



The Caterpillar
La chenille
La oruga

Teacher's Guide

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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

5 Min.

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

ENGLISH

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.*)

FRENCH

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.*)

SPANISH

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

10 Min.



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)?

Teacher Tip

This lesson exposes children to the pronoun *she*. Children in this age group successfully map the connection between proper names and pronouns with regular aural exposure. Introduce orally the use of pronouns *he* and *she* after the initial complete answer using the children's names. Because gender is revealed through conjugations in other languages, point out the role of pronouns to ELL children.

Chant

5 Min.



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? Where is the caterpillar? Here?

FRENCH

Où est la chenille? Ici? Où est la chenille? Ici?

SPANISH

¿Dónde está la oruga? ¿Aquí? ¿Dónde está la oruga? ¿Aquí?

Game

5 Min.



Tell children you’re going to play “Hide and Seek.” Have children close their eyes and put their heads on their desks. Ask them to count to ten in the target language. Place the caterpillar in an obvious place like on a shelf or peeking out of a vase or peeking out from behind a prominently placed poster. When children open their eyes, ask:

ENGLISH

Where is the caterpillar? Where is the caterpillar? (*Have children look and point from their desks.*) **Here is the caterpillar!**

FRENCH

Où est la chenille? Où est la chenille? (*Have children look and point from their desks.*) **Voici la chenille!**

SPANISH

¿Dónde está la oruga? ¿Dónde está la oruga? (*Have children look and point from their desks.*) **¡Aquí está la oruga!**

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.

Teacher Tip

FRENCH *Pattes*, or “feet” is the vocabulary used when talking about animal/insect “legs.”
SPANISH *Patás* is used the same way as *pattes* is used in French.

Teacher Tip

FRENCH When the phrase “who has” indicates “who is holding,” French speakers will use the more descriptive verb *tenir* which means “to hold.”

Teacher Tip

You may wish to review numbers 1–10 in the target language before hiding the caterpillar.

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

10 Min.



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:

ENGLISH

Where is the caterpillar? It’s not here. Here it is!

FRENCH

Ou est la chenille? Elle n’est pas ici. La voici!

SPANISH

¿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

15–20 Min.

Beginner/Intermediate

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

ENGLISH

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.

Teacher Tip

Use the hide and seek gestures to help children understand the story.

Teacher Tip

The text for the entire story appears on Masters 35–37.

Audio CD

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.

FRENCH

Cette histoire s'appelle *La chenille*. Voici la couverture. Qu'est-ce que vous voyez? Oui, c'est une chenille. Super! C'est une fille. (Point outside.) Ils sont dehors. Où sont-elles? Oui, elles sont dehors.

SPANISH

Este cuento se llama *La oruga*. Aquí está la tapa del libro. ¿Qué ven Sí, es una oruga. ¡Muy bien! Esta es una niña. (Point outside.) La oruga y la niña están afuera. ¿Dónde están? Sí, están afuera.

Open the book to the title page and place a *Story Stick-On* in the title box. Write the title on the *Story Stick-On* and read it to children. Then have them say the title with you chorally. Next, turn to page one and read the text shown below. After you repeat the page 1 story text a few times, place a *Story Stick-On* on the page and write the text of the story.

Page 1:

ENGLISH

Ruby and Caterpillar were playing hide and seek. Ruby asked, "Caterpillar, where are you?" But Caterpillar did not answer.

FRENCH

Ruby et Chenille jouaient à cache-cache. Ruby a demandé, "Chenille, où es-tu?" Mais Chenille n'a pas répondu.

SPANISH

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

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:

ENGLISH

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!

FRENCH

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

SPANISH

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

15 Min.



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

15 Min.



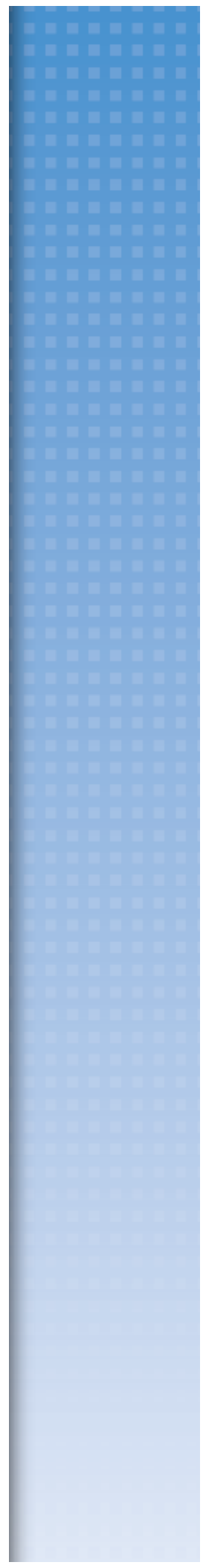
Pass out copies of Master 12 (the caterpillar puppet) to each child. Invite children to color and cut out their puppets. Then help them glue or tape their caterpillar to a craft stick. Write each child’s name or initials on the back of his or her puppet.

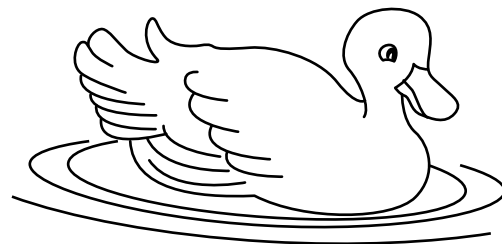
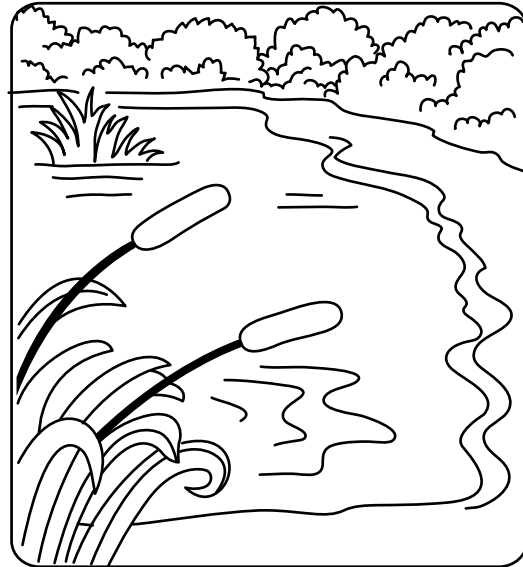
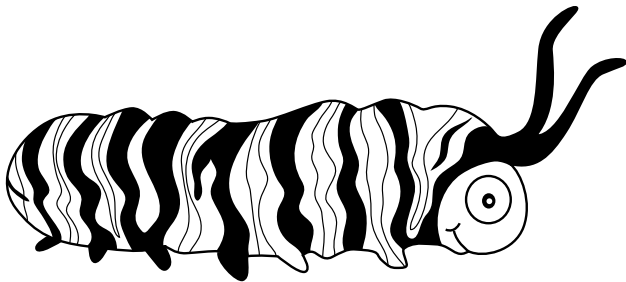
Gather children’s puppets and take out two or three. Ask children to form a circle with their chairs and have them stand in front of their chair. Show them the puppets. Play some music from the middle of the circle and have children pass the puppets behind their backs. Abruptly stop the music and ask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

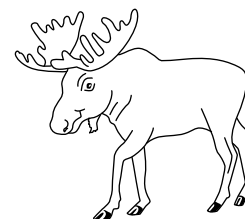
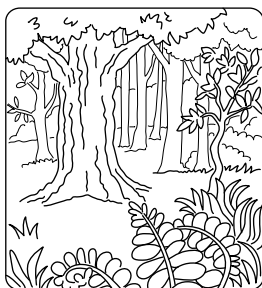
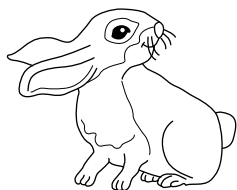
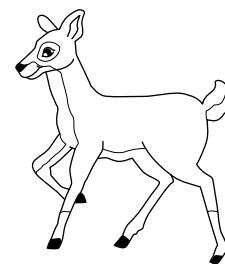
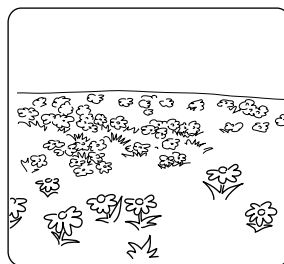
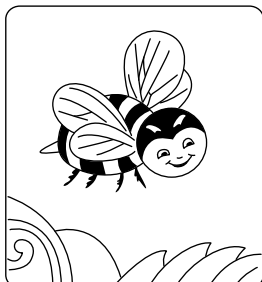
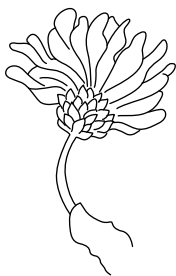
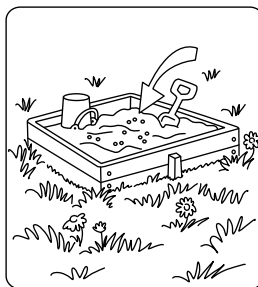
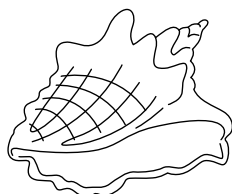
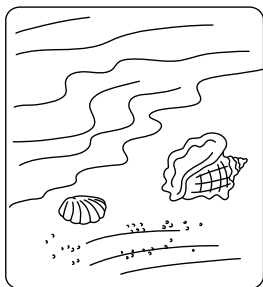
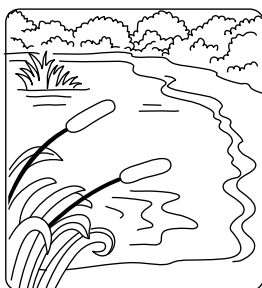
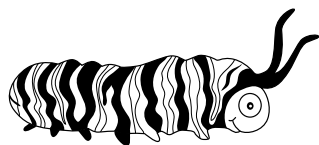
Have children save their puppets in their zippered bags or envelopes to be used in future lessons.

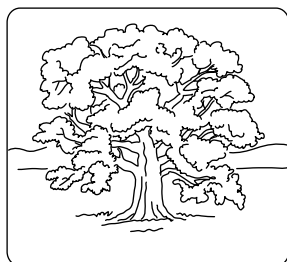
Masters





Game/Activity Cards





X

X

X

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Caterpillar Stick Puppet

