

# SEEDS

Skill-based Educational Experiences Delivery System

## BOOK #26

### THE VERY HUNGRY CATERPILLAR

by  
Eric Carle

#### Materials

Vocabulary Word Cards

The Very Hungry Caterpillar Sequence Cards

1 Lunch Bag

2" Lowercase Letters (2 sets)

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# SEEDS

## Session 1 - Steps to Success

*The Very Hungry Caterpillar, Eric Carle*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards - *caterpillar, cocoon, butterfly*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **The Very Hungry Caterpillar Sequence Cards**, lunch bag, lowercase letters.

### Introduction of Book

- Show the children the cover of the book and ask them to tell you what they think the story will be about.
- Identify the title of the book and the author of the book.

### Reading Aloud

- Tell the children that you will be reading a story about how a caterpillar turns into a butterfly. (point to the pictures)
- Introduce the Vocabulary Word Cards - *caterpillar, cocoon, butterfly*. Give a child-friendly definition for each word.
- Match the Vocabulary Word Cards to the pictures in the book – *caterpillar, cocoon, butterfly*.
- **While reading the book**, ask the following questions:
  - The caterpillar was hungry, what did he look for? (food)
  - What kind of food did he eat?
  - How did the caterpillar feel after he ate all of the food? (sick)
  - What did the caterpillar eat to feel better? (leaf)
  - The caterpillar built a small house around himself. What was it called? (cocoon)

### After Reading

- **After reading the book**, ask the following questions:
  - Identify some of the food the caterpillar ate. (apple, pear, plum, strawberry, pickle, ice cream)
  - How long did the caterpillar stay in the cocoon? (2 weeks)
  - What did the caterpillar turn into when he pushed his way out of the cocoon? (butterfly)
  - Have you ever seen a butterfly? Please describe it. (has wings, many colors)

### Conversations and Vocabulary Development

**Activity 1** Show each Vocabulary Word Card to the children and ask them to describe the *caterpillar*, the *cocoon*, and the *butterfly*. Ask open-ended questions and provide positive clues and prompts to the children.

**Activity 2** Ask the children to retell what happened in the story. Help them get started by asking the following question:

- What popped out of the egg when the sun came up?



## Conversations and Language Enhancement

- Activity 1** Tell the children you are going to sing a song about the book. Tell them that the caterpillar creeps and crawls on the ground. Ask the children to creep and crawl on the floor. Sing the **Butterfly** song with the children.

### **Butterfly**

(Tune: Yankee Doodle)

You start out small, you creep and crawl.  
You look for food day and night.  
You make a cocoon, that looks like a balloon.  
And in two weeks, you're be a butterfly in flight.

- Activity 2** Place the following lowercase letters in a lunch bag - **b u t t e r f l y**. Tell the children that they are going to pretend that the letters are in a cocoon and they are ready to come out as a butterfly. Show them the *butterfly* word card. Have the children pull out the letters while singing the song.

### **Butterfly Letters**

(Tune: Alouette)

Mr. Caterpillar in your cocoon, now you are a letter.  
Tell us what you are? (**letter f**)

Continue until the word *butterfly* is formed.

This activity can be done with the words *cocoon* and *caterpillar*.

- Activity 3** Tell the children that they are going to rhyme words. Tell the children rhyming words have the same ending, like *bake* and *cake*. Read the following sentences and have them respond with the rhyming words. Verbally emphasize the ending sounds of the words.

1. On Monday he drank a *Snapple*, but was still hungry and ate an \_\_\_\_\_. (**apple**)
2. On Tuesday he saw two *bears*, but he was still hungry and ate two \_\_\_\_\_. (**pears**)
3. On Wednesday he saw three *drums*, but he was still hungry and ate three \_\_\_\_\_. (**plums**)
4. On Thursday he ate four *cherries*, but he was still hungry and ate four \_\_\_\_\_. (**strawberries**)
5. On Friday he saw a *snake*, but he was still hungry and baked a \_\_\_\_\_. (**cake**)
6. On Saturday he ate some *beef*, but he didn't feel very well, so he ate a \_\_\_\_\_. (**leaf**)

Say the rhyming words with the children several times.

- Activity 4** Place the **The Very Hungry Caterpillar Sequence Cards** on the table. Review with the children the four life cycle stages of the butterfly. Mix the cards up and ask the children to put them in order.

- Activity 5** Ask the children if they have ever seen a butterfly. Encourage the children to use descriptive words to describe the butterfly. Encourage them to use color words. Expand the conversation by adding additional information and relating the conversation to their own experiences.

# SEEDS

## Session 2 - Steps to Success

*The Very Hungry Caterpillar, Eric Carle*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards - *caterpillar*, *cocoon*, *butterfly*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **The Very Hungry Caterpillar Sequence Cards**, lowercase letters.

### Introduction of Book

- Ask the children to describe the two main characters in the story. (caterpillar, butterfly)
- Review the title of the book and the author of the book.
- Point to and show the children the front of the book, the back of the book, and the top and bottom of the book.

### Reading Aloud

- Have the children retell the story by turning the pages while pointing to the pictures and telling what happened on each page.
- Introduce the Vocabulary Word Cards with the children. Give a child-friendly definition for each word.
- **While reading the book**, ask the following questions:
  - What did the caterpillar build around himself? (cocoon)
  - How long did the caterpillar stay in the cocoon? (2 weeks)
  - How are caterpillars and butterflies different?

### After Reading

- **After reading the book**, ask the following questions:
  - What happened to the little egg on the leaf? (turned into a caterpillar)
  - The caterpillar ate lots of food. Some of the food was healthy and some was not healthy. What did the caterpillar eat that was healthy? (leaf)
  - What did the caterpillar do after he ate all the food? (built a cocoon around himself)
  - Identify some of the colors of the butterfly. (blue, yellow, purple, red)
  - Tell me some food that you can eat that will make you healthy.

### Conversations and Vocabulary Development

- Activity 1** Show the Vocabulary Word Cards to the children: *caterpillar*, *cocoon*, *butterfly*. Point to the letters of each word and say the letters with the children. Ask the children to use the lowercase letters to spell and say each word. After each word is spelled out, ask the children to tell you one detail about a *caterpillar*, a *cocoon*, and a *butterfly*.



## Conversations and Language Enhancement

- Activity 1** Place **The Very Hungry Caterpillar Sequence Cards** on the table. Ask the children to describe each of the life cycle changes of the butterfly. Mix the cards up and repeat the activity.
- Activity 2** Teach the children the following **Hungry Caterpillar** chant. While saying the chant, point to food pictures in the book. Ask the children to identify the food and say the color of the food.

### **Hungry Caterpillar**

*(Tune: Oh My Darling, Clementine)*

The caterpillar was as hungry as can be, just as hungry as can be.

He put a (**color**) (**food**) in his tummy.

It was yummy, as can be.

- Activity 3** Place one of each type of fruit on the table along with the corresponding lowercase letters. Ask each child to match a letter to each piece of fruit, identify the fruit and the letter, and say the sound of the letter.
- Activity 4** Ask each child to stand and turn around in a circle, pretending to be a caterpillar spinning a cocoon. Tell the children you are going to be saying different words and the children are going to spin one time for each syllable they hear in the word. Give the children a few practice sessions with the words *egg* (1), *apple* (2), *butterfly* (3). Ask the children to say the words with you.

#### One Syllable

plum

moon

leaf

cake

#### Two Syllables

hungry

cocoon

little

pickle

#### Three Syllables

chocolate

strawberry

lollipop

beautiful

- Activity 5** Place the lower case letters that spell the word *caterpillar* in random order on the table. Have the children look at the cover of the book and arrange the letters to spell the word *caterpillar*. Ask each child to use the word *caterpillar* in a sentence. Do this activity with the words *butterfly* and *cocoon*.
- Activity 6** Remind the children that the book was about a caterpillar turning into a butterfly. Give each child a topic and ask him/her to make up sentences describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.

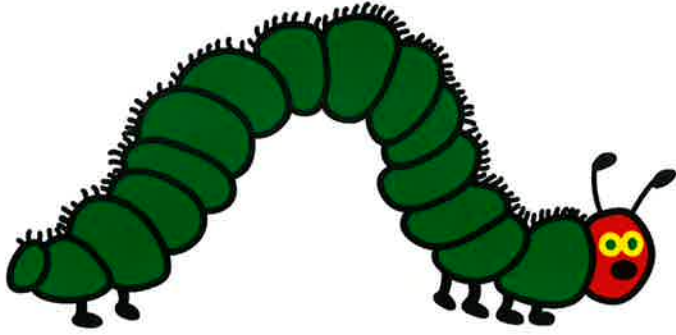
**Prompt 1** - The caterpillar was very hungry, what did he do?

**Prompt 2** - What did the caterpillar do after he ate all the food?

**Prompt 3** - What do you think the butterfly did when he got out of the cocoon?



## Vocabulary Word Cards



caterpillar



cocoon



butterfly





# The Very Hungry Caterpillar Sequence Cards

