**The Very Hungry Caterpillar**, written by Eric Carle

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| **LESSON**  **PLAN #2** | DATE: February 7th, 2011 |  |
| TIME: Morning | CLASS (Grade or Cycle): Kindergarten |
| DURATION: 60 minutes | SCHOOL: Stardust Academy |
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| **OBJECTIVES** | * Sequence a set of events in the correct order. * Use the concept of ordinal numbers to help organize story events. * Summarize story events. | |
| **MELS**  **COMPETENCIES** | * Constructing his/her understanding of the world. * Communicate using the resources of language. | |

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| **TEXT:** *The Very Hungry Caterpillar* by Eric Carle |

| **TIME** | **LESSON** |
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| 5  10    10  30 | **Introduction**  **Cover Story:** Teacher displays the book, *The Very Hungry Caterpillar* in the classroom and invites the children to describe the caterpillar. The children are asked to answer questions such as “Does he look happy?”, “How do you think the illustrator made this caterpillar?” and “Why do you think the caterpillar is so hungry?”  **Page Flip:** Teacher invites children to flip through the pages of *The Very Hungry Caterpillar*. Teacher will ask “What do you notice that's different about this book?” The teacher then further talks about the holes in the pages and the different sized pages. In addition, teacher tells students to keep in mind “Why did the author make the book this way?” as they read the story.  **Building Background:** Teacher asks the children what they know about caterpillars and other questions such as “Have they ever seen one?”, “Held one?”, “How did it feel?”, “What happens to caterpillars?” etc. Teacher lists children's knowledge on the blackboard.  **Development**  Teacher reads the story and has the students make predictions and confirm their predictions based on the previously asked questions. Teacher helps the students realize that there is order in the story such as the days of the week.  Questions such as “What are some of the foods that the Very Hungry Caterpillar ate?” “What did the Caterpillar turn into at the end of the Book?” “What did the hungry caterpillar eat on Monday?” “How many items did the hungry caterpillar eat on Wednesday?” etc. will be asked to students.  Through reading *The Very Hungry Caterpillar* and asking the variety of questions to the students, it will help them to understand the sequencing happening in this story. *The Very Hungry Caterpillar* is a model in order to show them and to prepare the students to do their own sequencing.  Teacher will then hand out to the students their own individual sequence cards. The students will cut them out and color them. They are to place each card in the right order according to the story and glue them on a piece of construction paper. |

| **TIME** | **ACTIVITY** |
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| 5 | **Closure/Transition**  While the students are working, teacher will circulate the room asking “Why do you think this card goes here?” checking for comprehension. Then, the teacher will stop the students where needed and say, “What happened next?”…and so on. The students’ final product will be submitted and later assessed by teacher.  **What’s next? (Development/Extension)**  The following day, students will be given a chance to create a “class booklet” of *The Very Hungry Caterpillar.* In groups of two-three children, each group will be assigned a particular part of the story and will have to create the illustrations and colour them according to what the story says at the bottom of the page (story will be pre-glued by the teacher). Once all the illustrations are done, the students will have to put the story together in the right sequence as a class. The front and back cover will be created by the teacher (cutting and making the whole booklet in the shape of a big caterpillar). |

**Reflection:**

Our purpose for creating this lesson plan was to provide an entertaining way for students to learn how to count the days of the week and how to place events of a story in chronological order. The text book in chapter four brings out a very interesting point on how important it is for counting books to have featured objects on each page that are familiar, so children can readily identify them and that the relationship of the objects should be obvious. Eric Carle’s *The Very Hungry Caterpillar* has a pattern for readers to follow as the caterpillar satisfies his appetite throughout the week with several different types of food. Children enjoy this and are excited to see the types of food he eats, the days of the week, and what happens to the caterpillar in the end. The number of fruits the caterpillar eats in the story allows children to remember the order of the events easily.

We have touched upon the competencies in our lesson plan by making sure the children understand and are aware that there are seven days in a week and that we use numbers in our everyday life. In addition, the children are communicating using the resources of language by answering questions prior to reading the story. After reading the book, the children are able to use the concept of ordinal numbers to help organize story events. Finally, as a continuation of the activity, the teacher will create a class booklet of their own very hungry caterpillar. This will add a touch of excitement for the children because they will have an opportunity to take pleasure in creating a booklet by drawing and coloring the illustrations.