Lesson 1

The Caterpillar

Before Storytelling

Lesson Objectives
Children will be able to
• understand and use vocabulary: caterpillar.
• ask and answer questions that begin with Where.
• listen to, comprehend, and begin to tell simple stories.

Materials to Gather
• The Caterpillar/La chenille/La oruga Stick-On Storybook
• Story Stick-Ons
• Picture Card 1 for the caterpillar
• Audio CD
• Masters 1, 7, 8, 12
• Crayons or colored pencils
• Small two-inch strip of paper for each child
• Pictures of caterpillars and butterflies among flowers in fields and gardens
• Soil, fast-growing seeds (such as lima beans), transparent cups
• Safety scissors
• Glue or tape
• Craft sticks
• Zippered bags or envelopes (one for each child)

Prepare Ahead
• Make one copy of Master 1 for each child. Cut out the Practice Card for caterpillar for all children. Set aside the other cards for Lesson 2.
• Make one copy of Master 7 for each child. Cut out the Game/Activity Card for caterpillar for all children. Set aside the other cards for Lesson 2.
• Make one copy of Master 8 for each child. Cut out the “X’s.”
• Make one copy of Master 12 for each child, plus one for yourself. Make a sample puppet for yourself by cutting out the caterpillar and gluing or taping a craft stick where the Master indicates. Color the stripes that appear gray on the illustration a bright yellow.

Welcome
Welcome children to class. Hold the caterpillar puppet behind your back, and say:

We have a new friend in class today. (Display one of the pre-made caterpillar puppets.) This is Caterpillar. She is yellow, black, and white. (Point to the stripes.) She has 16 legs. (Point to the legs.)

Nous avons une nouvelle copine en classe aujourd’hui. (Display one of the pre-made caterpillar puppets.) Voici Chenille. Elle est jaune, noire, et blanche. (Point to the stripes.) Elle a 16 pattes. (Point to the legs.)

Hoy tenemos una amiga nueva en la clase. (Display one of the pre-made caterpillar puppets.) Esta es Oruga. Ella es amarilla, negra, y blanca. (Point to the stripes.) Tiene 16 patas. (Point to the legs.)
Introduce Vocabulary

To introduce the new vocabulary, show *Picture Card* 1 for the **caterpillar** as you say the word several times. Invite the children to repeat the new word after you and show them the cover illustration to give them more visual context.

**Step One: TPR Commands**

Hold up *Picture Card* 1 for the **caterpillar**. Tell the class:

- **ENGLISH**: Point to the caterpillar.
- **FRENCH**: Montre-moi la chenille.
- **SPANISH**: Señala la oruga.

Continue this with the caterpillar card along with other classroom objects that children are familiar with until the class can respond with ease. Take the caterpillar card and hand it to another child, or tell the child to pass it on. Then repeat the pointing commands with several different children.

**Step Two: Yes/No Questions**

Give *Picture Card* 1 to a child. Ask the class questions like the following, allowing response time after each:

- **ENGLISH**: Does (name 1) have the caterpillar? Does (name 2) have the caterpillar?
- **FRENCH**: Est-ce que (name 1) a la chenille ? Est-ce que (name 2) a la chenille?
- **SPANISH**: ¿Tiene (name 1) la oruga? ¿Tiene (name 2) la oruga?

Repeat this style of questioning for each vocabulary item, being sure to ask more than once whether a child has one of the vocabulary words. After children answer yes or no, repeat the whole sentence so that they can hear the correct model properly. Continue alternating questions that require either yes or no answers until you are sure that children can answer comfortably.

**Step Three: Either/Or Questions**

Ask the class questions like the following:

- **ENGLISH**: Does (name 1) have the pencil or the caterpillar?
- **FRENCH**: Est-ce que (name 1) a le crayon ou la chenille?
- **SPANISH**: ¿Tiene (name 1) el lapiz o la oruga?

Children must answer with the appropriate word. Say the correct complete sentence to them to provide input. Continue asking either/or questions as many times as necessary until you are sure that children can answer comfortably.

**Step Four: Wh- Questions**

Ask the class questions like the following. Reinforce one-word responses using complete sentences. Encourage children to respond in complete sentences when they seem ready.

- **ENGLISH**: What does (name 1) have? What does (name 2) have?
- **FRENCH**: Qu’est-ce que (name 1) a? Qu’est-ce que (name 2) a?
- **SPANISH**: ¿Qué tiene (name 1)? ¿Qué tiene (name 2)?
Chant

Show children the images of caterpillars that you collected. Tell children that a real caterpillar is small—about two inches long. Show its size with your fingers. Take a two-inch strip of paper and draw two eyes on one end. Hand out strips of paper to children and have them draw two eyes also. Lay the strip of paper flat on your desk and push the right end to your left to make a hump, then move the “head end” left to make it crawl. Using the gesture and motion, say:

**English**
Caterpillar, Caterpillar, you are small. Caterpillar, Caterpillar, you can crawl.

**French**
Chenille, Chenille, tu es petite. Chenille, Chenille, tu peux grimper.

**Spanish**
Oruga, Oruga tú eres muy pequeña. Oruga, Oruga, tú te puedes arrastrar.

Encourage children to repeat the chant several times using their paper. Repeat this chant throughout the lessons, adding the following line on the second day: Caterpillar, Caterpillar, where are you?

Next, place the caterpillar stick puppet under a book. Pretend to look for the caterpillar in different places, such as a drawer or shelf. Then look under the book, each time asking:

**English**
Where is the caterpillar? Here?

**French**
Où est la chenille? Ici?

**Spanish**
¿Dónde está la oruga? ¿Aquí?

Repeat the game a few times by calling on a few children to hide the caterpillar, making sure it is visible from the children’s desks. Have the “hiders” address the class with Where is the caterpillar? Allow the rest of the class to respond.
Song

Play the first verse of “I’m a Caterpillar” (Track 28)/“Je suis une chenille” (Track 37)/“Soy una oruga” (Track 46) for the children. Have children make a caterpillar conga line around the room to sing the first verse. Encourage them to alternate kicking out their right legs and left legs to the “Yes, I am” chorus. See CD booklet for lyrics.

Game

Show children the copied and cut “X’s” you made from Master 8. Show them the Game/Activity Card for the caterpillar and slip it among the X cards. Shuffle the cards. Draw an X from the pile and show the class. Repeat a few times until you ask your question and draw the caterpillar. Ask:

- **Where is the caterpillar? It’s not here. Here it is!**
- **Ou est la chenille? Elle n’est pas ici. La voici!**
- **¿Dónde está la oruga? No está aquí. ¡Aquí está!**

Tell children that you will play “Who Has the Caterpillar?” Each child takes a card. Start the game by asking a random child, Where is the caterpillar? The child should respond: Not here or It’s not here. Sit in the child’s seat and indicate that he or she should ask another child the question. If the answer is no, the asker takes that child’s seat. Continue asking and switching seats until the caterpillar is found. When the game is over, have children add the Game/Activity Cards to their zippered bags or envelopes.

Challenge

**PreK–K**

Have two caterpillars and two starters, or set a timer for the class to race against.

**Grades 1–2**

Encourage variations on the response: No, the caterpillar is not here; Sorry, it’s not here; I don’t know; etc. If you have taught children how to ask someone to repeat a question more slowly, encourage them to use it!

During Storytelling

Guide the Story

**Beginner/Intermediate**

Hold up the Stick-On Storybook, showing the children only the front cover, and ask them about it. Say:

- **This story is called The Caterpillar. Here is the cover of the book. What do you see? Yes, this is a caterpillar. Great! This is a girl. (Point outside.) The caterpillar and the girl are outside. Caterpillars live outside. Where are they? Yes, they’re outside.**

The Caterpillar 7
Ruby and Caterpillar were playing hide and seek. Ruby asked, “Caterpillar, where are you?” But Caterpillar did not answer.


Ruby y Oruga estaban jugando a las escondidas. Ruby preguntó, “¿Oruga, dónde estás?” Pero Oruga no contestó.

You may choose to play Track 1 (English)/Track 10 (French)/Track 19 (Spanish) of the Audio CD to allow the children to hear the story.

**Intermediate/Advanced**

Help children brainstorm key words that you can record on the board. Use hide and seek gestures and use your fingers to count. Say:

Ruby and Caterpillar were playing hide and seek. They were counting. One, two, three, four, five, six, seven, eight, nine, ten. Let’s count to ten!

Ruby et Chenille jouaient à cache-cache. Elles comptaient. Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. Comptons jusqu’à dix!

Ruby y Oruga estaban jugando a las escondidas. Ellas estaban contando. Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. ¡Contemos hasta diez!

Help children use their words and answers to structure some introductory sentences. Constantly repeat what children are saying in a correct sentence style. When children settle on a few sentences, place the *Story Stick-On* in the book and write the sentences.

Read the Story **10 Min.**

**Beginner/Intermediate/Advanced**

Place the sentences in the *Stick-On Storybook* and read aloud the story that children have learned or created, modeling appropriate phrasing, tone, pitch, and emphasis. Point out the quotation marks around any dialogue that children have created. Let children say or read words, phrases, or sentences they remember. Do not expect exact replication. The most important goal at this point is to develop a growing awareness of the storytelling, reading, and writing processes. Read the story so far aloud with them a second and third time, leaving out key words or phrases for them to remember or read.
After Storytelling

Curriculum Connection

Bring out fast-growing seeds, soil, and transparent cups.

Say:

**ENGLISH**
Caterpillars like green plants. (Hold some seeds.) These will grow. (Squat down with your fists before your face, rise up, and unfurl your fingers.) These will grow, grow, grow. (Repeat with children.)

**FRENCH**
Les chenilles aiment les plantes vertes. (Hold some seeds.) Celles-ci vont pousser. (Squat down with your fists before your face, rise up, and unfurl your fingers.) Elles vont pousser, pousser, pousser.

**SPANISH**
A las orugas les gustan las plantas verdes. Estas van a crecer. (Squat down with your fists before your face, rise up, and unfurl your fingers.) Estas van a crecer, y crecer, y crecer. (Repeat with children.)

Show children pictures of caterpillars, plants, and flowers. Point to the plants and say, Grow, grow, grow. Plant your seeds in a sunny spot and remind children to check it daily and compare it with the pictures.

Song

Play the chorus of “Caterpillar, Where are You?” (Track 55) / “Petite chenille, où es-tu?” (Track 64) / “Oruguita, ¿dónde estás?” (Track 73) from the Audio CD. See CD booklet for complete lyrics.

Activity

Pass out copies of Master 12 (the caterpillar puppet) to each child. Invite children to color and cut out their puppets. Then help them glue or tape their caterpillar to a craft stick. Write each child’s name or initials on the back of his or her puppet.

Gather children’s puppets and take out two or three. Ask children to form a circle with their chairs and have them stand in front of their chair. Show them the puppets. Play some music from the middle of the circle and have children pass the puppets behind their backs. Abruptly stop the music and ask Caterpillar! Where are you?

Children caught with the caterpillars must stand up and scramble for a different seat. Take one of the seats so one child will go to the middle. Repeat. Continue to control the music, but guide children to call out Caterpillar, where are you? as soon as the music stops.

Have children save their puppets in their zippered bags or envelopes to be used in future lessons.
Masters
Practice Cards

Lessons 1–2

1. Caterpillar
2. River scene
3. Fish underwater
4. Duck swimming
Game/Activity Cards

Lessons 1–6
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Lessons 7–8
Caterpillar Stick Puppet