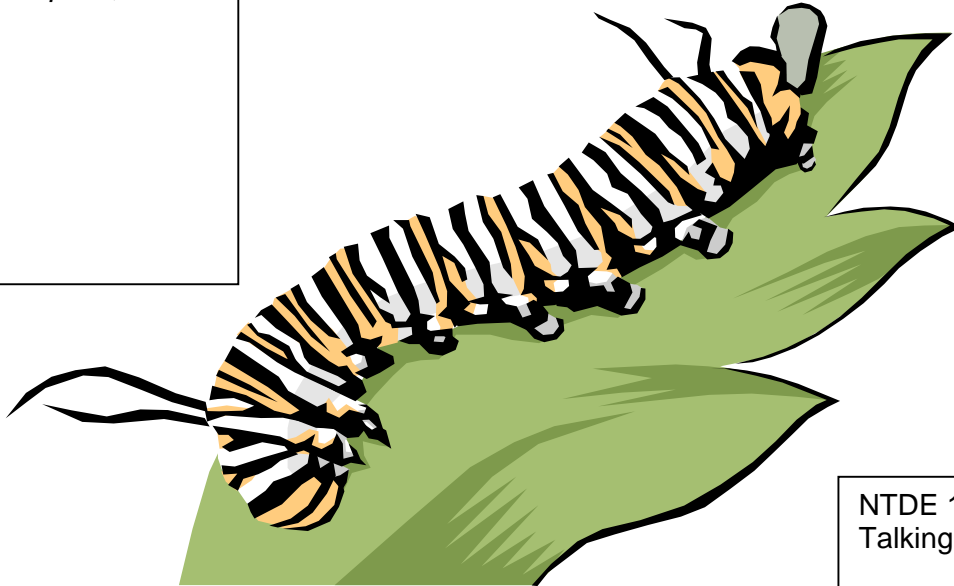


The Very Hungry Caterpillar

A Walking Talking Text Petal Planner Unit of Work

Based on the text by Eric Carle
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Ntaria School
2002

Carle, Eric 19--. *The Very Hungry Caterpillar*, Pub etc



NTDE 19—Walking Talking Texts

This is a unit of work

- is based on the Walking Talking Texts Petal Planner.
- uses the Do, Talk, Record planning model.
- was written by teachers for use with English as a Second Language for Indigenous Language Speaking Students (ESL for ILSS). – first year of schooling.....

The Very Hungry Caterpillar

Rationale:

Students are encouraged to participate in all activities in the unit of work in order to develop oral English skills in an enjoyable and non-threatening environment that provides a relevant social context.

Learning Outcomes from the NT Curriculum Framework

EsseNTial Learnings:

Creative Learner 4

- Values individuality and act on unique ideas with confidence.

Indicator: Band 1

- Participate in task related conversation with adults and peers.

Collaborative Learner 3

- Fulfils their responsibilities as a group member and actively supports other members.

Indicator: Key Growth Point 3

- Participate in collaborative group activities.

English as a Second Language

Communication: S BL 3.1

- Express simple messages in SAE in predictable social and learning situations.

Socio-cultural understandings: S BL 3.2

- Demonstrate use of aspects of spoken SAE language behaviour necessary for communicating and learning at school.

Language structures and features: S BL 3.3

- Manipulate learned structures and features to make original utterances, characterised by simplified language and varying grammatical accuracy.

Learning how to learn: S BL 3.4

- Participate, elicit and practice SAE to extend own spoken language repertoire.

Integrated Learning Areas

Health and Physical Education: Promoting Individual and Community Health

HP KGP 2.3 People and Food

- Participate in activities associated with food.
Indicator: Identify and classify familiar foods, eg fruits, meats, canned food, frozen food, packaged in a box food.

HP KGP 3.1

- Describe what it means to be healthy and demonstrate actions needed to maintain and promote health.
Indicator: Talk about how to be healthy, eg eat lots of fruit and vegetables.

Mathematics: Measurement and Data Sense

MDS KGP 3.3 Time

- Sequence events from own experience and identify significant times of the day/week/year.
Indicator: Use and respond to days of the week when discussing sequence of the story.

MDS KGP 3.5 Data Sense

- Classify, sequence, record and use information, object or pictures to answer simple questions.
Indicator: Make a picture graph to record the amount of food eaten on certain days.
Draw and make a simple story map, paying attention to the order of events/pictures.

**Aspects of English to teach at the sentence level for:
The Very Hungry Caterpillar**

Genre: Recount

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Tense</p> <p><i>Past irregular</i> Lay, came, ate, was, had, felt, built</p> <p><i>Past regular</i> Started, nibbled, pushed</p> <p><i>Infinitive</i> To look</p> | <p>Question forms</p> <p><i>Statement</i> Exclamation pop!</p> | <p>Person</p> <p><i>First</i></p> <p><i>Second</i></p> <p><i>Third</i> he, himself</p> | <p>Negative forms</p> <p>Wasn't</p> |
| <p>Pronouns</p> <ul style="list-style-type: none"> • he • himself | <p>Prepositions</p> <ul style="list-style-type: none"> • through • on • up • around • out • inside | <p>Articles</p> <ul style="list-style-type: none"> • a • the | <p>Expressions of quality</p> <ul style="list-style-type: none"> • little • big • fat • small • tiny • very • still |
| <p>Expressions of quantity</p> <ul style="list-style-type: none"> • some • numbers one to five much | <p>Prepositional phrases</p> <p>Out of the egg</p> | <p>Possessive forms</p> <p>His</p> | <p>Conjunctions</p> <ul style="list-style-type: none"> • and • but |
| <p>Nouns</p> <p><i>Plural/countable</i> Pears, plums, strawberries, oranges</p> <p><i>Uncountable</i> Swiss cheese, salami</p> <p><i>Singular</i> Caterpillar, slice, sun, leaf, light, stomach ache, cherry pie, sausage, cone, cocoon</p> | | <p>Sounds</p> <p><i>P in initial position</i> Pear, pie, pickle, pushed</p> <p><i>P in medial</i> Apple, caterpillar, cupcake</p> <p><i>B in initial</i> Beautiful, big, better, butterfly</p> <p><i>B in medial</i> strawberry</p> | |

Teaching Learning Sequence

A: Discovering the Text

Look at the cover and talk to the students about what they think the story may be about. What can you see on the front cover? What do you think the story might be about? Look through the text and discuss pictures on each page, then read the text to the students.

B. Teacher and students talk about ideas, opinions and feelings about the text.

Often students at this level will not have the language to talk about these ideas. The teacher may have to lead the discussion eg: I like that story. Have you seen a caterpillar/butterfly? I like the bit where the caterpillar comes out of the cocoon. What fruit do you like to eat? How do you feel when you eat too much?

Make a class graph of children's favourite fruits.

C: Explore the text. Plan together, then role play the text or parts of it

Students role play as teacher reads the text.

Use puppets to role play the story.

D: Talk about the text. Is the story true or false?

Talk with students about the book. Do caterpillars really change into butterflies? Do they really eat all the things that were in the book?

E: Students retell the text: the story line, the sequence of events etc.

Go through the book, get the children to tell you what is happening on each page. Scaffold what they tell you, ie 'apple', 'yes, the caterpillar is eating through the apple'.

F: Listening exercises

Focus on 'p' sounds (beginning/final/middle). Clap on 'p' sounds.

Oral Cloze Exercises

Re-read the text, omitting nouns. Let students supply missing words if possible.

Intonation, Stress and Rhythm Exercises

Monday, Tuesday, etc. Practice stress on first syllables using musical instruments.

G: teacher and students make a picture map or graph which depicts the main event, the sequence of events etc

Discuss with children about the now, who, when, why and where of the book, ie Where did the story take place? Who was in the story? What were they doing? What was in the story?

Students and teacher to create story map to depict the caterpillar eating the foods. Display in classroom, using background to support the story line.

H: Pronunciation Exercises

The sounds being focused on are 'p' and 's' to indicate plural.

Final 's': Show students how to practice saying the final's' when we are talking about more than one. Use examples from book – apple/apples, plum/plums, as well as others the children are familiar with – dog/dogs, car/cars, pencil/pencils. Use real examples where possible – Here is an orange, here are lots of oranges.

Play concentration game. Make up sets of cards, ie one apple, lots of apples, one strawberry, lots of strawberries. One plum, lots of plums. Students verbalise as they turn over each card.

P: Say the words which begin with 'p' in the book, and get the children to repeat after you (pop, pears, plums, pickle, pie, piece, pushed). Brainstorm list of other 'p' words. Practice saying these. Sing 'p' section of 'Ants on the Apple', and make up new ones together, ie 'Panthers are pouncing, ppp', 'Ponies are prancing, ppp', 'Peter is playing, ppp'. Repeat using clapping or

instruments, record onto tape for children to listen to, allow children to use small mirror to watch their mouths as they say the chant.

I: Teacher and students write a group negotiated text of the original from memory.

Students illustrate, sequence the pages and display for reference. The teacher's role is to direct the discussion and prompt and supply language by modelling and scaffolding.

J: Explore the text through poetry and/or music.

See appendix: 'How does a caterpillar go?'

'I'm a happy little caterpillar.'

'Where does a butterfly go?'

K: Teacher writes the words to the rhymes and songs onto charts and displays them in the room.

Use these and point to the words each time the song/rhyme is performed. This helps students to make the links between oral and written words and to gain important concepts about print.

L: Explore the text through art and craft.

Make cellophane stained glass butterflies.

Create the scenery in the book by making a mural using butterfly prints and collage, fruit cut-outs, etc.

M: teacher and students write a group negotiated text that reflects the art/craft work, for example, procedural or descriptive texts.

Procedural recount. For example, 'First we..., then we...'. This could be displayed on a chart next to the art/craft work.

N: Explore other curriculum areas suggested by the text.

This should follow the Do, Talk, Record Model. (NB. The Record section is covered by the next activity, but might also include graphs, pictures, photographs etc that provide a stimulus for talk and a framework for the group negotiated text)

| Learning Area: Health and Physical Education – promoting individual and community health. | | | |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <i>Outcomes</i> <i>From the NT Curriculum Framework</i> | <i>Do</i> | <i>Talk</i> | <i>Record</i> |
| HP KGP 2.3 People and Food Participate in activities associated with food. | Discuss the food the caterpillar ate. Children, in small groups, trace around one group member's body on brown paper. Groups cut out pictures of food and glue onto body. | Come into whole group and discuss the foods and whether they are healthy food, or if they should be eaten in moderation. | Display the body collages. Take photos of the children working on the collages. Label and display. |
| HP KGP 3.1 Describe what it means to be healthy and demonstrate actions needed to maintain and promote health. | Children thread fruit to make kebabs in order of the fruit eaten by the caterpillar. | Talk about the names of the fruit. Eat the kebabs together and discuss taste, favourite fruits and healthy food. | Use digital camera to take photos of children making the kebabs. Label and display. |

| Learning Area: Mathematics – Measurement and Data Sense | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Outcomes | Do | Talk | Record |
| MDS KGP 3.5 Data Sense Classify, sequence, record and use information, objects or pictures to answer simple questions. | Make a picture graph as a whole group. Children stick on pictures of fruit eaten on appropriate days. | Talk about data on graph, eg days of week, what the caterpillar ate and how much the caterpillar ate. | Display the graph. Take photos of children making the graph, label and display. |
| MDS KGP 3.3 Time Sequence events from own experience and identify significant times of the day/week/year. | Children draw what the caterpillar ate on certain days of the week. | Discuss children's pictures and what the caterpillar ate on certain days of the week. Repeat days of the week and fruit eaten on these days. | Display children's work. Display photos of children drawing and label and display. |

O: teacher and students write a group negotiated text which reflects one of these learning areas

Use the photos to write a GNT about what activities you did together. Make into a class book.

P: Using the original text as a model, teacher and students write a group negotiated text in the same genre.

'The Very Hungry Tadpole'.

In the light of the moon a little egg lay in the pond.

One Sunday morning the warm sun came up and –pop!- out of the egg came a tiny and very hungry tadpole.

On Monday he ate through one witchetty grub. But he was still hungry. Etc.

Q: Group oral presentation.

Use songs, rhymes, puppets, props, create an assembly item to show the whole school or another class. Record using video camera.

R: Assessment:

Revisit activities B; E; F; H; J.

Have students talk about activities G; L; N; P; Q.

Record, date and annotate students responses to these activities then include them in the student's assessment folio.

This will provide evidence for profiling.

Art Outcomes

Uses basic elements of art such as colour, line (webs), shape (webs) and explores (webs) them in making art works.

1. Drawing webs and spiders.

Discuss art works from several cultures

1. Look at cross hatching (pattern).

2. Water hole pattern, line colour exactly like a web.

Uses basic skills of craft such as tradition and shape and explores them in making craft works.

1. Grass mat weaving.

Discuss

Health

Students will:

Identify and name a range of fruit.
Prepare and eat unfamiliar food.
Talk about local fruits/food .

Technology and Design

Use basic equipment with care and safety (knives, potato peelers, corers).

Maths

Place things in sequence.
Describe the passing of time by using words of days of week.
Count and use number to order (food) using cardinal and ordinals to 10.
Organise sets of (groups of) to five (fruit).
Compare 2 sets of fruit (subtraction).
Explore symmetrical shapes (butterfly painting).

Science

Student will identify features of insects (caterpillars that change over time).
Do simple guided investigations: keep caterpillars/silkworms (working scientifically).

APPENDIX

How does a caterpillar go?
Dear me, does anybody know?
How does a caterpillar go?
On a cabbage leaf the whole day long.

Variation:

How does a caterpillar go?
Dear me, does anybody know?
How does a caterpillar go?
Humpa humpa all day long.

How does a butterfly go?
Dear me, does anybody know?
How does a butterfly go?
Flutter flutter all day long.

This rhyme I've found the kids like because of the actions even though the name is not relevant.

Little Arabella Miller found a furry caterpillar
First it crawled upon her mother (crawl fingers of right hand up left arm)
Then it crawled upon her baby brother (crawl fingers up right arm)
Dad said, 'Arabella Miller...take away that caterpillar!' (shake finger and use hands to express this)