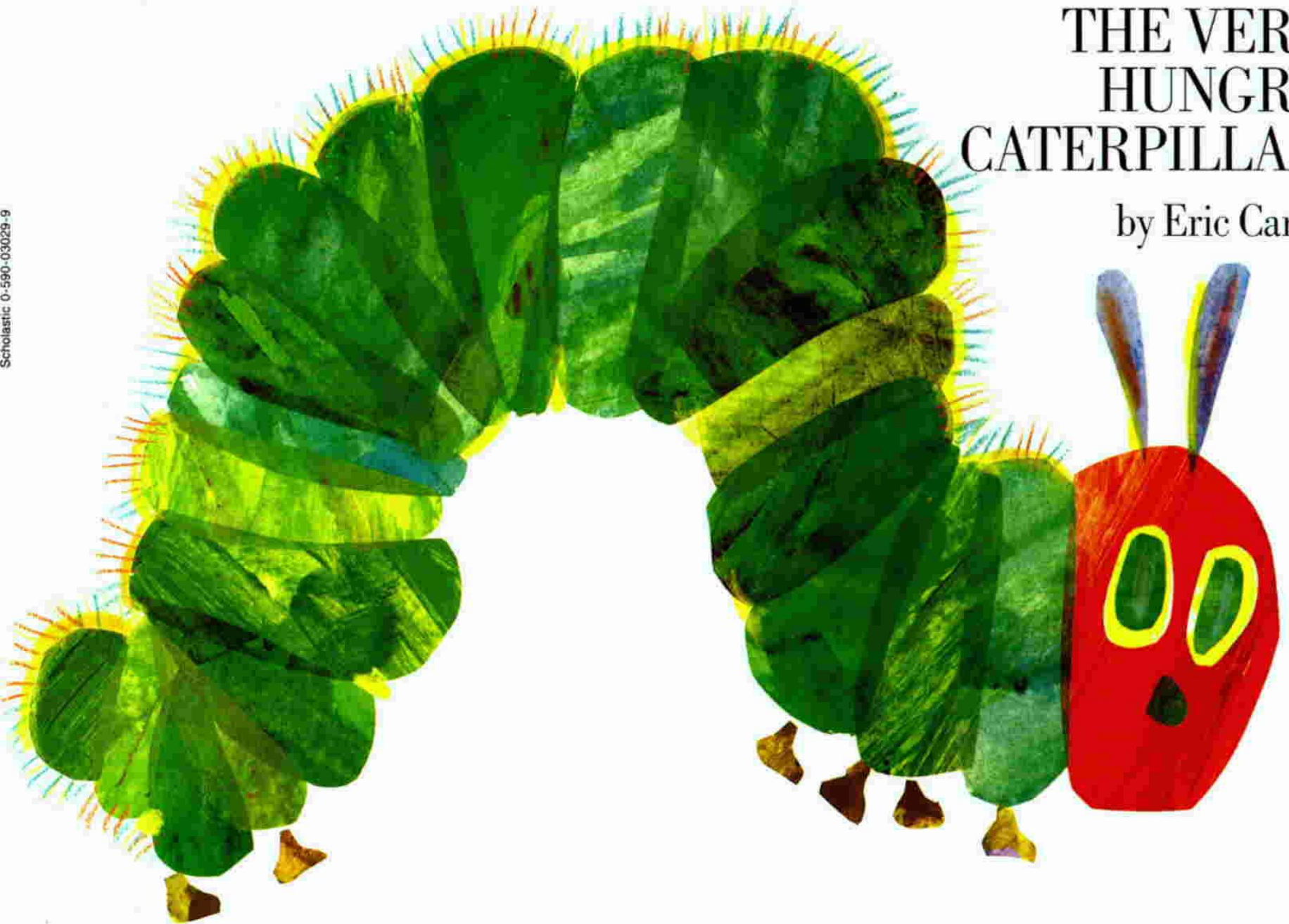


THE VERY HUNGRY CATERPILLAR

by Eric Carle



Scholastic 0-590-03029-9

Presented by:

Teresa Bonney

Shelia Jones

Angela Kelly

Lisa Novak



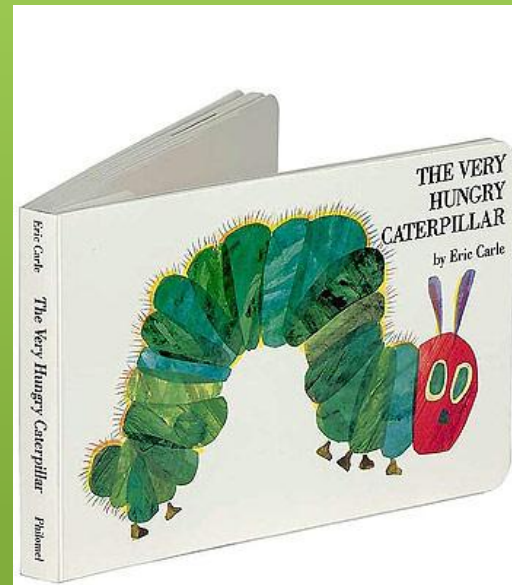
Introduction

The students will be entertained by the read aloud, the activities, and the media shown to explore the life cycle of the butterfly, the migratory patterns, the days of the week/ordinal numbers, and the components of a story. Through hands-on experiences, the students will model and create their own version of each of the objectives.

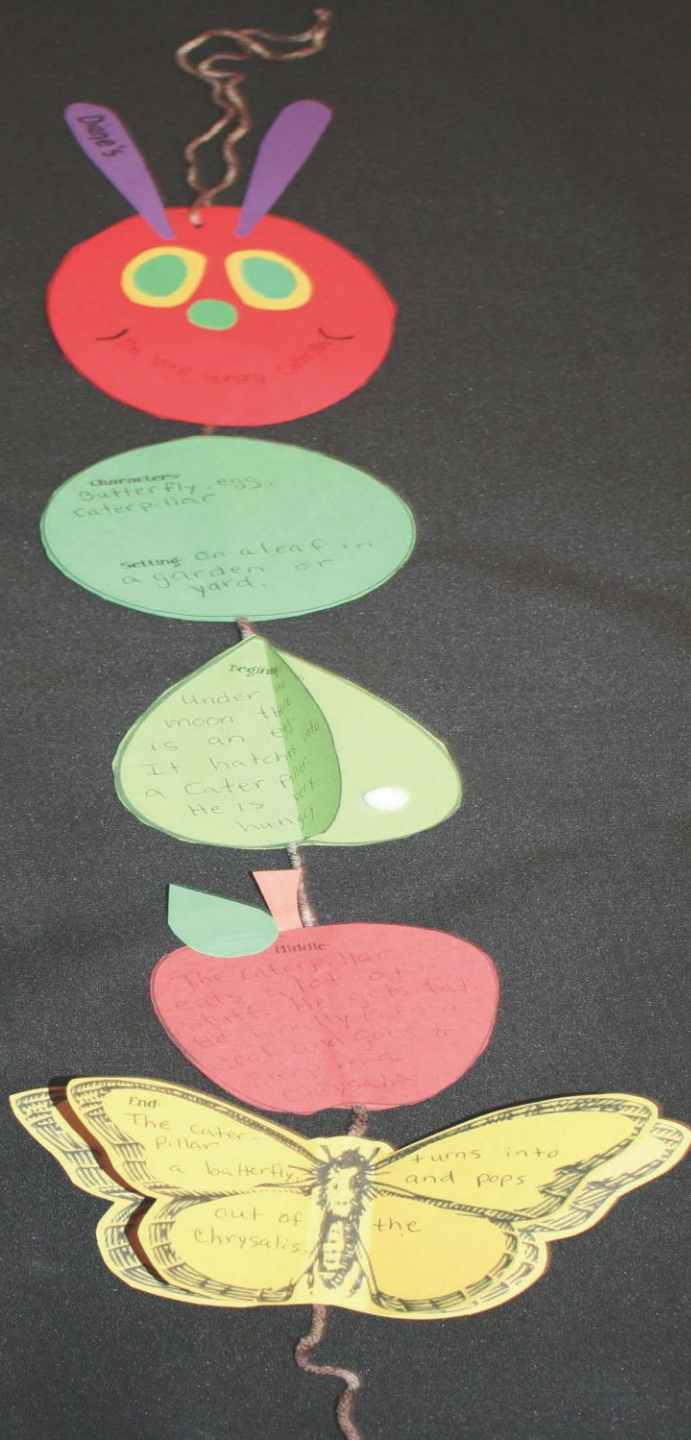
Language Arts

Name: Angela Kelly	Name of Unit: “The Very Hungry Caterpillar” by Eric Carle	Date: 7/29/2013	Grade Level: K
Objective	Procedures	Materials	Evaluation
<p>The student will name the author and illustrator of the story, and define the role of each. (RL.K.6)</p> <p>After reading the story aloud, the student will describe the relationship between the illustrations and the text in which they appear. (RL.K.7)</p> <p>The student will identify the main character, the setting, and major events in a story in sequential order. (RL.K.3)</p>	<ol style="list-style-type: none"> 1. (Language Arts) Introduce the following terms using a story book layout: character, setting, plot, theme, author, illustrator, author’s purpose, sequence, problem/conflict, solution/resolution, and mood to the students. 2. Read the story “The Very Hungry Caterpillar” aloud to the students. 3. With prompting and support, ask the students higher order thinking questions about key details in the text. 4. Allow time for students to respond to the question and lead the discussion. The teacher will facilitate the direction of the conversation. 5. Discuss the illustrations of the book through the use of picture walk and allow the students to determine what art form is being used. (Collage) 6. Actively engage the students by having them think, pair, and share the different story elements in the book. 7. Reconvene and hold a whole group discussion to ensure student understanding of each story element. 8. Clarify any misunderstandings that students may have. <p>9. Activity- Tell the students that now they are going to create their own mobile of the caterpillar. Give the students the materials needed to complete the activity. Give the students the caterpillar head, one body, a leaf, and apple, and a butterfly. On the caterpillar head, tell the students to write the title of the book, “The Very Hungry Caterpillar”. On the green circle body tell the students to list the characters and the setting. On the leaf, have the students place a small piece of cotton on one side to represent the egg. Then, tell the students to describe in writing the beginning of the story. On the apple, tell the students to describe in writing the middle of the story. Lastly, on the butterfly, have the students describe in writing the end of the story. Tell the students that once they finish, they will share with the class.</p> <ul style="list-style-type: none"> • Tell the students that once they finish sharing their project they are to turn in their mobile. Tell the students they will be graded on all the components that they are to have on their mobile. Show the students the rubric so they know how they will be graded. <p>10. Review with the students the different elements discussed today. Remind the students that sequencing means putting things in order in which they happen. Ask the students for different examples of sequencing. Tell the students that we will get a chance to practice sequencing by discussing the life cycle of the butterfly.</p> <p>Remediation- Give the students a cutout of all the stages of the life cycle of the butterfly. Have the students look at the pictures and paste them in the correct box on the work mat. Review the students’ work and discuss each answer with them.</p> <p>Enrichment- Give the students the handout of each life cycle. Under each picture tell the students that they are to write at least one sentence explaining the cycle. Have the students trade their work with other students to check for misspellings and sentence structure.</p>	<p>Storyboard Layout</p> <p>“The Very Hungry Caterpillar” by Eric Carle</p> <p>Pre-made caterpillar head cutout Green circle Leaf cutout Apple cutout Butterfly cutout Yarn Tape</p>	<p>Rubric</p>

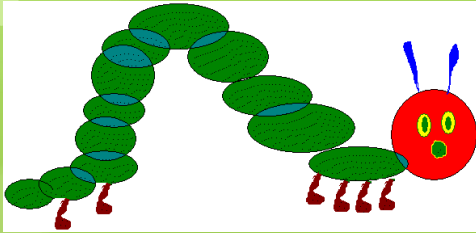
Let's listen to the story of "The Very Hungry Caterpillar"



Language Arts Activity



Writing Mobile Rubric



Points	3	2	1
B,M,E	Has beginning Has middle Has end	Has one or two parts	No beginning No middle No end
Details	Has lots of details	Some details	No details
Punctuation	All sentences have correct punctuation	Some punctuation	No punctuation
Capitalization	All appropriate words are capitalized	Some capitalization	No capitalization
Spelling	All words are spelled correctly	Most words are spelled correctly	Very few words are spelled correctly

Math

Name: Lisa Novak	Name of Unit: "The Very Hungry Caterpillar" by Eric Carle	Date: 7/29/2013	Grade Level: K
Objective	Procedures	Materials	Evaluation
<p>(K.CC.B.4.a) Given the materials needed, the student will correctly match the numbers one through seven to the corresponding ordinal number.</p>	<p>17. (Math) Tell the students that now we are going to discuss the time it takes for an egg to develop in to a butterfly.</p> <p>18. Ask the students how many days it took the egg to change in to a butterfly. Then tell the students that there are 7 days in a week. List the days of the week in order for the students on a poster. Have the students echo each day of the week.</p> <p>19. Tell the students that each week starts on Sunday and ends on Saturday.</p> <p>20. Have the students sing the "Days of the Week" song to the tune of the Addams' Family.</p> <p>21. Have the students decide how many weeks it took for the caterpillar to turn in to a butterfly. Allow for collaborative discussion.</p> <p>22. Activity- Show the students the "Days of the Week/Ordinal Number Poster". Tell the students that the days and the ordinal numbers are out of order. Have the students match the day of the week to its ordinal number. Observe as students complete the poster to ensure their understanding.</p> <ul style="list-style-type: none"> • Give the students the assessment of the days of the week and ordinal numbers. Tell the students that they are to look at the chart given, and fill in the missing days of the week and ordinal numbers. Tell the students there will be a key at the bottom of the page for them to choose from. <p>23. Review the days of the week with the students and their ordinal relationship.</p> <p>Remedial- Line up the students with days of the week nametags on them. Tell the students that they are to look at each day of the week that they are wearing and to put them in order. Also, give other students ordinal numbers to wear as well and have them put them in order with the days of the week. Have the students sing the song and step forward when they hear their day being sung.</p> <p>Enrichment- Have the students create a paper chain with the days of the week and ordinal numbers placed in order. Tell the students that we are going to use these chains to make caterpillars on our bulletin board outside. Have the students use different color construction paper to make their chain.</p>	<p>Days of the Week Poster</p> <p>Days of the Week Song</p> <p>"Days of the Week/Ordinal Number Poster"</p> <p>Days of the week nametag Ordinal numbers nametags</p>	<p>Evaluation</p> <p>Teacher Made Test</p>

Days of the Week Song



Days of the Week/ Ordinal Numbers



Name _____ Date _____

Directions: Fill in the boxes with the missing days of the week and ordinal numbers using the word bank below.

Monday

Thursday

First

Fourth

Seventh

Word Bank

Sunday, Second, Wednesday, Eighth, Saturday,
Third, Sixth, Friday, Twelfth, January, Fifth, Tuesday,
March

Teacher Made Assessment

Science

Name: Teresa Bonney	Name of Unit: "The Very Hungry Caterpillar" by Eric Carle	Date: 7/29/2013	Grade Level: K
Objective	Procedures	Materials	Evaluation
<p>(K.S.3) The students will identify and define each stage of the life cycle of the butterfly.</p>	<p>1. (11. (Science)- Introduce the terms: life cycle, cocoon, chrysalis, metamorphosis, egg, larva, pupa, and butterfly to the students.</p> <p>12. Show the students a video of the life cycle of the butterfly.</p> <p>13. After viewing the video, ask questions about the different stages in the life cycle. Review the terms with the students and match each word with the picture.</p> <p>14. The teacher will evaluate the students' understanding of the life cycle by having the students create their own edible butterfly life cycle. Show the students a rubric of what they need to do on the assignment. Tell the students to turn in their work before they eat it so the teacher can give them a grade.</p> <p>15. Activity-</p> <ul style="list-style-type: none"> • Add all ingredients in a bowl, mix and check consistency (Add more dry milk as needed) • Knead the dough and spread out. • Mold the dough into the different shapes of the life cycle. • Add the M&M's to the butterfly for decoration. • As the students share their life cycle, they will engage in a discussion about each stage while eating their creation. <p>16. Review the stages of the life cycle of the butterfly with the students. Review the terms and have them explain what each mean.</p> <p>Remedial- Play the "Who Am I?" guessing game with the students. Ask the students a series of questions describing each stage of the life cycle. Have the students guess which cycle you are referring to and have them explain their answer.</p> <p>Enrichment- Tell the students that we are going to have an Art Painting Auction with the different life cycle stages. Give the students different materials to create a certain stage. Assign the students with different stages so they do not all do the same one. Tell the students that there is no wrong way to do the activity and that the more creative you are with it the more likely that yours will be sold. Tell the students that once they are finished with their pictures that we are going to frame them and hang them in the gym for an auction. Tell the students that all the money will go to our end-of-the-year program and fun day.</p>	<p>Video (LCD Projector) National Geographic Kids http://video.nationalgeographic.com/video/kids/animals-pets-kids/bugs-kids/butterflies-kids/ (3:02 time)</p> <p>Picture cards Word cards</p> <p>Peanut Butter Dry Milk Honey M&M's Spoon Bowl Wax Paper</p>	<p>Teacher Observation</p> <p>Rubric</p>

Wow Watch This !!!!!!!



Edible Life Cycle Checklist



**“The Very Hungry Caterpillar”
by Eric Carle
Edible Life Cycle Checklist**



Components of the Life Cycle:	Check all that are present below:
The student has successfully created the egg stage of the butterfly.	
The student has successfully created the caterpillar stage of the butterfly.	
The student has successfully created the cocoon stage of the butterfly.	
The student has successfully created the adult stage of the butterfly.	
The student can briefly describe and name each stage of the life cycle.	

Edible Life Cycle



Ingredients



Step 1



Step 2

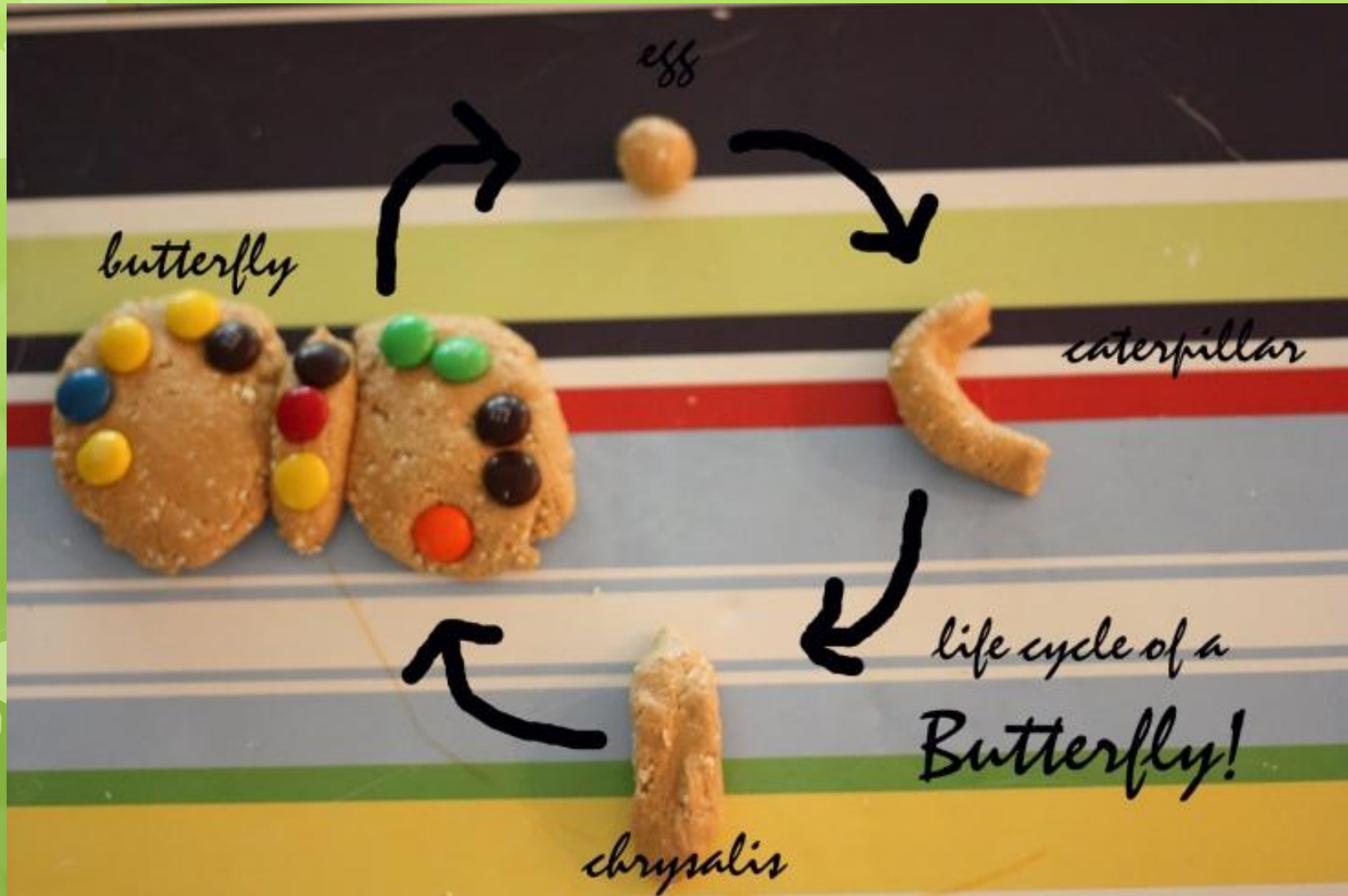


Step 3



Step 4

Edible Life Cycle Final Product



Social Studies

Name: Shelia Jones	Name of Unit: "The Very Hungry Caterpillar" by Eric Carle	Date: 7/29/2013	Grade Level: K
Objective	Procedures	Materials	Evaluation
<p>K.SS.2) The student will demonstrate and identify the migratory pattern of the Monarch butterfly.</p>	<p>24. (Social Studies)Tell students that the way they moved the days of the week and the numbers around, the butterfly also moves around, which means to migrate. Butterflies are not able to survive the cold winters of most of the United States, so they migrate to escape the cold weather.</p> <p>25. Explain the term migrates: to go from one country, region, or place to another. Show the word migrate to the students as you discuss the definition.</p> <p>26. Ask the students if they have ever moved from place to place, or from town to town. Explain to the students that lots of other animals migrate also due to the extreme change in weather. For example, during the winter, birds migrate South to escape the cold. Another example would be different people moving to the United States from other countries in search of a better life. (More jobs, more money, better living conditions, free religion and speech)</p> <p>27. Tell the students that the Monarch butterfly migrates to South America during the Fall months and stay until the Spring. Show the students a picture of the Monarch butterfly.</p> <p>28. Using a globe, show the students where the pattern begins and ends. (Starting from the United States, then South America, and ending back in the United States) The migratory pattern makes a complete circle.</p> <p>29. Activity- Pass out a map containing the United States and South America. Tell the students to trace the migratory pattern of the monarch butterfly. Tell the students to choose two colors. They must use one color to trace the route the butterfly takes to get to South America. Then, tell the students to use the second color to trace the route back to the United States.</p> <p>Remediation- Have a cutout made and taped to the floor of the United States and South America on opposite sides of the room. Tell the students that they are going to pretend that they are Monarch butterflies and migrate from one place to the other. Have the students walk the migratory pattern of the butterfly. Explain to the students that the walk they just made show how the butterflies move from place to place due to different climate changes.</p> <p>Enrichment- Explain to the students that the entire Kindergarten unit will participate in the next activity. Have each section of Kindergarten be a different region that the Monarch butterfly migrates to. One section will be the United States. Another section will be South America. The third section will be specifically the state of California. Tell the students that each section will provide the appropriate clothing to demonstrate the correct climate that the butterfly feels. For example, in the North America section, they will have coats and gloves that the students will put on. The South America section will give the students sunglasses and sunblock. The state of California will give the students a sun hat and a towel. Tell the students that they will rotate from one station to another and pick up the different items for survival to represent why the Monarch butterfly needs to migrate.</p>	<p>Picture of Monarch butterfly</p> <p>Globe Migratory Pattern of the Monarch Butterfly picture</p> <p>Migratory Pattern Map</p> <p>United States Cutout South America Cutout</p>	<p>Rubric</p>

Migratory Pattern of a Butterfly



Name _____ Date _____

Migratory Pattern of the Monarch Butterfly Map

Directions: Use one color to draw the exit route of the Monarch butterfly. Then, use the second color to draw the return route of the Monarch butterfly.



Monarch Butterfly Migratory Map

References:

<http://www.youtube.com> The Very Hungry Caterpillar Story

<http://www.youtube.com> The Days of the Week Song

<http://www.nationalgeographickids.com> The Life Cycle of the Butterfly

<http://www.corestandards.org>



The End!

**Life is 10% what happens to you
and 90% how you react to it.**

~Charles R. Swindoll

