

Lesson Title	The Very Hungry Caterpillar
Class	Grade Level 1
Instructor	Halle Root

Central Focus of Learning Segment	For students to understand how to work collaboratively with others with art materials and understand the process of metamorphosis.
Learning Objective	Students will be able to identify the cycle of metamorphosis and be able to apply their knowledge of working with others collaboratively in a group setting.
Standard	1.VA:Cr1.1 Engage collaboratively in exploration and imaginative play with various arts materials. 1.VA:Cr1.2 Use observation and investigation in preparation for making a work of art.
Academic Language (Function, Vocabulary, Syntax, Discourse)	Function: Order, Analyze, Synthesize, and Create. Vocabulary: Egg, Larva/Caterpillar, Pupa, butterfly, metamorphosis. Syntax: N/A Discourse: Classroom discussion and small group work.

Assessment of Prior Learning	There will be a small group discussion on what vocabulary they know about the metamorphosis process. <i>Describe how prior academic learning will be assessed and how connections to life experience will be made.</i>
Assessment of Learning Objective	A <i>Describe how students will demonstrate the expected learning outcomes of the lesson, including academic language. Formal/Summative</i>

	Task Description/Teacher Does Estimated Time	Students Do
Introduction	<p>Day One: Teacher asks the students if they have ever read <i>The Very Hungry Caterpillar</i>. (allow 2 minutes for discussion and sharing).</p> <p>Teacher will read the book aloud to the whole class.</p> <p>Pre-assessment: after the reading, lead a whole group discussion on these questions listed on the slide.</p> <ul style="list-style-type: none"> → Why was the caterpillar so hungry? → How many stages did it go through to change? → Do you know what those stages are called? → What food did the caterpillar eat? → What happened to the caterpillar at the end of the book? 	Students will listen to the book and participate in group discussion.
*add rows as needed for each task related to how students will develop, practice and apply skills and	Task 1 <i>Discussion</i> : Teacher will ask students to think-pair-share and assess their prior knowledge on	Task 1: Students will think-pair-share on what they know on metamorphosis and vocabulary.

<p>knowledge related to the LO</p>	<p>metamorphosis and vocabulary</p> <p>Task 2 Modeling: Teacher will model and instruct each step of the chain caterpillar.</p> <p>Task 3 Discussion: Ask students to think about how we could make ONE large hungry caterpillar for them to analyze and apply the lesson they just reviewed.</p>	<p>Task 2: Students will follow along to create their individual caterpillars.</p> <p>Task 3: Students think about how to use their art materials collaboratively to make one large caterpillar.</p>
<p>Informal Assessment</p>	<p>Discussion: listen and interact with each table group of students to assess prior knowledge.</p> <p>Modeling: Since it is a follow along instruction I would give the initial instruction and when the students got to the part for making multiple chains for the body, walk around the classroom and check in with each student's progress.</p>	<p>Students need to engage in discussion to let the teacher get an accurate gauge of their prior knowledge.</p>
<p>Closure</p>	<p>Teacher will ask students to grab a piece of paper and do a 3-2-1 response.</p> <p>Questions to ask students:</p> <ul style="list-style-type: none"> → 3 things you learned → 2 things you have questions about → 1 thing you enjoyed 	<p>Students will respond on a piece of paper to the 3-2-1 closure activity.</p>

Adaptations to Meet Individual Student Needs	<p>For fine motor skills, offer a larger piece of paper and a stapler or put a student in a pair to work and get help from a classmate.</p> <p>For EL students, offer an audiobook to listen to or have a copy of the book in their native language.</p>
Materials, Resources or Safety	<ul style="list-style-type: none">→ Red, black and green paper strips→ Glue Stick→ Googly eyes→ Marker→ Scissors <p>Go over how to act with scissors and how to stay safe.</p>