

Elaine Johnson

**Grade Level:** Kindergarten

**Content Objective:**

Students will state & describe the four stages in the life cycle of a butterfly.

**Language Objective:**

Students will listen and read along with a story about a caterpillar becoming a butterfly. Students will complete a chart of the life cycle, labeling the stages and drawing pictures. Students will then explain their chart and the life cycle process to a partner.

**Procedures:**

I will begin by reading “The Very Hungry Caterpillar” by Eric Carle aloud to the students. After reading the story, we will discuss as a whole class the different stages in the life cycle of a butterfly (egg, caterpillar, chrysalis, butterfly).

After the class discussion, each student will receive a blank chart to fill in the different stages of the life cycle of a butterfly. Students will write words or draw pictures where developmentally appropriate.

When students have completed their charts, they will be paired with another student, and each will explain their chart and their drawings.

**Adaptations:**

Stages 1&2

Provide a copy of the book in Spanish (or native language). Give students their own paper with the vocabulary words in native and target languages with pictures to copy. Let students work with a partner. Have students demonstrate the life cycle process by pointing to the pictures on their chart.

Stage 3

Provide words and pictures for students to copy. Students will tell about each stage as they explain the process.

Stages 4&5

Provide words for students to copy. Students will explain the progression from stage to stage.

**Grouping:** Students will be heterogeneously grouped in order for the more advanced students to help less advanced students with comprehension and understanding.

**Herrell & Jordan Strategies:**

2- Visual Scaffolding: Providing Language Support Through Visual Images

15- Partner work: Practicing Verbal Interaction

17- Bilingual books and labels: Supporting Biliteracy Awareness

**Strategies:**

## Cognitive:

- Use reference materials
- Label key vocabulary on the word wall
- Draw pictures
- Teach students to use content to guess meanings of unknown words

- Talk with someone/work with a partner

## Metacognitive:

- Plan what to do, make a rough draft
- Pick out key words and phrases
- Check comprehension
- Monitor comprehension (presentation with partner)

**Assessment:**

## Formative:

- Ask about the stages after reading the book
- Thumbs up if you understand
- Observe for understanding

## Summative:

- Students turn in charts
- Observe presentations