - Ask and answer questions about the story.
 - Discuss a time they had a stomach ache

Discourse:

- Use turn and talk, ask students to name the foods that the caterpillar ate and how it made him feel.
- Use language frames to support discourse. Example:
 - Eating (apples, cake) _____ will make me feel _____ [healthy, strong, not well]

ELD

ELD Scaffolds

- **Heavy Support:** In small groups, parallel to or after the class read-aloud, invite students to sort cards, illustrations, or cut-outs of food from the text into the categories, *foods that made [character] feel sick* and *food that made him feel strong*. This may allow students to process and make meaning from the language in the lesson. Provide the sentence frames: [Character] ate ____ (name of food). He felt ____ (sick/good); [Character] ate ____ so he felt ____.
- **Moderate/Light Support:** As students sort and discuss foods, prompt them to use a more complex frame. This will challenge them to use sentence structures to provide more detailed responses. (e.g., ____ (apples/bananas) made caterpillar feel ____ because ____; When Caterpillar ate ____ (a leaf), he felt ____ (strong) because ____ (it helped him grow).

Small Group Reading Instruction:

Use formative classroom data to strategically support students and groups with concepts of print, a retelling of the text, and writing.

Formative Assessment:

- Complete a narrative retelling of the text; identify the food the caterpillar eats
- Draw, dictate or write some of the foods in order and how those food affects the caterpillar's growth

ELD

ELD Scaffolds

- Invite students to dictate their ideas in their home language, if helpful. If you do not understand their home language, use a translation tool or ask a bilingual adult to check accuracy. This may make students more comfortable sharing their ideas, while the teacher can assess content knowledge.
- To assess vocabulary, facilitate interaction, and engage prior knowledge, prompt students to identify key nouns and verbs in their drawings with a teacher or partner in preparation for the formative assessment. (Example: "What is the caterpillar doing?" *He is* _____ (*eating; growing*))

Optional Extension Activity:

Students can use the following materials to retell the story [The Very Hungry Caterpillar](#)

Fluency, Comprehension and Writing Supports	
Foundational Skills	Saxon (Alignment to the core resource) Foundations (Alignment to the core resource) Foundational Skills Integration Resource Sounds First: Phonemic Awareness Weeks 1-10 Sounds First: Phonemic Awareness Weeks 11-24 Sounds First: Assessments Sounds First: K-2 Video Demonstrations
Sentence Comprehension	Focus on Syntax Structures. (Example: <i>Then he nibbled a small hole in the cocoon, pushed his way out and ... he was a beautiful butterfly.</i>) Students should understand that the sentence is describing a sequence of events. Students can practice holding up a finger each time a new event takes place in the sentence Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.
Writing	Pattan Writing Scope and Sequence ELD Narrative Student Language Support Sheet(ELD)

Additional Supports	
ELD ELD Practices	English Language Development Instructional Guide Strategies for English Learners Argumentative Student Language Support Sheet(ELD) Narrative Student Language Support Sheet(ELD) Informational Student Language Support Sheet(ELD) Sample Linguistic Frames
SpEd Practice	- Before completing the assessment, use information from a graphic organizer (see Core Instruction) to help students visualize information and to identify a food the caterpillar eats and how it affects the caterpillar's growth. - Provide students with sentence frames to support writing and dictation assignments - The very hungry caterpillar ate ____.



	○ When the caterpillar ate ____, (X) happens. ● Use picture cards/ visuals from the story to encourage sentence writing and to build an understanding between the food and the caterpillar ● Pre-teach new and unfamiliar vocabulary to aid in student understanding ○ When possible, pair vocabulary with visuals ○ Introduce vocabulary relevant to understanding this lesson, implement a vocabulary routine (see vocabulary instructional routine under Sped Strategies). ● During read-aloud, discuss thoroughly unhealthy & healthy foods ● During read-aloud, stop and call attention to the images/emphasize the text that describes a healthy & unhealthy caterpillar ● Use a graphic organizer, after reading the text, to help students visually see the healthy & unhealthy food-Graphic organizer can be categorized into two sections: healthy vs unhealthy foods.(Healthy vs Unhealthy Foods T Chart) ● Make sure to discuss why food is healthy or unhealthy during and after reading in order to reinforce Big Ideas and Essential Questions ● Introduce vocabulary relevant to understanding this lesson, and implement a vocabulary routine (see vocabulary instructional routine under Sped Strategies).
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access