

## Duplo: Grow Caterpillar Grow! Lesson Plan

### **Context** (InTASC 1,2,3)

**Lesson Plan Created By:** Rachel Strand

**Created:**

**Lesson Topic:** Building and Model-Making

**Grade Level:** Preschool

**Duration:** 30 minutes

**Kit Contents:** [http://odin-primo.hosted.exlibrisgroup.com/nmy:nmy\\_all:ODIN\\_ALEPH007742332](http://odin-primo.hosted.exlibrisgroup.com/nmy:nmy_all:ODIN_ALEPH007742332)

### **Desired Results** (InTASC 4)

**Purpose:** The purpose of this lesson is to introduce students to the life cycle of a butterfly through multiple activities, including a poem, building with Duplo blocks, and a project. Students will learn how a butterfly starts as an egg, grows into a caterpillar, then makes a chrysalis, and becomes a butterfly.

#### **North Dakota Science Content Standards:**

- Science Standards: Constancy and Change
  - S1.1.3 (Grade 1) Describe different ways that things can change (e.g. size, mass, color, movement)

#### **North Dakota English Language Standards**

- Reading Standards for Literature: Range of Reading and Level of Text Complexity
  - RL.10 (Kindergarten) Actively engage in group reading activities with purpose and understanding.

#### **North Dakota Mathematics Content Standards:**

- Geometry Standard: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
  - G.1 (Kindergarten) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

#### **Objectives:**

- Students will identify the four stages of a butterfly's life cycle by representing each stage with a certain type of noodle.
- Students will build with Duplo blocks by finding the matching blocks and putting them together in the correct place using positional vocabulary.

### **Assessment Evidence** (InTASC 6)

**Evidence of meeting desired results:** Students will complete the summary project and be able to explain why each type of noodle is placed in each spot on the life cycle when it is completed. Students will place acini di pepe on the first leaf and describe them as the eggs, place a rotini noodle on the second leaf and describe it as a caterpillar, place a shell on the branch and describe it as a chrysalis, and place a bowtie on the blank space and describe it as a butterfly.

### **Learning Plan** (InTASC 4,5,7,8)

## STEM Collaborative Cataloging Project

**Instructional Strategy: (Check all that apply)**

Direct  Indirect  Independent  Experiential  Interactive

**Technology Use(s): (Check all that apply)**

Student Interaction  Align Goals  Differentiate Instruction  Enhance Lesson

Collect Data  N/A

**Hook and Hold:**

Teach students the following poem by echoing lines sung one at a time to introduce the butterfly life cycle.

Butterfly Cycle

(to the tune of "Row, Row, Row Your Boat")

Hatch, hatch little egg,

I'm so very small.

Teeny tiny caterpillar,

You can't see me at all.

Crawl, caterpillar, crawl,

Munching on a leaf.

Crawling, munching, crawling, munching,

Eat and eat and eat.

Form, form chrysalis,

I'm a different shape;

Hanging by a silken thread

Until I can escape.

Rest, rest, chrysalis

While I change inside;

Now at last my time has come

To be a butterfly.

Stretch, stretch, pretty wings,

It's a special day;

Soon they will be strong enough

For me to fly away.

Fly, fly, butterfly,

Fly from flower to tree;

Find a place to lay my eggs

So they can grow like me.

**Materials:**

1. Butterfly Cycle Poem
2. Book-"Grow Caterpillar Grow!"
3. Duplo Grow Caterpillar Set

## STEM Collaborative Cataloging Project

4. Butterfly Life Cycle project page
5. Pasta- Rotini, Shells & Bowtie-1 each per student
6. Acini di pepe-4-6 per student
7. Crayons
8. Document camera/projector

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**Procedures:**

1. Each day, focus on one group of animals between mammals, amphibians, reptiles, birds, and fish. Split students into two groups with the Legos needed for each set spread out in the middle of each group's circle on the floor.
  2. If possible, use a document camera or projector to show the book "Grow Caterpillar Grow!" as you are going through the steps of building.
  3. Read the first page out loud where the egg is going to hatch. Discuss with students how caterpillars hatch out of eggs. What other things hatch out of eggs?
  4. Turn to the second page and have one student in each group build the baby caterpillar by putting the two blocks together as shown in the picture and one student from each group put the three blocks together for the snail. Try to have the students figure out how to pick the blocks and build the caterpillar and snail without help. Read the second page out loud and have the students who build the caterpillar and snail act it out as it is read.
  5. Turn to the third page and have a third student build the frog out of the four blocks. Read the page and have the caterpillar and frog act it out.
  6. Turn to the fourth page and have a fourth student build the beetle out of the three blocks. Have the caterpillar and beetle act out the page as you read it aloud.
  7. Turn to the fifth page and have all the students act out the last page.
  8. Take the blocks apart, and start over with new students putting the blocks together and acting out as the story is read. Continue as many times as needed for all students to get a chance to participate.
1. Allow students time to play with the blocks and act things out with the four block friends.

**Summary:** Tell students that they are going to learn a little more about a caterpillar's life cycle and how it grows. We now know that a caterpillar hatches out of an egg and grows to be a beautiful caterpillar. But what happens next? Give each student a piece of construction paper and noodles in different shapes. Together, go through and add the noodles to the correct spot on the page to show the life cycle starting with eggs, then caterpillars, then a chrysalis, then a butterfly.

**Reflection** (InTASC 9)**Reflect On:**

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*
- *Evidence of Student Learning*

**Standards**

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from



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[http://www.ccsso.org/documents/2011/intasc\\_model\\_core\\_teaching\\_standards\\_2011.pdf](http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)

North Dakota Department of Public Instruction. (2011) *North Dakota English language arts & literacy content standards*. Bismarck, ND. Retrieved from [https://www.nd.gov/dpi/uploads/87/ELA\\_JUN0811.pdf](https://www.nd.gov/dpi/uploads/87/ELA_JUN0811.pdf)

North Dakota Department of Public Instruction. (2011) *North Dakota English mathematics content standards*. Bismarck, ND. Retrieved from <https://www.nd.gov/dpi/uploads/87/math.pdf>

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