

La Oruga Muy Hambrienta “The Very Hungry Caterpillar”

Using children’s books meets the following conditions that make it possible for children to learn a language.

1. The learner is immersed in the language.
2. The learner has ongoing demonstrations of language.
3. There is the expectation that language will be learned.
4. The learner is given responsibility to learn.
5. Approximations are acceptable.
6. The opportunity to use language is present often.
7. There is ongoing response to language use.

(Cambourne - 1984)

Anticipatory Set:

First Suggestion:

1. Guide students through the creation of a caterpillar using colored pom poms, popsicle sticks, and glue (double sided tape). Use Spanish to guide them through the creation of the caterpillar.

Para Hacer Una Oruga. (To make a caterpillar)

Pon la cinta en un palito de paleta. (Put the tape on the popsicle stick)

Pon las bolitas de colores diferentes en el palito. (Put the little balls of different colors on the popsicle stick.)

2. Ask the students what they are making? Use yes/no questions such as ¿Haces un leon? ¿Haces una cebra? Hold up the book and ask ¿Haces una oruga?
3. Explain that we will read the hungry caterpillar book, but we need to prepare ourselves first.

Second Suggestion:

1. Make circles and give each child one circle. The children can then decorate their circles and post them either on a bulletin board or on poster paper. Let the children guess what they are making. Finally, add the head to the circles and tell the children they are going to read about a hungry caterpillar. For fun, legs and shoes can be added. Also, other items may be added as the class goes through the story.

Activity Sequence

Input

1. Put approximately seven key words from the book on the board. Uncover them as they are addressed through TPR (total physical response). The words are as follows: huevecillo (egg-hands carefully cupped), oruga (caterpillar-squirming finger), tenía hambre (was hungry – rubbing stomach), comió (ate – fingers to mouth), casita (little house...used for cocoon – paint a house in the air with pointing finger), mariposa (butterfly- wave arms), buscar (look for – hand over eyes looking up and down),

pequeña (small – measure with fingers indicating smallness), grande (large – hold arms out wide), and dolor de estómago (stomach ache – bend over like you have a stomach ache).

2. Read through the story, showing visuals and having students do TPR actions (point to words on board if students have trouble remembering the actions)
3. Hand out visuals and words; students do living order of visuals while the teacher reads the story. The students can place the visuals on the sticky board.
4. Give the students random fruits to practice identification and command vocabulary. The following are examples: con su dedo, indiquen una pera (with your finger, point to a pear); todas con peras, levantense (all with pears, stand up); todas con manzanas, levantense (all with apples, stand up), etc.
5. Circle questions with TPRS. Personalize questions by asking students what they like to eat etc.

Guided Practice

1. Match phrases from the story with their corresponding pictures. This activity may be done in partners.
2. As a whole class, play a memory card game with large cards that have the vocabulary from the story. Students match the picture with its corresponding word in Spanish. La Memoria is just like the game Concentration.
3. Play Bingo using the vocabulary from the story. Younger students can do a large Bingo card as a class.
4. Put a word from the story on the back of each student. By asking only yes/no questions, the student will try to find out which word is on his/her back. When a student thinks that he/she has the correct answer, he/she asks someone to verify that answer. If the answer is correct, he/she removes the paper and places it in correct category on the board (semantic mapping). This may also be done in pairs or small groups.
5. Review the story again by having the students stand with the fruits.
6. Have students talk about their favorite fruits and graph the results.
7. Personalize the story by asking students what they would eat if they were caterpillars. Then have them draw a picture.
8. Do a TPR finger play of the four stages of the butterfly cycle as follows: huevecillo (make a fist with your hand to represent the egg), oruga (move your hand to simulate the movement of a worm wiggling), capullo (hands together to make the shape of a chrysalis), mariposa (cross hands, lock thumbs and flutter hands like a butterfly wings)
9. Make the cycle of huevecillo, oruga, capullo and mariposa out of peanut butter play dough and decorate with pretzels and raisins. The recipe for peanut butter play dough is as follows: 2 cups dry milk, 1 cup creamy peanut butter and ½ cup honey.
10. Hand out envelopes with the days of the week and the fruits. Categorize these. Hand out the words for the fruits. Add these. Ask one group to place the graph on the sticky board.
11. Create blank board games using milk jug lids for patterns. Cut and paste pictures from the story for the squares and use dice to move along the board. Older students can use both words and drawings.
12. Create a vocabulary sheet. This vocabulary sheet will be in the shape of an “o” with 8 circles (one head and 7 other circles.) Each circle is a different color and is labeled with a food, a number, and a day of the week. The caterpillar is pasted in the middle, and the other components of the story go around it with word labels. Have the students do this while telling the story another time.

13. Older students can tell the story in a cloze style with words missing.
14. Have the students work together to retell the story using prompts from the board.
15. Say the alphabet in Spanish and then complete the alphabet poetry sheet by filling in the blanks with the words remembered.
16. Create a class alphabet book based on the story.

Extension

1. Give groups of three students an envelope with a string and random foods on the string. Tell a new order for the story as students work together to place fruit in the correct order as they slide their caterpillar (from activity one) through the holes in the fruit.
2. Have students measure themselves with caterpillars or butterflies.
3. Create a collage of foods that the students like to eat.
4. Do a personal calendar of foods that the students ate.
5. Graph what the caterpillar ate.
6. Use a SmartBoard to have students move foods into a stomach.
7. Link to the animals from *Brown Bear* and compare what they eat to what a caterpillar eats.
8. Allow students to create their own new version of the story by reordering the fruit. While three students tell their story, another group of three students must order their fruits correctly by only hearing the story.
9. Create a dictionary of cross-curricular words.
10. Create a class book entitled *If I were a caterpillar, I would eat...*

Evaluation

1. Check comprehension with simple yes/no questions or either/or questions.
2. Have the students complete a drawing quiz.
3. Act out the story.
4. Read the story with some changes, and have the students illustrate it.
5. Give a yes/no quiz in Spanish asking some of the following questions: The caterpillar was hungry. The apple is orange. The caterpillar made a pear. The caterpillar ate a butterfly. The caterpillar ate pears, apples, and strawberries.
6. Have the students rewrite the story, illustrate it, and then have another group retell it.
7. Make a web about what the class learned around the caterpillar on the board.
8. Have the students create living sentences to focus on grammar points that you might wish to emphasize such as singular and plural etc.
9. Send message butterflies to Mexico and get butterflies back from Mexico. Go to website: <http://www.learner.org/jnorth/> for more information. You can also track the migration of the butterflies.

Closure

1. Retell the story one last time. Students will fill in the blanks when the teacher pauses.

Connection Activities

Math

- Measure items in the classroom using your caterpillar as your scale.
- Graph the colors on different butterflies.
- Graph the different colors students chose to use to make their caterpillars.
- Graph the sizes of the caterpillars.
- Explore symmetry using butterflies.
- Create a pattern activity using the characters in the story where students complete simple or more complex patterns.
- Use the items in the story to create math problems.
- Estimate how many gummy worms are in the jar.

Science

- Discuss the life cycle of the butterfly. Begin with a very simplified version of the story...huevecillo, oruga, capullo, mariposa.
- Discuss the food pyramid.
- Explore the different types of butterflies.
- Compare and contrast a butterfly and a moth.
- Label the body segments of a caterpillar.
- Complete a KWL chart on butterflies.
- Research butterfly migration.
- Have the students create an insect collage on white construction paper by cutting shapes from dried tissue paper and arranging them on the white paper. When the paper is dry, they may add a few details with black markers.

Social Studies

- Name your caterpillar with Latin American countries.
- Research the butterfly farms found in Costa Rica
- Check the following web site to research the butterfly migration
<http://www.learner.org/inorth/>

Language Arts

- Write concrete or diamante poems
- Create your own caterpillar book
- Analyze the parts of a story
- Dramatize The Very Hungry Caterpillar
- Write a caterpillar story using a story starter such as:
I saw my caterpillar in the principal's office and...
Yesterday, my caterpillar came to life and...
- Create a puppet show using wooden spoons, yarn, and markers
- Create a story with themselves as the caterpillar and what they do to become a butterfly

Music

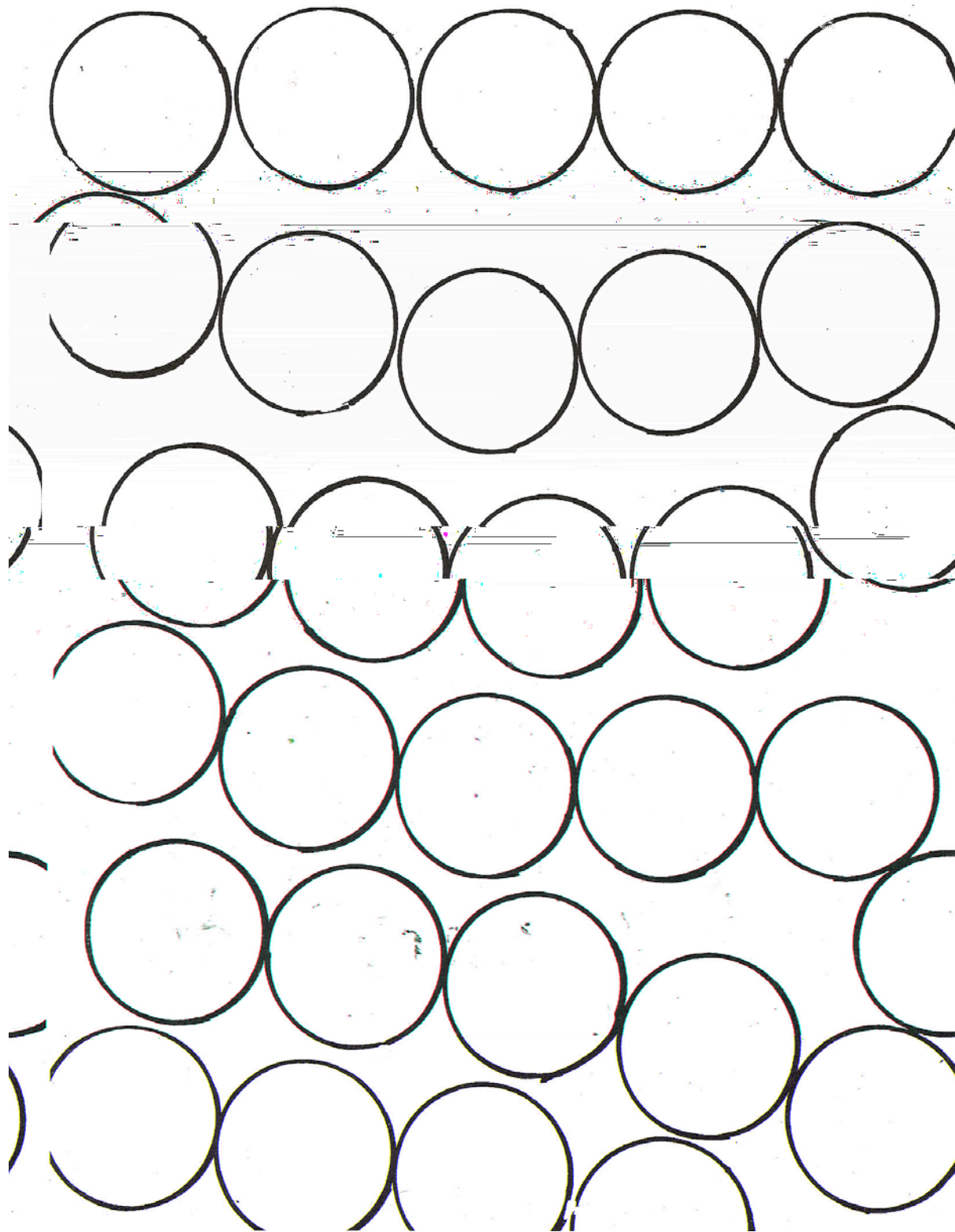
- Students invent a dance that shows the transition from caterpillar to butterfly to instrumental music

Art

- View and discuss the art of Eric Carle
- Paint butterflies (symmetry painting)
- Illustrate their caterpillar book

Higher Level Thinking Skills

- Categorize the items in the story such as fruits, vegetables etc.
- Sequence the events into a story board.



Resources

<http://www.dltk-teach.com/books/hungrycaterpillar/index.htm>

– **templates for activities**

<http://www.dltk-teach.com/books/hungrycaterpillar/sequencing.htm>

– story sequencing activities

<http://www.teachingheart.net/veryhungrycaterpillar.html>

– K-3 activities in all subject areas (easy to adapt to Spanish)

<http://www.eric-carle.com/bb-VHC.html>

– activities for life cycle of butterfly

<http://www.teachervision.fen.com/reading-instruction/insects/2928.html#activities>

– lots of enrichment activities in all subjects

<http://www.thevirtualvine.com/theveryhungrycaterpillar.html>

- poetry and lots of really cute art ideas

<http://edtech.kennesaw.edu/traci/insects/food.htm>

– create food items for the story

<http://www.mrsjonesroom.com/songs/laorugamuyhambrienta.html>

– song in Spanish for the story

A _____
B _____
C _____
CH _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____
L _____
LL _____
M _____
N _____
Ñ _____
O _____
P _____
Q _____
R _____
RR _____
S _____
T _____
U _____
V _____
W _____
X _____
Y _____
Z _____

<p>I can name 6 colors in Spanish</p>	<p>I can say the days of the week in Spanish.</p>	<p>I can name 5 foods in Spanish.</p>
<p>I can explain the life cycle of the butterfly in Spanish.</p>	<p>I can spell the following words using Spanish pronunciation of the letters: oruga, verde, lunes.</p>	<p>I can respond yes/no to the following questions in Spanish:</p> <ol style="list-style-type: none">1. ¿La oruga tenía hambre?2. ¿La oruga comió una mariposa?
<p>I can retell parts of the “Very Hungry Caterpillar” in Spanish.</p>	<p>I can count up to 10 in Spanish.</p>	<p>I can identify the meaning of the following words and phrases: oruga, mariposa, construyó una casita, comió una manzana.</p>

Vocabulary Activity

- ¿Quién soy yo? (Who am I?)
Soy verde (I am green.)
Soy una fruta. (I am a fruit.)
La oruga me comió el miércoles. (The caterpillar ate me Wednesday)

- ¿Quién soy yo? (Who am I?)
No soy una fruta. (I am not a fruit.)
Soy de muchos colores. (I am of many colors.)
No soy la oruga, pero era la oruga. (I am not the caterpillar, but I was the caterpillar.)
Soy una mariposa. (I am a butterfly.)

- ¿Quién soy yo? (Who am I?)
Tenía mucha hambre. (I was very hungry.)
No soy una fruta o vegetal. (I am not a fruit or vegetable.)
Ahora soy una mariposa. (Now I am a butterfly.)
Soy la oruga muy hambrienta. (I am the very hungry caterpillar.)

tres ciruelas

el jueves

cuatro fresas

el viernes

el sábado

cinco
naranjas

mucha
comida

dos peras

una manzana

el miércoles

el martes

el lunes

una hoja

el domingo

una casita

una mariposa

huevecillo

una manzana

dos peras

tres ciruelas

cuatro fresas

cinco naranjas

un pepino

una paleta

una rebanada
de salame

un pedazo
de pastel

una rebanada
de queso suizo

un barquillo de
helado

una salchicha

un pedazo de
pastel de
chocolate

un panecillo

un pedazo de
sandía

una hoja