

# ELD/SLD LESSON PLAN FORMAT

## The Very Hungry Caterpillar

### By Eric Carle

#### Lesson 1

**Introduce Vocabulary:** Days of the week

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Practice the pronunciation of each word.

**Word work:** Display days of the week on individual cards on magnetic board or in pocket chart.

-Partner Share: Have students be detectives and notice something that is the same about all the words (all words end in d-a-y) Share with partner.

-Group: Pull sticks and have students come up and highlight (with highlighter tape or otherwise) DAY at the end of each word.

-(Variation/extension: give students days of week on paper and have them highlight "day" individually)

**Access Background knowledge:** Ask students where we see the days of the week written in our classroom? Make the connection between the days of the week in the pocket chart and the days of the week on the classroom calendar.

**Set purpose for reading book:** "We are going to be ear detectives. We are going to read a book and *listen for the days of the week*. Each time you hear one of the days of the week, touch your nose (or another random action).

**Read Book:** The Very Hungry Caterpillar By Eric Carle While you read, students should touch their nose with each vocabulary word.

**Supplies:** Days of the week on cardstock for pocket chart  
Highlighter tape  
optional: highlighters, Days of the week worksheet (to highlight) 1 copy for each student

## Lesson 2

### Review Vocabulary: Days of the Week.

Practice pronunciation.

**Word work:** Use days of week cards. Review "day" ending, *introduce that all days of the week names begin with capital letters*. Have students come up and highlight or underline the capital letter at the beginning of each word.

### Find your partner activity:

-Show how you can put two cards together to make a word that is one of the days of the week. E.g. Tues+day=Tuesday etc. Model how they play FYP.

FIRST: Look at your word. Is it "day" or something else that begins with a capital ltr.

THEN: Find someone who has the other half of your word.

NEXT: Sit down on the floor with you partner and put the word together.

LAST: Read the word to your partner. Have your partner read the word to you.

**Set purpose for reading book:** In the United States, we say that the first day of the week is Sunday, so that's why we usually start the days of the week with Sunday. Some countries and cultures start with Monday.

*Order the days of the week.* Pass out the 7 days of the week cards plus 2-3 other paper sets of days of the week to the whole class.

**Read Book:** When you read a day of the week in the book, whomever has that day in the cardstock version will come up and put their word in the packet chart. All students with paper versions will hold their papers up when it comes to their day of the week (give time for cardstock version to be placed in chart so non-readers can cross check to see if their word matches the one on placed in the pocket chart).

**Supplies:** Cardstock days of the week (7)  
Paper days of the week (enough for class),  
Enough "day" cards for  $\frac{1}{2}$  the class and enough beginning chunk of the days of the week words (Mon, Tues, Wed, etc.) for  $\frac{1}{2}$  the class  
4 sets of paper days of the week "cards"

## Lesson 3

### Review Vocabulary: Days of the Week

Give the beginning sound and have students guess to their partner which day you are going to say.

**Word work:** Have days of the week cards in pocket chart. Pass paper versions of days of week to everybody. Have students come up and match their day of the week to the one on the pocket chart emphasizing the order to link learning to yesterday's activity.

**Access Background knowledge:** Discuss with students what day it is today. What are some things we do every Tuesday (or whatever day today is). Discuss general school things (rotations etc.) then have students individualize it (I go to my grandma's house on Tuesdays etc.) Do this as a partner share and/or by calling names on sticks to ensure maximum oral expression.

**Set purpose for reading book:** *Notice what the caterpillar does each day.*  
Use the felt or fabric or magnetic depictions of food from the book. Pass them out to students.

**Read Book:** Have students bring object to front of class when their food item is shown/ mentioned in book. Have the days of the week displayed in a way that students can bring their food object and place it under or next to the correct day of the week.

**Supplies:** Paper versions of days of the week  
Hungry Caterpillar realia kit (with all foods from book)

## Lesson 4

**Review Vocabulary:** Ask students to tell their partner which day of the week we start with and which comes next, again focusing on the order.

**Access Background knowledge:** Have students partner up and on each page have them tell their friend what is happening in the story (retell). To save time, consider having an A partner and a B partner and have them take turns being the talker and the listener. Go through the book page by page if they need the extra support for retelling.

**Discuss cause and effect.** Have specific real examples (jack in the box, something you touch and light comes on, etc.). Connect how the example you just explained might relate to the book. Make sure cause and effect is understood.

**Set purpose for reading book:** *Identify what causes the caterpillar to get sick.*

**Read Book:** Discuss *as you read* what the caterpillar did (cause) and what happened as a result of that (effect).

**Sequence Book:** Have sequencing words in the board/in pocket chart. Have sentences on separate cards with pictures. Display sentence cards, but not in order. Read each sentence card aloud with students. As a class discuss how to put them in order. As you order the events, have student act out each incident.

FIRST: The caterpillar ate lots of junk food.

THEN: The caterpillar got sick.

NEXT: The caterpillar ate a leaf.

LAST: The caterpillar felt better.

**Supplies:** Realia to illustrate cause and effect  
Sentence strips with pictures that identify cause and effect from story  
First, then, next, last cards.

# Final Lesson

**Access Background Knowledge**-Re-visit First, Then, Next, Last. Guide students through the retelling by asking what happened first and showing the picture sentence. Have students share with a partner what happened first. Then ask what happened next and show picture sentence. Students share with talking partner. Repeat until review is finished.

**Connection to self:** Reiterate cause and effect. The caterpillar ate so much junk food and consequently got sick. Then he ate a leaf and that caused him to feel better. Ask student to think about a time when THEY got sick. What kind of sick was it? Cold? Stomach ache? Sore throat? Then have them think about what CAUSED them to get better?

**Culminating activity/game/class book:** Tell them we are going to create a class book about things that can help us get better when we are sick.

**Prep:**

**Supplies:** Book pages (enough for each student plus a teacher sample)  
markers and pencils

**NOTES:**

First, I got sick.



Then, \_\_\_\_\_

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Last, I felt better.



Primero, me enferme. 🤒

Luego, \_\_\_\_\_

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Finalmente, me senti  
mejor. 😄