

LANGUAGE ARTS LESSON PLAN

Grade: First

Subject: The Very Hungry Caterpillar

Objectives: Students to practice reading strategies as they read The Very Hungry Caterpillar. They will then write sentences using vocabulary from the story.

Approximate Time : 1 hour (30 Minutes/break/30 Minutes)

Materials:

- Hardbound copy of our reading series for each child
- The Hungry Caterpillar audio tape
- Blank paper and lined paper

Procedures :

- Tap into students' prior knowledge. Ask class if anyone has ever had a pet caterpillar. If so, what happened? Inquire if anyone in the class knows how caterpillars change. Let students lead discussion to better determine prior background.
- Have row captains get a hardbound book from back shelf for everyone in their row.
- While at their seats, have class open up to front cover of The Hungry Caterpillar.
- Ask students to make predictions and inferences based on cover.
- Echo read story with students (I read a line, the class repeats the line in unison, tracking each word as they saw it.) Pause repeatedly throughout story to check for student comprehension and questions. Make sure that class identifies the counting sequence apparent in the book, scaffolding if necessary.
- Pick volunteers to summarize the story in terms of *Who?* (Who was the main character) *What?* (What did he do?) *Where?* (Where did he do it?)
- Have students re-read story, this time following along with 'book on tape'.
- Have row captains return books to the back shelf.
- Hold a movement exercise (head-shoulders-knees-toes). *Snack time.*
- After snack, have students sit at the front of the room beneath the chalkboard.
- Explain to students that they will be writing sentences and or/stories around the theme *The Very Hungry First Grader*. As a class, discuss what things they might want to include in their stories, spelling some relevant words on the board. I will encourage students to sound out other words and use inventive spelling as needed.
- Students will be given time to write their stories and illustrate their work.
- Collect work at the end of the lesson.

Assessment

- Listen to opening class discussion to determine what prior knowledge students already possess regarding these creatures. Have they already read this book before? Observe how students follow along with the words as they echo read and listen to the audio tape. Do students comprehend the story structure well enough to recount the story to their classmates?
- Look at the students' stories. Are students writing on task? Do their stories make sense? Are there problems in the students' writing that should be addressed by future mini-lessons to groups of students or to the whole class?