Lesson Plan

Date:

Grade:Pre-K

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 colors of the four butterflies from the story (red, white, blue, orange/black).
2. Explore sensory materials (colors, textures, sounds) connected to the story's butterflies.
3. Mimic butterfly flight patterns through simple movement activities.
4. Sequence the story's butterfly adventures using picture cards.
5. Use simple vocabulary related to butterflies, colors, and sensory experiences.
6. Connect the concept of the butterfly locket to special family keepsakes.

Materials Needed

- LBella Brown–Grandma's Missing Butterfly Locket book
- Visual aids: large picture cards of the four butterflies (red for China, white for Japan, blue for Colombia, orange/black for Arkansas)
- Picture sequencing cards: four simple images showing the story's locations
- Sensory stations materials:
  Red fabric scraps (China: red butterfly texture)
  White feathers (Japan: white butterfly softness)
  Blue crinkle paper (Colombia: blue butterfly sound)
  Orange/black tissue paper and artificial flowers (Arkansas: garden texture)
- Butterfly movement music (gentle instrumental)
- Transition song recording
- Chart paper and markers

Vocabulary Focus

- Butterfly
- Colors (red, white, blue, orange)
- Wings
- Locket
- Special
- Family
- Grandma
- Soft
- Crinkle

Morning Circle & Introduction (3 minutes)

Gather students in a circle and show the visual schedule cards.
Say, Today we're going to explore butterflies and their colors!
Show the cover of Bella Brown–Grandma's Missing Butterfly Locket and ask, What do you see? That's a butterfly locket–it's a special necklace!
Introduce the topic: Bella and her grandma see butterflies in different places. Let's find out what colors they are!
Tell the students, Let's warm up like butterflies! Curl up small like a cocoon, then stretch out your wings and flutter!

Read-Aloud: Butterfly Colors (5 minutes)

Read selected parts of the book where Bella and Grandma Yetta encounter the colored butterflies: red in China, white in Japan, blue in Colombia, and orange/black in Arkansas.
Pause at each butterfly to show the corresponding picture card and say, This butterfly is red! It's from China. What color is it?
Repeat for each butterfly, emphasizing the color and location.
At the end, highlight the locket, Grandma gives Bella a special butterfly locket–it's a family keepsake.
Does your family have something special?
Transition Song- Sing a simple Butterfly Time song (e.g., to the tune of "Twinkle, Twinkle"): Butterfly, butterfly, let's explore, colors, wings, and so much more!

Butterfly Movement Activity (5 minutes)

Play gentle butterfly movement music and guide students through simple movements:
Let's fly like the red butterfly–stretch your wings high!
Now be the blue butterfly and flutter low!
Be the white butterfly and spin softly!
Fly like the orange and black butterfly to a flower!

Encourage them to move around the room, mimicking butterfly flight patterns, and land softly on the carpet at the end.
Say, Great job flying like butterflies! Let's explore their colors and textures next.

Sensory Stations: Exploring Butterfly Colors (8-10 minutes)

Set up four sensory stations around the room, each tied to a butterfly from the story (2-3 minutes per station). Divide students into small groups and rotate them through

- Red Station (China): Red fabric scraps–Feel the soft red wings of the China butterfly!
- White Station (Japan): White feathers–Touch the soft white wings from Japan!
- Blue Station (Colombia): Blue crinkle paper–Listen to the crinkle sound of the blue butterfly!
- Orange/Black Station (Arkansas): Orange/black tissue paper and flowers–Feel the garden where the orange and black butterfly lives!

As students explore, reinforce vocabulary: “This feels soft! This sounds crinkly!” Transition Song: Sing the “Clean-Up Song” to move to the next activity.

Picture Sequencing: Recalling Butterfly Adventures (5 minutes)

Sit in a circle and show the four picture sequencing cards (one for each location: China, Japan, Colombia, Arkansas).
Mix them up and say, Let’s put Bella’s butterfly adventures in order! Where did they see the red butterfly first?
Place the red mountain card (China) down as students call out red!” Continue with the others: temple for Japan (white), jungle for Colombia (blue), and garden for Arkansas (orange/black).
Retell the story briefly as you place each card-First, they saw the red butterfly in China. Next, the white butterfly in Japan
Celebrate their memory-You remembered the order–just like Bella remembered her special locket!

Closing Circle: Family Keepsakes & Reflection (5 minutes)

Gather students with the butterfly picture cards and review: We explored the red, white, blue, and orange butterflies! Which one was your favorite?

Show the book cover again and say, Bella's locket was special because it came from her grandma. What's something special your family has?(e.g., a toy, photo, or blanket).

Allow a few students to share. End with a final movement: Let's fly like our favorite butterfly one more time!" Celebrate their exploration with a butterfly sticker, saying, "You're a butterfly explorer, just like Bella!

Assessment and Extension

Assessment

- Observe if students can identify the colors of the four butterflies during the read-aloud and closing circle.
- Note engagement and sensory vocabulary use (e.g., soft,crinkle) at the sensory stations.
- Check participation in butterfly movement activities and their ability to mimic flight patterns.
- Assess if students can sequence at least two story events correctly using the picture cards.
- Listen for connections to family keepsakes during the closing discussion.

Extension

- Create a class Butterfly Garden display with the picture cards and sensory materials for ongoing exploration.
- Send home a butterfly coloring sheet with a note asking families to share a special keepsake story.
- Add a butterfly counting activity (e.g., How many red butterflies do you see?) in a future lesson.

Modifications for Different Learners

- For Students Who Need Additional Support

Provide hand-over-hand assistance at sensory stations. Use one-on-one prompts for sequencing (e.g., “Was the red butterfly first?”). Offer noise-reducing headphones for sensitive children during the crinkle paper station.

- For Advanced Learners

Encourage them to name additional butterfly features (e.g., wings, antennae). Ask them to lead a movement during the butterfly activity (e.g., “Show us how to fly high!”). Have them share more details about a family keepsake.

- For English Language Learners (ELLs)

Pair vocabulary words with visuals (e.g., show a red item when saying “red”). Use gestures for instructions (e.g., point to ears for “listen”). Provide extra time to respond during discussions.

- For Kinesthetic Learners

Add an extra movement break (e.g., “Crawl like a caterpillar!”). Allow them to “fly” to each sensory station instead of walking. Let them act out the story during sequencing (e.g., pretending to be in China).