Lesson Plan

Grade:Kindergarten (ages 5-6)

Theme:Butterfly Adventures: Where They Go and What They Do

Theme:Bella Brown–Grandma's Missing Butterfly Locket by J.W. Zarek

Learning Objective/s
At the end of this lesson, students will be able to:

1. Identify the four butterfly locations from the story (China, Japan, Colombia, Arkansas).
2. Distinguish between "nearby" and "faraway" places using a simple world map.
3. Sequence the story's butterfly adventures using temporal words (first, next, last).
4. Travel to different locations through butterfly movement activities.
5. Create a simple map or path showing Bella's butterfly journey.
6. Connect the butterfly journey to their own travel or adventure memories.
7. Use basic cardinal directions to describe butterfly locations.

Materials Needed

- LBella Brown–Grandma's Missing Butterfly Locket book
- Simple world map (showing continents, with a star on your location and dots for China, Japan, Colombia, Arkansas)
- Sequencing cards: four simple images of the story's locations (e.g., red mountain for China, temple for Japan, jungle for Colombia, garden for Arkansas)
- Word cards: "First," "Next," "Last" (with visual cues, e.g., a number 1 for "First")
- Large chart paper and markers (for class map)
- Student handouts: simple map template (a straight path with four blank boxes to draw each location)
- Crayons or markers for drawing
- Butterfly movement music (gentle instrumental)
- Visual schedule cards showing each activity (e.g., pictures for reading, moving, drawing)

Vocabulary Focus

- Butterfly
- Journey
- Map
- Near
- Far
- First
- Next
- Last
- North
- South
- East
- West
- Butterfly
- Colors (red, white, blue, orange)
- Wings
- Locket
- Special
- Family
- Grandma
- Soft
- Crinkle

Morning Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards. Say, Today we're going on a butterfly adventure with Bella and her grandma!

Show the cover of Bella Brown–Grandma's Missing Butterfly Locket and ask, Where do you think butterflies can go?

Introduce the topic: "Bella and Grandma Yetta see butterflies in different places around the world. We'll find out where they go and what they do!"

Tell the students Let's warm up like butterflies! Spread your wings and fly in place!

Read-Aloud: Butterfly locations (8 minutes)

Read the parts of the book where Bella and Grandma Yetta encounter butterflies in China (red butterfly), Japan (white butterfly), Colombia (blue butterfly), and Arkansas (orange/black butterfly).

Pause at each location to show its dot on the simple world map. Say, China is far away in Asia–it's east of us! Japan is also east, near China. Colombia is far away in South America–it's south of us. Arkansas is nearby in the United States–it's west of us!

Point to your location on the map and ask, Is China near or far from where we are? What about Arkansas?

Reinforce the cardinal directions (north, south, east, west) by pointing as you speak.

Movement Activity Traveling to Butterfly Locations (8 minutes)

Play gentle butterfly movement music and guide students to travel to each location: Let's fly east to China–spread your wings and fly high like the red butterfly!

Now fly east to Japan–flutter softly like the white butterfly!

Fly south to Colombia–spin like the blue butterfly!

Fly west to Arkansas–land on a flower like the orange and black butterfly!

Have students move around the room, following your directions, and sit down after landing in Arkansas. Say, Great job traveling like butterflies! Let's see if we can put their journey in order.

Sequencing Activity: Ordering the Adventures (8 minutes)

Show the four sequencing cards (China, Japan, Colombia, Arkansas) and mix them up. Say, Let's put Bella's butterfly adventures in order using special words: first, next, last.
Model the process: First, they went to China and saw the red butterfly.
Place the China card down with the *First* word card.
Continue: Next, they went to Japan–white butterfly. Next, Colombia–blue butterfly. Last, Arkansas–orange and black butterfly.
Place each card in a line with the corresponding word card.
Have students retell the sequence as a group: First, China. Next, Japan. Next, Colombia. Last, Arkansas.
Reinforce temporal words by pointing to the word cards as they speak.

Create a Simple Map: Drawing Bella's Journey (10 minutes)

Distribute the map template (a straight path with four blank boxes).
Say, Let's make a map of Bella's butterfly journey!

Model drawing the first location: First, they went to China–I'll draw a red butterfly.

Guide students to draw each location in order on their path: China (red butterfly), Japan (white butterfly), Colombia (blue butterfly), Arkansas (orange/black butterfly). Encourage them to use the correct colors and label each box with a simple symbol (e.g., a red dot for China).

As they draw, ask, Which direction did they go to get to China? East! What about Colombia? South!

Display a class map on chart paper, drawing the path together as students call out each location.

Closing Circle: Memories & Reflection (6 minutes)

Gather students with their maps and ask, Where did Bella and Grandma Yetta go on their butterfly adventure? Let's retell it: First, China. Next, Japan…
Connect to their own experiences-Have you ever gone on an adventure, like to a park or a grandparent's house? Where did you go?
Allow a few students to share.
Reflect: What did the butterflies do in each place? They fluttered and flew! Which place would you like to visit? End with a movement: Let's fly to our favorite place one more time–spread your wings and flutter!
Celebrate with a butterfly sticker:You're a butterfly traveler, just like Bella!

Assessment and Extension

Assessment

- Observe if students can identify the four butterfly locations during the read-aloud and map activity.
- Check understanding of nearby vs. faraway through responses during the map discussion.
- Assess sequencing skills by noting if students use first,next, and last correctly to order the story events.
- Monitor participation in movement activities and their ability to follow directional prompts (e.g., "fly east").
- Review student maps for correct order and representation of the four locations.
- Listen for connections to personal memories during the closing discussion.
- Note use of cardinal directions (north, south, east, west) in responses.

Extension

- Create a class Butterfly Journey mural, adding more details about each location (e.g., mountains in China, flowers in Arkansas).
- Play a directional game: Fly north to your chair! Fly south to the carpet to reinforce cardinal directions.
- Have students dictate or write a sentence about their own adventure (e.g., I went to the park.) to extend the literacy connection.

Modifications for Different Learners

- For Students Who Need Additional Support

Simplify the sequencing to three locations (e.g., China, Colombia, Arkansas). Provide hand-over-hand assistance for drawing the map. Use verbal prompts for directions (e.g., “Point to east”).

- For Advanced Learners

Add a fifth step to the sequence (e.g., Bella returning home). Encourage them to write labels on their map (e.g., China). Ask them to describe more details about their personal adventure.

- For English Language Learners (ELLs)

Pair vocabulary with gestures (e.g., point east when saying “east”). Use picture cues for sequencing cards and word cards (e.g., a number 1 on “First”). Allow pointing to the map to answer questions.

- For Kinesthetic Learners

Add an extra movement break (e.g., Crawl like a caterpillar before flying!). Let them fly to deliver their sequencing card to the chart. Encourage acting out their personal adventure memory.