



Interactive Read-Aloud (Multi-Day Unit Plan)

By: Lori McDonald
Elementary school teacher; Ed.D. in School Leadership/Administration

Language Arts
Grades K-2



Day 1

Introduction

Begin by introducing the vocabulary words for this unit. I always put these in a PowerPoint and put a picture with each word to demonstrate meaning. This tends to help students retain the new information. I also give a brief, kid-friendly definition like the ones below. Keep in mind, these are definitions for first grade. However, you can use this as a basis and use more complex definitions as you progress through the unit.

- meadow - flat land that is covered with grass
- journey - to travel to a distant place
- metamorphosis - a great change in appearance
- chrysalis - the hardened protective case made by and enclosing a moth or butterfly pupa
- molt - to shed outer layer (like feathers or skin) that will be replaced by a new growth

Learning Objectives

- The learner can understand and use grade-level appropriate vocabulary words.
- The learner will make inferences based on grade-level appropriate texts.

Materials Needed

- Book – *Gotta Go, Gotta Go* by Sam Swope (If you don't have the book, there is a good [online read aloud](#))
- Prepare a presentation with pictures to go with vocabulary words. If this is not an option, have them printed.
- Half-sheet for each student with the reflection question for the day.

Procedure

Then begin the initial read-aloud of *Gotta Go, Gotta Go*. This read is for enjoyment. You might point out (or have students point out) when you hear any of the vocabulary words that were just introduced.

After reading the story, discuss the mentor sentence for the week.

Mentor Sentence - Her sleep was long and hard and very strange.

When introducing the mentor sentence, scramble it on the board. Then work with the students to unscramble

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the sentence. Then, find the sentence in the story and discuss the context. Invite students to make observations about the sentence. If needed, prompt them with questions like: “How many words are in it?”, “What kind of punctuation is used?”, “Name the nouns.”, etc.

Evaluation

Have students answer the following question with a complete sentence on a half-sheet of paper for an exit ticket.

Why do you think the caterpillar’s sleep was long and hard and very strange?



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Day 2

Introduction

As an introduction, begin by reviewing vocabulary words. Use the pictures and the definitions from the previous day. Ask students to either name the word that goes with the picture/definition or the reverse.

Then, ask students to recall the events in the story from yesterday.

Learning Objectives

- The learner can understand and use grade-level appropriate vocabulary words.
- The learner will be able to identify the number of syllables in a word.
- With prompting and support, the learner will recognize the difference between open and closed syllables.

Materials Needed

- *Gotta Go, Gotta Go* by Sam Swope
- Vocabulary word pictures from the previous day
- Half sheet for the exit ticket

Procedure

Reread pages 1-5 in *Gotta Go, Gotta Go*. As you read, pause to ask certain questions.

1. p. 2 – Did you hear a vocabulary word? Discuss the meadow that the caterpillar saw.
2. p. 4 – When it says, “she crawled right out of her skin”, what does that mean? Why did she crawl out of her skin? Which vocabulary word does that relate to?
3. Discuss molting and why that happens.
4. p. 5 – Pause here to point out the words with open syllables that you’ve heard in the story (gotta, go, know, Mexico, meadow). Of course, students will recognize some rhyming words. However, emphasize that you are looking at how many syllables there are in each word and discuss open syllables (syllables that end in a vowel sound).

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5. Then, go back through the pages already read and look for open syllable words together and list them on the board.

Mentor Sentence - review the sentence from yesterday

Her sleep was long and hard and very strange.

Ask students again to make observations about the sentence. Then ask students to substitute the word “sleep” for other words to change the meaning of the sentence (e.g., Her journey was long and hard and very strange. Her day at school was long and hard and very strange. etc.).

Evaluation

Exit Ticket – give students a half sheet with the following questions. They can also illustrate their answers.

Why did the caterpillar shed her skin? Why does that happen to real caterpillars?



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Day 3

Introduction

Begin by reviewing the vocabulary with this quick oral vocabulary activity. This can very quickly let you see who understands how to use these words in context and who does not.

I usually include these sentences on a PowerPoint and include the picture that goes with each word as well.

The teacher will read the sentence first, without completing it. Then, students will take turns reading the sentence and filling in the blank/completing the sentence. Students love participating in this activity. This activity is also beneficial for those that do not understand how to use the words yet. It further illustrates the meaning as their peers share their own ideas. I usually allow 5-6 students give an answer for each sentence.

- I would like to be in a meadow because...
- If I were going on a journey, I would _____ because...
- I like learning about metamorphosis because...
- I could tell the chrysalis was ready to _____ because...
- The _____ began to molt because...

Learning Objectives

- The learner can understand and use grade-level appropriate vocabulary words.
- With prompting and support, students will recognize and describe the stages in the life cycle of a butterfly.

Materials Needed

- book
- exit ticket for each student

Procedure

Reread the book, *Gotta Go, Gotta Go* by Same Swope. This time, as you read, discuss the stages that the caterpillar/butterfly goes through in its life cycle. Show students a diagram to further explain the stages (e.g., egg, larva, pupa, adult). There are also some great videos to show the stages of a life cycle of a butterfly. One of those is Brain Pop Jr. If you have access to this one, show students the short video about butterflies.

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Mentor Sentence - Review the mentor sentence again, allowing students to make observation.

Her sleep was long and hard and very strange.

Today, allow them to give alternative descriptive words for her sleep.

Her sleep was _____ and _____ and _____.

Evaluation

Exit Ticket – Allow students to complete the following on half sheet of paper (you are not looking for scientific terms in this; simply a basic understanding of the stages).

What are the stages in the life cycle of a butterfly?



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Day 4

Introduction

Complete a similar vocabulary review today, but with the following sentences.

- Describe a time when you were in a meadow.
- Describe a time when you went on a journey.
- What is metamorphosis? Describe it.
- Describe what a chrysalis is.
- Describe molting.

Again, allow a few students to answer each one.

Learning Objectives

- The learner can understand and use grade-level appropriate vocabulary words.
 - With prompting and support, students will recognize and describe the stages in the life cycle of a butterfly.
 - The learner will be able to identify the number of syllables in a word.
 - With prompting and support, the learner will recognize the difference between open and closed syllables.
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Materials Needed

- book
 - writing paper
 - drawing paper
 - crayons
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Procedure

Reread *Gotta Go, Gotta Go* by Sam Swope. Discuss the concepts you've worked on throughout the week as you go through. This should serve as a review of vocabulary, open syllables, and the life cycle of a butterfly.

Mentor Sentence - Review the sentence

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Her sleep was long and hard and very strange.

Today allow students to complete their own sentence.

Her _____ was _____ and _____ and _____.

Also, give students the original sentence with some mistakes and allow them to correct it. Walk around and monitor as they work. Help students as needed. Gather together when they have completed this work, and allow students to share their new sentences. Then, examine the mistakes made in the original mentor sentence and identify the corrections that should have been made.

Directed Drawing – I love to include a directed drawing for students in each unit. They love it, and it doesn't take a lot of time. In addition, it is a great activity for listening to and following step-by-step directions. If you aren't comfortable guiding students through a step-by-step drawing of a butterfly, look up a directed drawing of a butterfly online. When it is complete, allow students to color, emphasizing accuracy as it needs to look like a Monarch butterfly.

Evaluation

Allow students to complete a more in-depth writing activity today with the following prompt.

How do caterpillars grow and change? (Use as many vocabulary words as you can.)

How do you grow and change?