

The Very Hungry Caterpillar

Kindergarten

Lesson created by: Cobenia Jackson, Karen Jordan-Bramble, Susan Kerr

Length of Lesson 40 minutes (Could be divided into 2- 20 minute lessons)

Science Objectives

1. VB K.33 Describe how things change naturally (seasonal changes, growth in seeds and common plants, common animals including the butterfly, and the weather). (SOL K.1, K.9)
2. VB K. 48 Describe the needs of animals and plants. (SOL K.1, K.6)
3. VB K.6 Compare and contrast (group) objects (flexible/stiff, straight/curved, rough/smooth, hard/soft, heavy/light, long/short, wide/thin, big/little, large/small). (SOL K.1, K.4)
4. VB K.9 Compare and Contrast similarities and differences between properties of objects. (SOL K.1, K.4)

Language Arts Objectives

1. VB K.3 Respond to text in oral and written form. (SOL K.3, K.8)
2. VB K.4 Use listening skills to develop and support comprehension. (SOL K.1, K.2)

Materials

1. The Very Hungry Caterpillar by Eric Carle
2. Poem The Fuzzy Caterpillar
3. Box or bag with toy butterfly and caterpillar
4. Large pocket chart
5. 4 Sentence strips

- Egg picture- Eggs are on a leaf.
 - Caterpillar picture- Eggs hatch into caterpillars.
 - Chrysalis picture-The caterpillar forms a *chrysalis*.
 - Butterfly picture- Here is a beautiful butterfly.
6. Glue

Procedures

1. Read poem. Invite children to sing poem to the tune of Itsy Bitsy Spider.
2. Discuss briefly
3. Read Book The Very Hungry Caterpillar. Call attention to the life cycle process throughout the book. (Could stop here and then begin with a retelling for the second day.)
4. Have students divide into groups using #'s 1-4 to discuss the story. Give each group a sentence strip listing one step in the life cycle of the butterfly. Instruct students to form a consensus as to whether their sentence should be first, second, third, or last when describing the life cycle of the butterfly.
5. Instruct the shortest person in each group to bring their group's sentence strip to the pocket chart and place it in the agreed upon position.
6. After all sentence strips have been placed, read the strips orally, and ask if any changes need to be made. Discuss.

Assessment

1. Give each student a copy of a card set from page 17.
2. Group 1- Uses pictures to sequence the life cycle process of a butterfly.

3. Group 2- Receives rebus sentence sheet. This group matches pictures with the sentences in sequence.
4. Group 3- This group receives newsprint divided into 4 sections. They glue the pictures in sequence and write a sentence to go with each step.
5. Teacher checks order of activities and takes anecdotal notes.
6. Take home activities.

Center activities-

1. Use feely box and have students use describing words to identify whether they are touching an egg, caterpillar, chrysalis, or butterfly.
2. ART- Life cycle of Butterfly sequence using bean (egg), rotini pasta (caterpillar), shell pasta (chrysalis), bow tie pasta (butterfly), and manila paper divided in four sections. Students glue bean/pasta in order of life cycle and label each step.
3. Place *The Fuzzy Caterpillar* poem in poem center.

The Fuzzy Caterpillar

(Sung to the tune of Itsy Bitsy Spider)

*The little fuzzy caterpillar,
curled up on a leaf.*

*Spun her little chrysalis,
and then fell fast asleep.*

*While she was sleeping,
She dreamed that she could fly,
and later when she woke up
she was a butterfly.*

