Grade: 2nd
Strategy: Visualizing
Technique: Story Mapping
Text Type: Fiction

The Very Hungry Caterpillar

Aims of the Lesson:

- Help students understand the sequence of events in a story using the **Story Mapping** technique.
- Identify key elements: beginning, middle, and end.
- Enhance comprehension by recognizing time order words and main actions in the story.
- Encourage creative thinking and discussion about life cycles and transformation

Text for lesson:

Once upon a time, a little caterpillar was very hungry. It came out of its egg and looked for food. It ate one leaf, but that was not enough. Then, it ate two pears, three plums, four strawberries, and five oranges, but it was still hungry!

So, the caterpillar ate a cake, some cheese, a cucumber, ice cream, another cake, and a watermelon. But this was too much! It got a terrible stomachache and felt very bad.

The caterpillar built a small house called a cocoon and went to sleep inside. It stayed inside for fifteen days, growing bigger and rounder. Then, it woke up and felt much better.

It chewed a hole in the cocoon and crawled out. But look! It was no longer a caterpillar—it had turned into a beautiful butterfly with colorful wings!

Process Phase 1: Planning (Teacher's Perspective)

Identifies 3 key words and explains them to the students.

- Selects and prepares time order words: **"first," "next," "then," "finally."**
- Prepares **story map templates** with three sections: **Beginning, Middle, End.**
- Prepare the image on the story.

Writes key words on the board and explain them

- ***Caterpillar****: A small, soft insect that crawls and eats a lot before turning into a butterfly.*
- ***Colourful****: Something with many bright and different colours.*

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- ***Cocoon**: A little house made of silk where a caterpillar sleeps and changes into a butterfly.*

Models how to identify **sequence words** and story events in the story map.
Provides guiding questions:

- What happened first?
- What did the caterpillar eat?
- What happened at the end?

Cognitive Stage 1: Pre-Reading (Student's Perspective)

- Observes time order words and predicts what might happen in the story.
- Shares what they know about caterpillars and butterflies.

Process Phase 2: Teaching (Teacher's Perspective)
Reads the story aloud and **pauses at key moments** for students to write **keywords** in their **story maps.**

Asks students to work in **pairs** to match pictures to different parts of the story.

Encourages students to **identify the sequence** by filling in key words under **Beginning, Middle, and End.**

Supports students in using time expressions to describe the story:

- "First, the caterpillar hatched."
- "Then, it ate lots of food."
- "Finally, it became a butterfly."

Cognitive Stage 2: During Reading (Student's Perspective)

- Reads along with the teacher and writes key words in the **story map template.**
- Works in pairs to **organize pictures in the correct order.**
- Highlights important actions in the story (eating, sleeping, transforming).

Process Phase 3: Feedback (Teacher's Perspective)
Students exchange story maps with a new partner and compare their sequences.
Leads a **whole-class discussion** to check:

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- What happened first?
- What did the caterpillar eat?
- How did it change at the end?

Guides students to discuss the **moral of the story** (e.g., patience, change, growth).

Cognitive Stage 3: Post-Reading (Student's Perspective)

- Switches partners and compares their story maps.
- Discusses the life cycle of a butterfly and **shares the moral of the story.**
- Writes full sentences using sequence words to complete their story map

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (**caterpillar, colourful, cocoon**) and read the text. After reading, they listen to their peers and review their story maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in pairs to identify the beginning, middle, and end of the story. They discuss and sequence key events using time order words.
- **Presentational (Productive):** Students present their completed story maps to the class, summarizing key events with sequence words. They discuss the life cycle of a butterfly and share the moral of the story.

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