



The Very Hungry Caterpillar Lesson Plan 1

Name of Program	Hope & <i>The Very Hungry Caterpillar</i>
Objectives Essential Questions	<ul style="list-style-type: none"> • What did the author intend to inspire when writing <i>The Very Hungry Caterpillar</i>? • Students will discuss what they hope for in the future • Students will create an art piece depicting their hope
Key Terms	Hope - Caterpillar - Journey - Molt - Chrysalis - Metamorphosis
Materials	<i>The Very Hungry Caterpillar</i> Vocabulary flashcards Paper Coloring utensils

Procedure

"*The Very Hungry Caterpillar* is about **hope**. You [student], like the little caterpillar will grow up, unfold your wings and fly off into the future."

1. Read *The Very Hungry Caterpillar*
 - a. Discuss the journey the caterpillar takes in growing up
 - i. Hatching
 - ii. Consuming large quantities of food
 - iii. Molt-shedding skin in order to continue growing
 - iv. Chrysalis - forming a chrysalis in order to transform into a butterfly
 - v. Metamorphosis - changing from a caterpillar into a butterfly
2. Read the definition of hope
 - a. Discuss the definition of hope and what they hope to become/achieve as they grow older
 - i. Students' hope may be about any topic of choice that is most relevant
3. Students can use coloring utensils to create an art piece depicting their hope for the future

Wrap Up	Students can share and discuss their artwork with their classmates
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The Very Hungry Caterpillar Lesson Plan 2

Name of Program	Caterpillar Life Cycle
Objectives Essential Questions	<ul style="list-style-type: none"> • What are the main changes a caterpillar goes through as it grows up? • Students will use the information about caterpillars to create a life cycle art piece • Students will discuss how a caterpillar grows up
Key Terms	Caterpillar - Molt - Chrysalis - Metamorphosis
Materials	<i>The Very Hungry Caterpillar</i> : Caterpillar life cycle worksheet <ul style="list-style-type: none"> - Fill in the blank. - Caterpillar life cycle colorable pictures <i>The Very Hungry Caterpillar</i> : Vocabulary Flashcards Coloring Utensils Scissors Glue

Procedure

1. Read *The Very Hungry Caterpillar*
 - a. Discuss how the caterpillar changes throughout the book
 - b. Vocabulary flashcards
 - i. Students can come up one at a time and choose the correct flashcard after the definition is shared by the teacher
 - ii. Students can hold the flashcards and put themselves in the correct order of the caterpillar life cycle
2. Life cycle activity
 - a. Worksheet 1: Caterpillar life cycle with blanks for the different pictures
 - b. Worksheet 2: Sheet with caterpillar life cycle pictures to color, cut and glue onto life cycle sheet
 - c. Students can work independently or in groups to complete life cycle worksheet

Wrap Up	<ul style="list-style-type: none"> • Review life cycle process. • If you were to add food, where would you add it in the cycle? Do it! • If you were to add molted skin, where would you add it in the cycle? Do it!
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Exploring the Butterfly Life Cycle 3rd Grade Students

Lesson Summary/ Content Questions: On the first day of the unit, students will be exploring their prior knowledge about life cycles. This lesson will begin with a short discussion followed by a KWL chart to engage students and prepare them to learn. After engaging students, the lesson will specifically focus on the life cycle of a butterfly through being read the book: The Life Cycle of a Butterfly by Bobbie Kalman; and completing an art project that will reflect their understandings of each stage in the life cycle.

Content Questions:

What is a life cycle?

What are the stages of a butterfly's life cycle?

Science Standards:

Science Core Curriculum Standards:

- Science Standard 4: The Living Environment- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- 1.2:** Describe the life processes common to all living things
 - a.** Living things, grow, take in nutrients, breathe, reproduce, eliminate waste and die.
- 4.1:** Describe the major stages in the life cycles of selected plants and animals
 - a.** Plants and animals have life cycles. These may include beginning of life, development into an adult, reproduction as an adult, and eventually death.
 - e.** Each generation of animals goes through changes in form from you to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult.
 - f.** Each kind of animal goes through its own stages of growth and development during its life span.

Objectives:

Students will

Comprehend life cycles

Understand the different stages that make up a butterfly's life cycle

Create an art project that demonstrates their understanding of the life cycle of a butterfly

Conduct research to gather information about the life cycle of a butterfly

Engage:

1. Engage students by asking them to draw themselves as babies, their current age, a teenager, and then as an adult into their science journals. After this have a class discussion that their drawings reflect the life cycle of humans, and that every living organism has different life cycles (especially butterflies)
2. The class will then fill out a K-W-L chart about the life cycle of butterflies.

3. Class will then gather on the rug and teacher will read *The Life Cycle of a Butterfly* by Bobbie Kalman.
4. Teacher will review the book and the stages of the butterfly's life cycle.

Explore:

Materials:

Paper plates

Green construction paper

Scissors

Small twigs

Various pastas

Colored Pencils

Pipe cleaners

Glue

Wiggly eyes

The Life Cycle of a Butterfly, by Bobbie Kalman

Internet sources (listed websites and youtube videos)

Other non-fiction books located in classroom

Directions:

1. Gather materials
2. Divide the paper plate into four separate sections; a stage for each section (egg, caterpillar, pupa, adult)
3. Using *The Life Cycle of a Butterfly*, by Bobbie Kalman, and other resources (online websites, non-fiction books in classroom) use the materials to create each stage of a butterfly's life cycle on the paper plate.

** Teacher will model how to create the life cycle on a plate beforehand**

Safety:

Use the materials only during designated time

Don't eat/ drink any of the materials.

Do not throw any of the materials

Explanation

Key Questions:

What is a life cycle?

What are the stages of a butterfly's life cycle?

Vocabulary:

Life cycle, metamorphosis, chrysalis, larva, pupa

Elaboration

Students will explore the life cycle of a butterfly through the class art activity, discussion, and being read the book; *The Life Cycle of a Butterfly*, by Bobbie Kalman.

Extended Activity:

Students will record their thoughts and reflections of today's lesson in their science journals.

Evaluation:

Formative: Informally, the teacher will constantly be observing the students as they research and work on their art projects. The teacher will continually prompt the students as they work if needed.

Summative: The teacher will grade the art projects as well as the journal entries. Along with the journal entries the teacher will also assess students through a unit test once the unit is completed.

Resources:

The Life Cycle of a Butterfly, by Bobbie Kalman

<http://www.kidsbutterfly.org/life-cycle>

<http://www.thebutterflysite.com/life-cycle.shtml>

<http://www.youtube.com/watch?v=P8sAHQYvVf0>

Differentiation:

- Different resources can be used to accommodate students of all learning styles; books, online sources (articles, videos)
- Those students who may be struggling will be given a worksheet on the stages of the butterfly to help them in the creation of their art project.
- Those students who may not be able to physically participate in the art project can have a partner who can assist them.

Topic _____

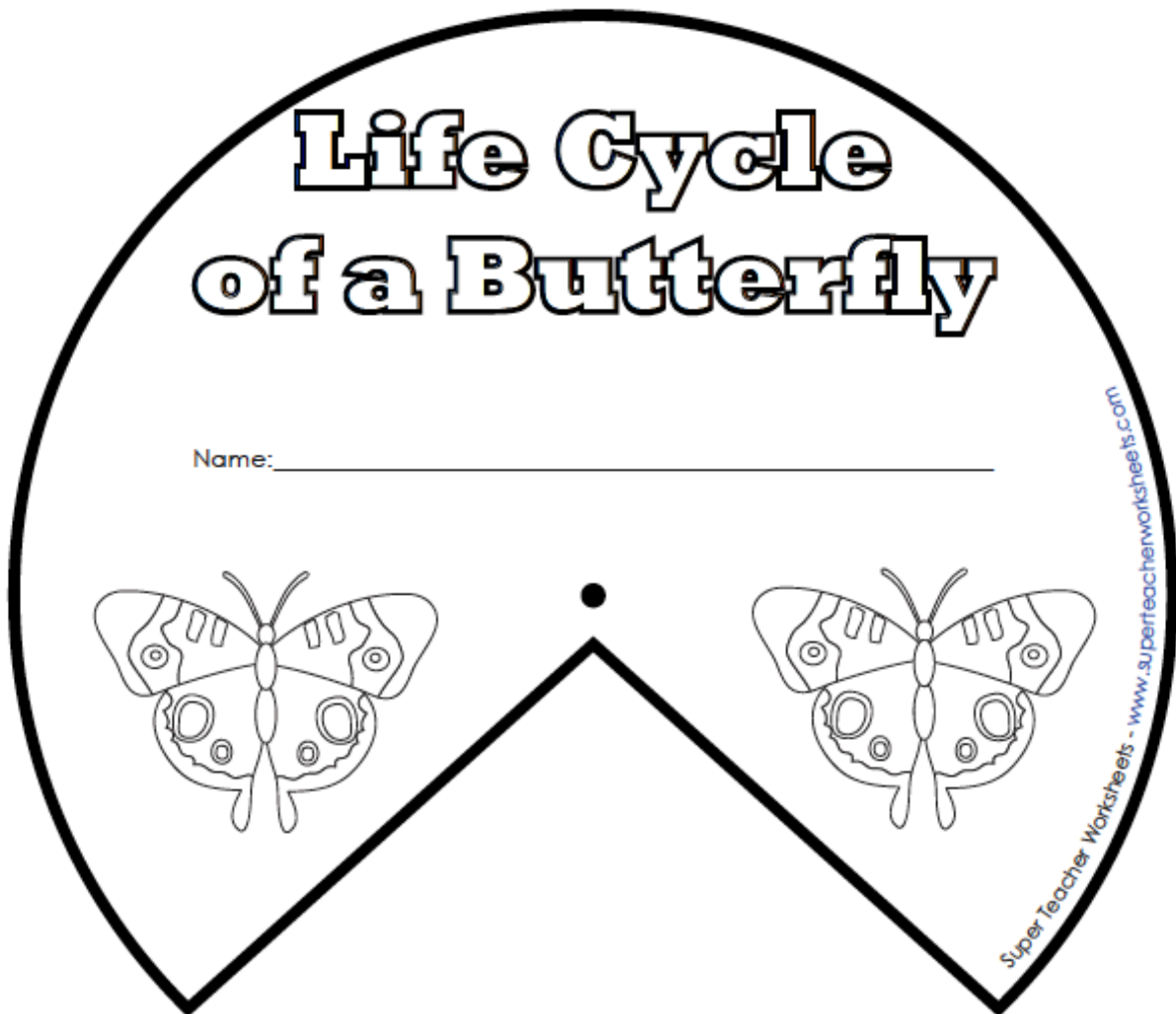
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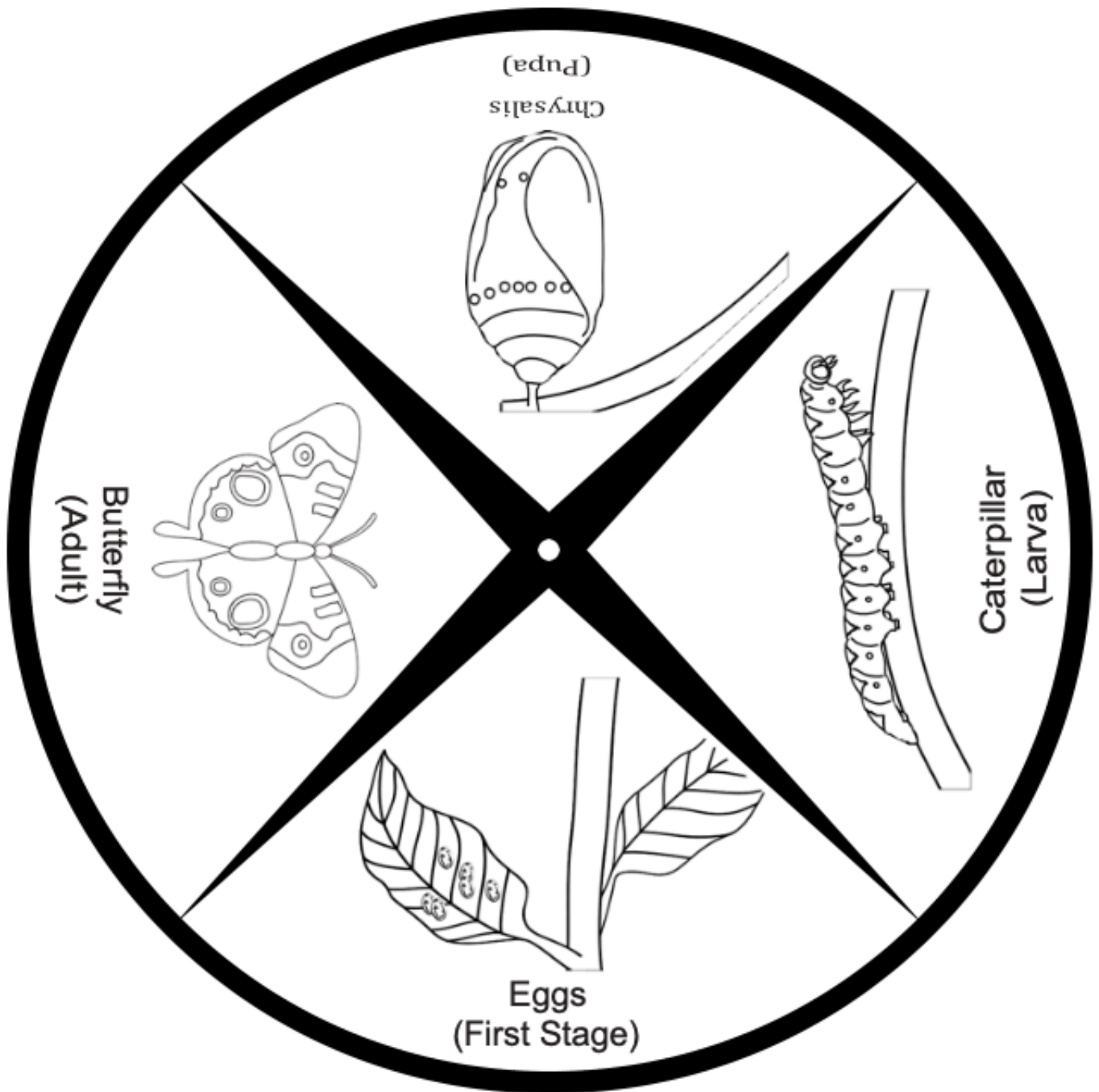
K-W-L Chart

K-What do I already Know	W-What I want to know	L-What I have learned

Life Cycle of a Butterfly Wheel

- Step 1:** Print the Life Cycle Wheel on card stock.
Step 2: Color the front and back wheels.
Step 3: Attach the front to the back with a brass paper fastener.
Step 4: Spin the wheel in the direction of the arrow to follow the life cycle.





Super Teacher Worksheets - www.superteacherworksheets.com

Butterfly Life Cycle

Preschool–Kindergarten

Objective

- Students will identify and describe the stages of the butterfly life cycle.

Materials Needed

- *The Very Hungry Caterpillar* by Eric Carle
- Life Cycle Wheel template
- Crayons
- Scissors
- Brass fasteners
- Life Cycle of the Butterfly sequencing strip
- Life Cycle Picture Cards
- Number Spinner
- Paper clips
- Pencils



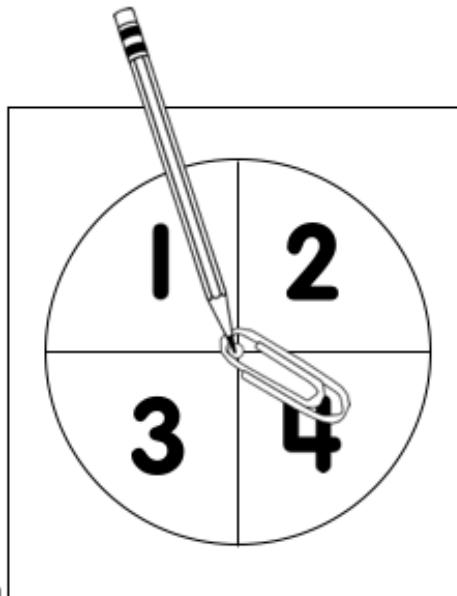
Introduction

Read *The Very Hungry Caterpillar* by Eric Carle.

Explain to students that they can see the life cycle of a butterfly in the story. Turn back to the beginning of the book and point to the pictures that show each stage—egg, caterpillar, cocoon and butterfly. Explain to students that a butterfly cocoon is called a chrysalis.

Procedure

1. Tell students that they are going to create life cycle wheels to show the stages of a butterfly's life.
2. Give each student a Life Cycle Wheel template and have students cut out the two wheels. (You may want to cut out the wheels in advance for younger students.)
3. Invite students to color the pictures on the first wheel.
4. Have students cut out the "window" from the second wheel.
5. Help students place the second wheel on top of the first wheel. Push a brass fastener through the center of the wheels to secure them together.
6. Demonstrate how to turn the bottom wheel so that each stage of the life cycle appears in the window.
7. Read *The Very Hungry Caterpillar* again and as you get to the part of the book that shows each stage, have students turn their wheel to reveal the correct stage and hold it up.



Independent Practice

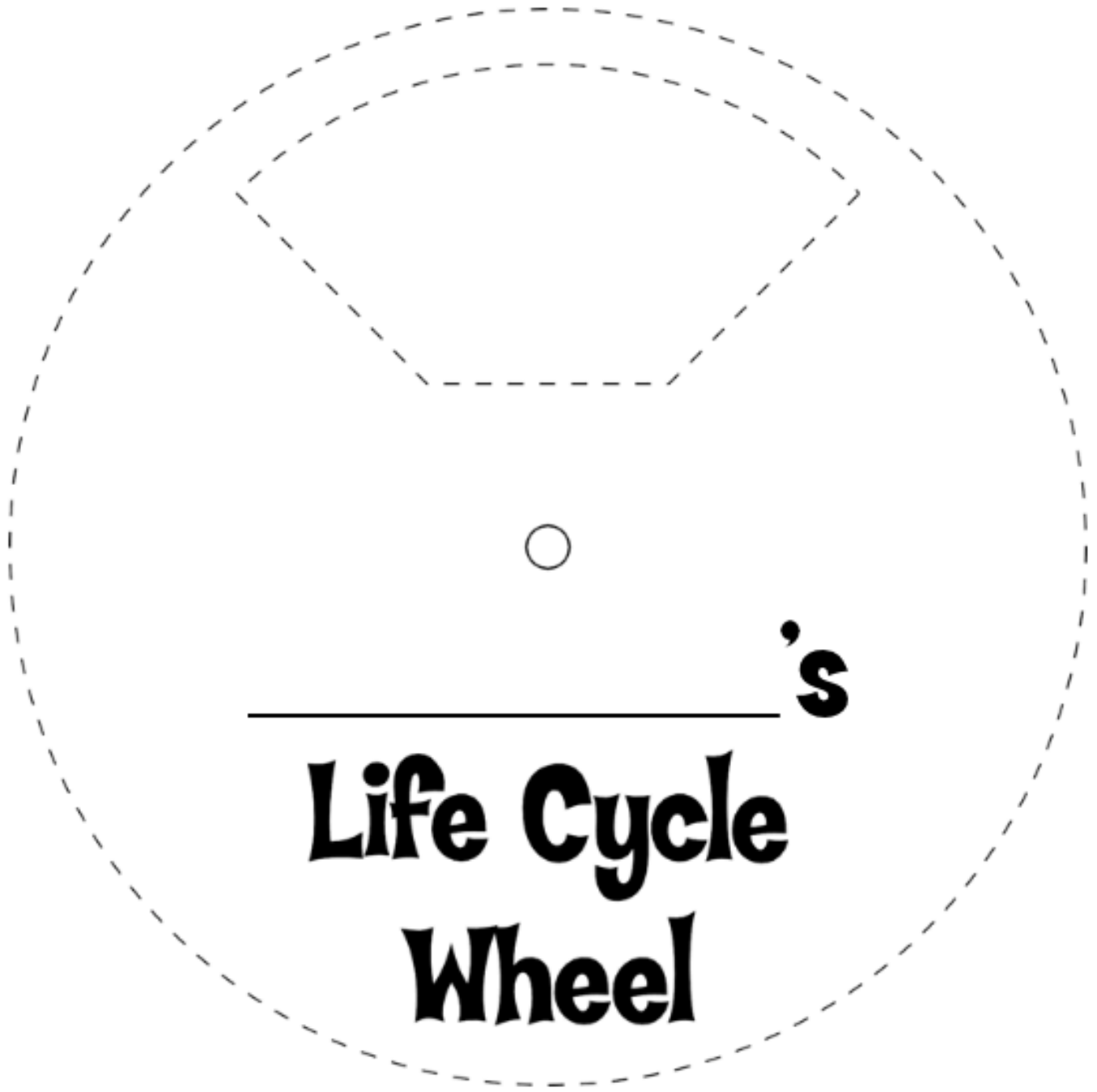
1. Divide students into pairs. Give each student a sequencing strip and a set of Life Cycle Picture Cards.
2. Have each student cut apart the picture cards and spread them out faceup.
3. Give each pair of students a Number Spinner, a paper clip and a

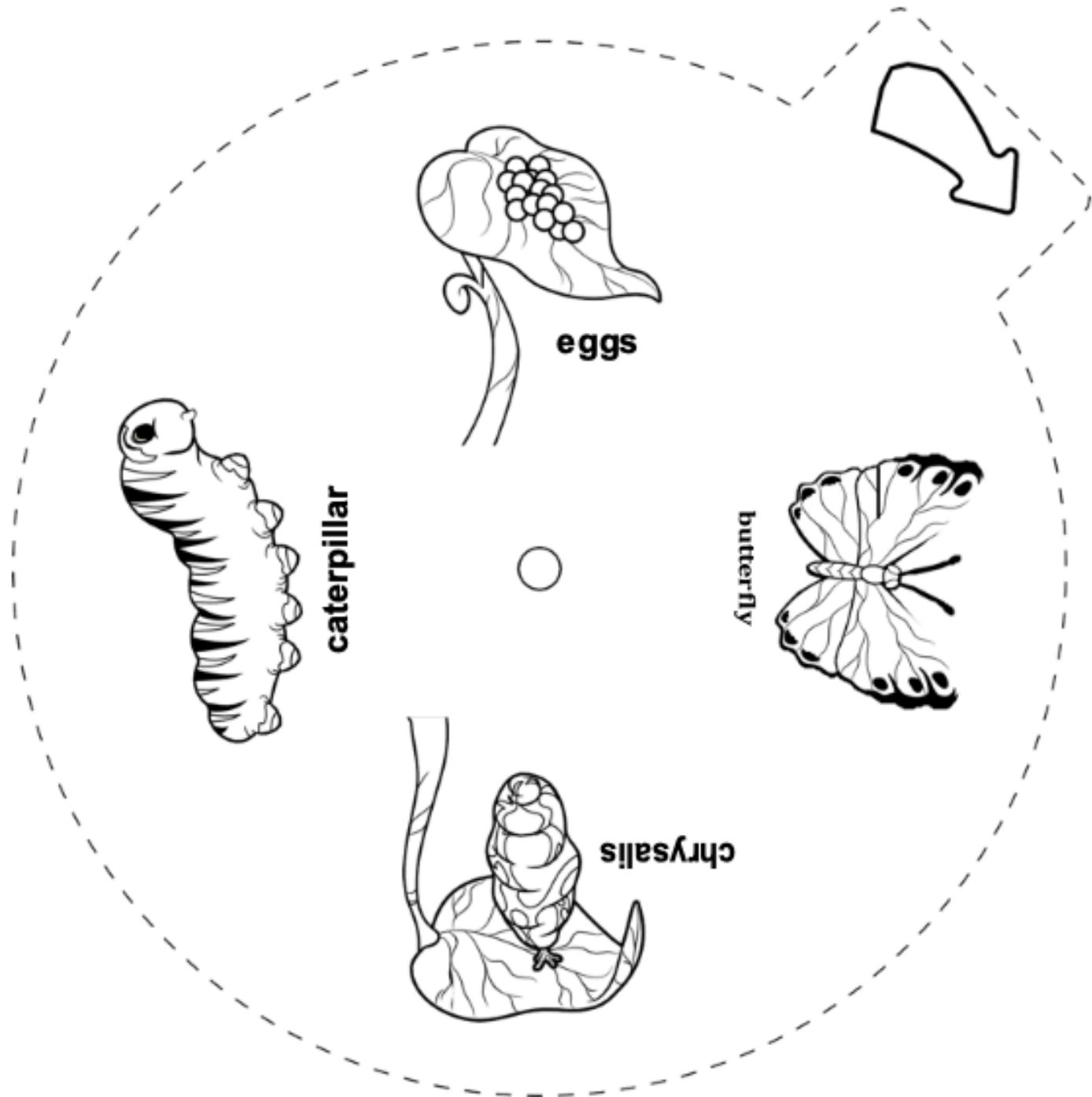
pencil. Show students how to use the paper clip as the arrow for the spinner: Take the paper clip and slide it onto the pencil. Then hold the pencil upright with the tip in the center of the spinner. Flick the paper clip to make it spin around the pencil.

4. Have students take turns spinning the paper clip to select a stage of the life cycle (1, 2, 3 or 4). Students choose the picture card for that stage of the life cycle and place it on their sequencing strip. (If a student has already placed the picture card for that stage, the next player takes a turn.)
5. The first student to sequence all four stages is the winner!

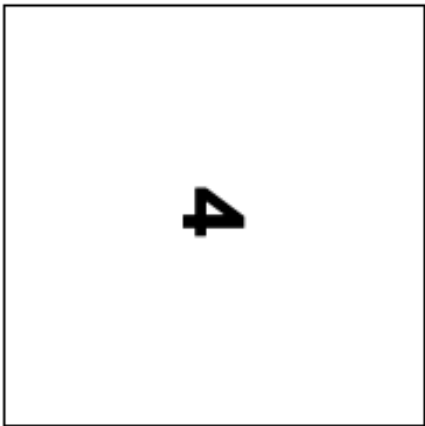
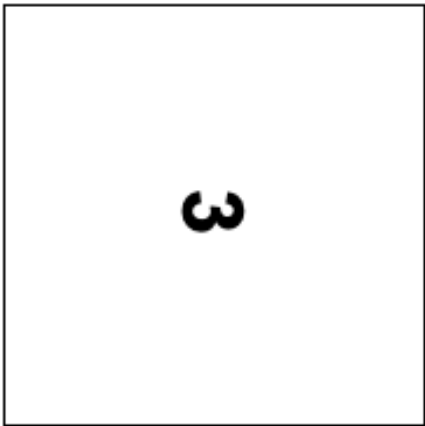
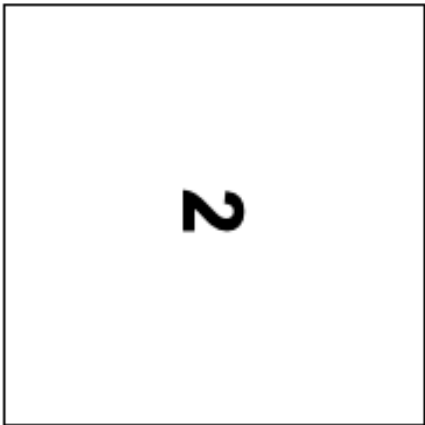
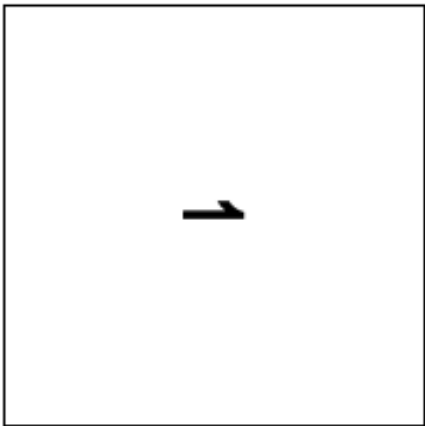
Extension

Set up a butterfly nursery in your classroom to let students observe the butterfly life cycle in action! See Lakeshore's Butterfly Nursery (LC362) online at LakeshoreLearning.com to order. Invite students to help you make a daily class log to track the butterflies' growth.





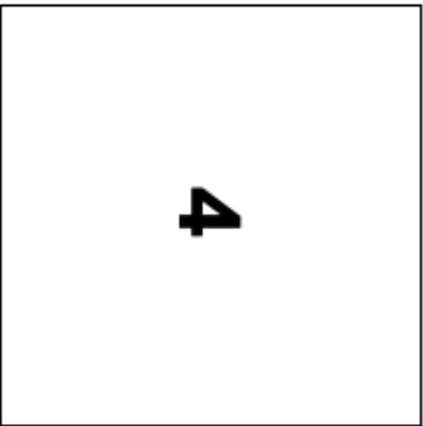
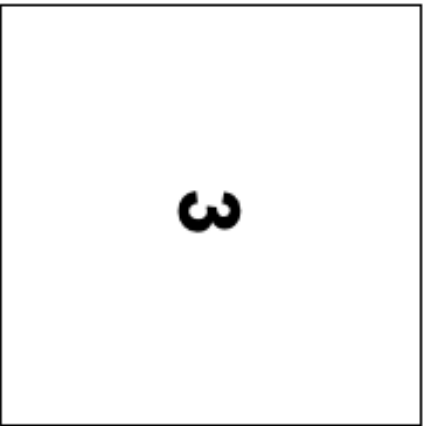
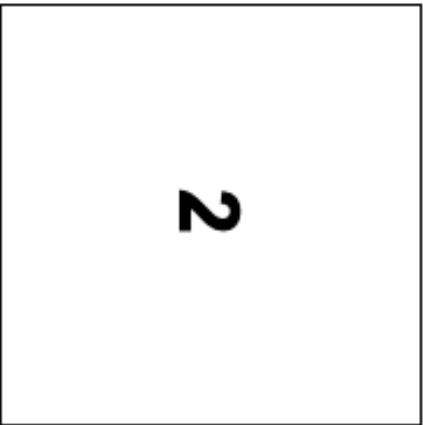
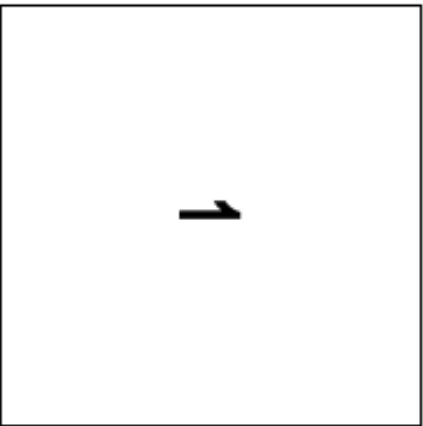
Life Cycle of the Butterfly



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Life Cycle Picture Cards



eggs



caterpillar



chrysalis



butterfly



eggs



caterpillar

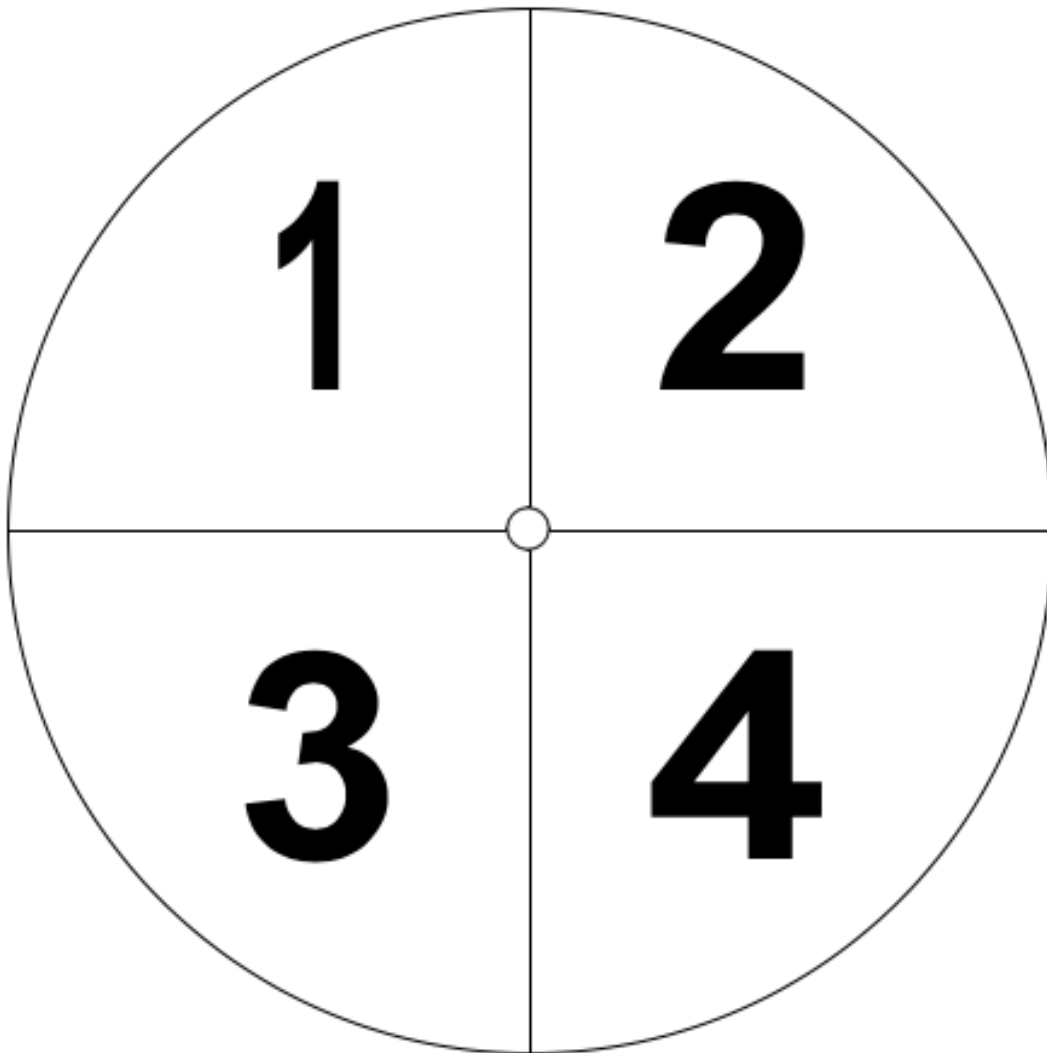


chrysalis



butterfly

Number Spinner





The Very Hungry Caterpillar Lesson Plan 3

Name of Program	Observation Field Journal
Objectives Essential Questions	<ul style="list-style-type: none"> • What kinds of changes in plants and/or insects can you observe right outside your classroom? • Students will observe and document plants and/or insects they observe outside • Students will share and discuss their findings with their classmates
Key Terms	Caterpillar - Plants/Flora - Insects/Fauna - Transform
Materials	<i>The Very Hungry Caterpillar</i> Field Journal Coloring/Writing Utensils

Procedure

1. Read *The Very Hungry Caterpillar*
 - a. Discuss how the caterpillar changes throughout the book
 - b. Do you think other insects, fauna, go through changes?
 - i. What kinds of changes?
 - ii. What have you observed in the past?
 - c. Do you think plants, flora, go through changes?
 - i. What kinds of changes?
 - ii. What have you observed in the past?

2. Field Journal Observations
 - a. Observe an area outside of the school
 - i. Using the field journal, document 3 different flora/fauna
 1. Draw and describe what you see
 - b. The next day, or on a following day, observe again
 - i. Attempt to find the same flora and fauna documented the first time
 - ii. Draw and describe what you see

Wrap Up	<ul style="list-style-type: none"> • Students discuss how the flora and fauna they observed changed over time • Students may take their field journals home, complete the same activity and share their observations with their classmates
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