“The Very Hungry Caterpillar”
By Sharron Rothberg

(Two session lesson)

Lerner Outcomes:

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Kindergarten Mathematics Common Core
K.CC (Counting & Cardinality) 4.a; 4b; 4.c; 5; 6;
K.MD (Measurement & Data) 3
K.G (Geometry) 1; 2;

Prior Knowledge/Curriculum Connection:
- Students are learning about different famous authors
- Books of recognized merit are being highlighted in the classroom.
- Students are expected to understand, analyze, and interpret the elements of literary text.
- Students are learning about sequence in the classroom
• Students are learning about ordination in the classroom (above, below, next to, first, second, third, fourth, last)
• Students are learning about colors in the classroom
• Students are learning about geometric shapes in the classroom
• Students are learning about the days of the week in the classroom

Specific Objectives for the Learner:
• Appreciation of literature
• Students will listen attentively while story is being read
• Students will participate in story activity and discussion
• Students will repeat in unison the continuous refrain when appropriate “…but he was still hungry”
• Students will count & reinforce left-to-right orientation and first to last order
• Students will identify the correct story manipulative and place it on the story apron
• Students will take off each story manipulative in the order from first to last as they were put on the apron
• Students will demonstrate counting order
• Students will count from 1 to 5
• Students will sequence numbers 1 to 5
• Students will demonstrate knowing concepts under, next to, below, first, second third, fourth, fifth, above, beginning of row, last in the row,
• Students will identify the days of the week
• Students will identify larger and smaller numbers of objects in a row
• Students will follow directions for placement of shapes on felt boards
• Students will identify different colors
• Students will identify geometric shapes: circle, triangle, rectangle, oval
• Students will work cooperatively in small groups
• Students will learn the days of the week and be able to repeat the order they come in the week
• Students will learn that what Carle calls a cocoon is really the pupa or chrysalis
• Students will review the parts of a book
• Students will learn the name of the art technique used for the illustrations
• Students will review the name of the person who writes the story and the name for the person that is responsible for the illustrations

Information and Library Resources Identified: (Materials)
Story apron and manipulatives of objects from the story
_The Very Hungry Caterpillar_ by Eric Carle
1 large Felt board
6 Felt boards
1 set of felt fruit cut outs
6 bags filled with felt cutouts of fruit found in story
Days of the week cards with Velcro
Fruit cards with Velcro

Teaching Strategies:
• Lecture/Demonstration Model and Interactive Discussion will be used.
• Interactive/Hands-On Activity will be used.

The Multiple Intelligences used include:
• Linguistic Intelligence: Students will listen to a lesson and story and answer questions verbally.
• Spatial Intelligence: Students will chose the appropriate manipulative to add to the story apron.
• Bodily-Kinesthetic Intelligence: Students will use a story apron during the telling of the story, allowing them to physically interact in the story.
• Interpersonal Intelligence: While using the story apron, students will work together in that one will wear the story apron while the rest affix manipulatives to them. Students will work together
in groups using one felt board per group to display objects in categories according to foods eaten by the caterpillar (fruits in particular)

Essential Questions:
- What are the foods that the caterpillar eats and what happens to him when he eats them all?
- How can we identify the food that the caterpillar eats by what it is; also color, & shape?
- Can students count the number of each type fruit?
- Can students identify the names of the weeks? Do they know the order of the days of the week?
- Can students retell the story during second lesson session?

Information and Library Resources Identified: (Materials)
*The Very Hungry Caterpillar*” by Eric Carle (first & second sessions)
- Story apron & manipulatives (first session)
- Large felt board (during first & second sessions)
- 6 small felt boards (during second session)
- 1 set of felt cutouts for teacher demonstration (during second session)
- 1 large set of Days of the Week cards to be used for large felt board (during first & second sessions)
- 6 sets of felt fruit cutouts (during second session)
- 6 sets of days of the week cards (during second session)
- 1 set of Fruit cards for story to be used for large felt board (during first session)

Learner Activities:

Read: *The Very Hungry Caterpillar*

BEFORE THE STORY:
- Display the book and ask students to identify the parts of the book
- Point out the name on the cover and ask students what they think this person had to do with this book? Talk about authors and illustrators reviewing that if there is only one person’s name on the cover then that person is the author and illustrator
- Invite students to describe the caterpillar. Ask does he look happy?
- How do you think the artist made this caterpillar picture? Explain that the artist illustrated the book with tissue paper collage
- Read aloud the title and ask: Why do you think the caterpillar is so hungry?
- Page flip-flip the pages of the book and ask students: What do you notice that’s different about this book? (Talk about the holes in the pages and the different size pages.
- Tell students that the author made the book this way on purpose. Ask students to think about why as I read the story.
- BUILDING BACKGROUND:
  - Ask students what they know about caterpillars?
  - Have they ever seen one?
  - Held one?
  - How did it feel?
  - Was it large or small?
  - What happens to caterpillars?
- Place the manipulatives on the wooden table next to the rocking chair in the back of the library in the order they will be used in the story.
- Hold up each fruit eaten by the caterpillar and ask students to identify the name of the fruit
- Have students identify the color of the fruit
- Display the large felt board on the cart with the large Days of the Week cards in order from top to bottom on the left side of the board
- Display the fruit cards in a row on the bottom of the felt board so students can see the cards
- Choose a student to wear the apron and be the story apron person.
- To present the story, use an empty apron.
DURING THE STORY:

- Choose students to put manipulatives on the story apron at the appropriate time in the story.
- Some of the manipulatives can be removed from the front of the apron during the telling of the story, both to focus the children’s attention on the action at hand and also to make more room on the apron front.
- Choose students to put the felt fruit on the felt board at the appropriate time in the story and in the correct amount.
- The leaf with the white egg is displayed.
- The little caterpillar is “born.” (remove the leaf with the white egg)
- The little caterpillar may be removed when he grows into a big caterpillar after he eats all the food.
- The big caterpillar may be removed from the apron once the cocoon is introduced.
- The cocoon may be removed or moved to one side when the butterfly emerges from it.
- When all the fruit manipulatives are used, be sure to place them in rows which line up on the right so that the children can see the increase in number more clearly.
- Have students guess what is going to happen to the caterpillar.
- Before each fruit and the color of the fruit is introduced in the story ask students to identify the fruit and the color.
- Have students put the manipulative fruit on the apron and name the amount (number order) of the fruit as they put them on the apron.
- After each fruit eaten for each day and put on the apron, choose a student to find the corresponding fruit card to put next to the day of the week the fruit was eaten.
- Ask students if I didn’t read the words do the illustrations let me know what the caterpillar will eat next?
- Have students point out ordination of manipulative when asked.
- Have students correctly follow placement directions such as below, next to, etc.
- Have students identify geometric shapes they can see in the fruits (circles: lollipop, cherries; rectangle: cheese, cake; oval: egg, caterpillar eyes; triangle: watermelon slice, top of cherry pie)
- Have students take off manipulative fruits from the apron specific fruits and numbers of those fruits i.e. “Take off two plums…”
- Option: Have students follow additional directions such as: “Put one orange at the end of the row of apples. How many pieces of fruit are now in that row?” “Put one strawberry on top of the fourth orange.”

Evaluation:

- Students will be informally evaluated throughout and after the lesson by assessment of meaningful participation and correct answers throughout the story.
- Students will be informally evaluated throughout the felt board assignment by assessment of meaningful group cooperation and correct physical placement of objects on felt boards.

Follow up activities:

- Students will continue to learn about sequence in the classroom and the library.
- Students will continue to learn and participate in activities in the classroom and library about color, geometric shapes, counting, group cooperation, attentive listening.
- Subsequent books by Eric Carle will be introduced and read to and with students.
- Students will listen to story: “Caterpillar Summer, Butterfly Spring”
- Students will learn Hand Rhyme “The Caterpillar”

Students will receive a “Fruit” sticker as a reward for correct participation!!!

AFTER THE FIRST SESSION STORY:

SECOND SESSION:
BEFORE THE ACTIVITY:
Students will sit on the rubber squares in front of the rocking chair:

- Show the cover of the book “The Very Hungry Caterpillar” and have students retell the story.
- Use the large felt board and place the felt pieces on the felt board as the story is being retold. Flip the pages of the book to help students remember the sequential order of what the caterpillar ate and how the caterpillar changed.
- Tell students they are to go to their tables but to stand behind their chairs.
- Wheel the cart with the large felt board displaying the felt pieces that are in sequential order of the actions in the story.

Students will cooperate with each other and work in a group when working at the tables with felt boards and fruit eaten in the story in addition to days of the week cards.

Move the large felt board on to the tall stand so students can view it better while standing around their tables.

LEARNER ACTIVITY:

- Have students go to their tables and stand behind their chairs.
- Place one felt board on each of the six tables.
- Give each of the six tables a plastic bag containing the fruit the caterpillar ate.
- Give each of the six tables a plastic bag containing the days of the week cards.
- Verbally give each student a number from 1-4.
- Have students take actions in the order of their number.
- Have students work together to make rows of fruit exactly like the rows of fruit on the felt board that are in the order they were eaten in the story.
- Check each group to see that they have correctly put the fruit in rows on the felt board in the correct order.
- Have students put the days of the week at the end of the row of the fruit that was eaten on that day.
- Check to make sure each group has the fruit in rows in the order they were eaten one row on top of the other and the day of the week they were eaten.
- Using the rows of fruit ask students questions about the terms “above” “below” “next to” “first” “last” for different fruit.
- Using the rows of fruit on the felt board ask students to count aloud when called on, How many fruits are in each row? How many objects all-together they have on the felt boards? How many fruit are red? Orange? Purple?
- Ask students to identify the color of the fruit in each row?
- Ask students to name the day of the week when the caterpillar ate each fruit.

AFTER THE ACTIVITY:
Ask students:

- What do you like to eat when you are hungry?
- What happens when you eat too much food?
- Have you ever seen a butterfly?
- Are they all alike?
- Have students discuss what would happen to them if they ate all the things the caterpillar ate?
- Ask students if they think that real caterpillars would really eat the kinds of food in the story? Why or why not?
- Ask students if they know what caterpillars really eat?
Explain:
Caterpillars eat much and, just like us, have their favorite foods. But they don’t have to waste time in supermarkets or wait for pizza delivery, and yet enjoy their favorite foods unlimitedly. **Caterpillars eat their own homes - plant leaves**, which is really convenient! Once the home is eaten down, they move to another home, which is called **host plant**. Most caterpillars eat plant leaves, but some may eat grass, bark or even other insects. Caterpillars are very picky about food: they eat only their host plants.

Evaluation:
- Students will be informally evaluated throughout and after the lesson by assessment of meaningful participation and correct answers throughout the story.
- Students will be informally evaluated throughout the felt board assignment by assessment of meaningful group cooperation and correct physical placement of objects on felt boards

Follow up in Classroom:
Classroom teacher will be given three follow-up activity papers:
1. **Dot to Dot 1,2,3 Caterpillar** (Have students follow the numbers to see what the caterpillar is going to eat?)
2. **Dot to Dot a,b,c, Caterpillar** (Have students follow the alphabet letters in order to see what the caterpillar is going to eat?)
3. **Lift and Paste** (Students color the story pieces and cut them apart. Have them take the days of the week page and fold it in half at the dotted line. Then have them cut on the dotted lines stopping at the solid line. Have them lift one of the days of the week flaps and glue the corresponding story piece underneath)