

My Neighbor Is A Caterpillar

Plot Connections – Grade Five

Indiana Standards Connection

Reading Applications: Comprehension and Analysis of Nonfiction and Informational Text

5.2.2

Analyze text that is organized in sequential or chronological order

5.2.3

Recognize the main ideas presented in texts, identifying and assessing evidence that supports those ideas.

5.2.4

Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Comprehension and Analysis of Literary Text

5.3.2

Identify the main problem or conflict of the plot and explain how it is resolved.

5.3.4

Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.

Writing

Applications

5.5.7

Write summaries that contain the main ideas of the reading selection and the most significant details.

Lesson Summary:

Students identify main incidents of the plot sequence in My Neighbor Is A Caterpillar and explain how the specific events in the story influenced future actions of the characters. Using shared reading, students will refer to the attached plot outline to identify various elements. Each student selects a specific event in the plot and matches it to another related event. This matching activity allows students to pair themselves with other students who have selected a similar specific event from the book. Students complete a graphic organizer and write a paragraph explaining a specific connection as post-assessment.

Estimated Duration: One and a half to two hours

Pre-Assessment:

- Conduct a brief review of the elements of the plot outline: Introduction, Rising Action, Climax, etc.
- Distribute the simple plot outline and organizer to each student. Discuss the difference between the plot and theme of a story – i.e. the plot is what happens in the story; the theme is the broader purpose or message.
- Have students take turns reading aloud from *My Neighbor Is A Caterpillar*.
- Instruct the students to fill out their handouts individually and hold on to them.
- Instruct students to select at least one event in the introduction or rising action that influences a future action. During a class discussion, list those events on the board and create several student groups based on those who selected the same or similar events.
- Instruct the groups to prepare a paragraph, with inputs from each member of the group, outlining the event/connection they have chosen and how that event/connection unfolds in the story, and how it influences a future event. The group will need to select someone who will write the paragraph, and someone who will present the groups' opinion to the rest of the class. Have each group's representative stand and read the paragraph. Have the entire group answer questions from other students about their choice and conclusions.
- Collect plot graphs to assess individual understanding.

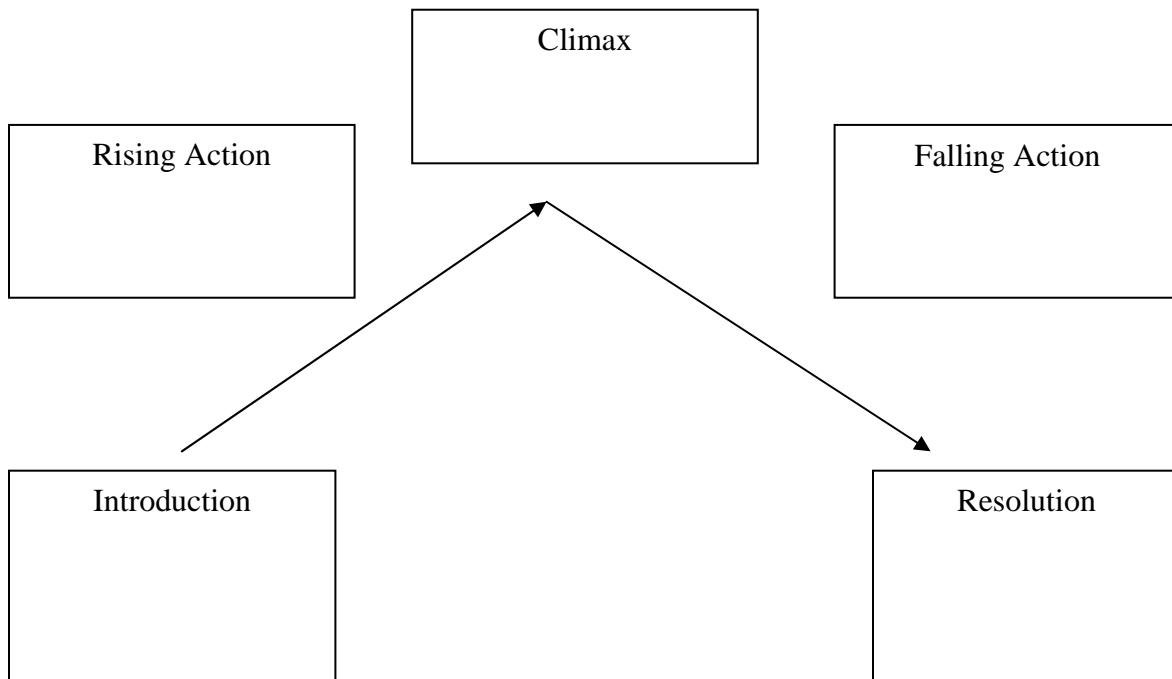
My Neighbor Is A Caterpillar Plot Connections – Grade Five

Plot Outline

Name _____ Date _____

Directions:

- ◆ Read *My Neighbor Is A Caterpillar*.
- ◆ Place the events of the story on the plot graph and fill out the “Before” and “After” organizer.
- ◆ Select at least one event in the introduction or rising action that influences a future action, and submit it during group discussion.
- ◆ Find those students who have chosen a similar event and join their group.
- ◆ Work together to write a paragraph that explains your choice and its future influence.
- ◆ Discuss your findings with the group and agree on one example to share with the class.



In one sentence, summarize the plot of the story:

In one sentence, summarize the theme of the story:

My Neighbor Is A Caterpillar
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My Neighbor Is A Caterpillar
“Before” and “After” Story Organizer

Name _____

Date _____

Directions:

- ◆ List the main events in the “Before” column, including the actions and feelings of characters that happen before the climax.
- ◆ List the main events in the “After” column, including the actions and feelings of characters that happen after the climax.
- ◆ Think about how an action may affect a future action, a set of events may have a particular outcome or feelings may change. How were Michael’s feelings changed by his interaction with Mr. Jackson? Was Mr. Jackson changed by the interaction between the two? How?
- ◆ Draw connecting lines from events in the “Before” column to events in the “After” column.

Before (the climax)	After (the climax)

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Scoring Rubric

	Great Success 4	Success 3	Some Success 2	Needs Improvement 1
Graphic Organizer	Identifies all main events of the plot	Identifies most of the main events of the plot	Identifies a mixture of main and minor events of the plot	Identifies only one or more minor events of the plot
Paragraph Content	Identifies main “before” and “after” events, provides an exceptionally clear explanation of one of these connections and of how one affects the other.	Identifies some main “before” and “after” events, provides a clear explanation of one of these connections and of how one affects the other	Identifies at least one main “before” and “after” event, provides an unclear connection of how one event affects the other	Identifies no main “before” and “after” event, possibly provides a connection but without explanation
Paragraph Conventions	Contains no errors in grammar, usage or mechanics	Contains one error in grammar, usage or mechanics	Contains two errors in grammar, usage or mechanics	Contains three or more errors in grammar, usage or mechanics