



Die Kleine Raupe Nimmersatt **“The Very Hungry Caterpillar”**

Translator's note: this book is published in Germany by Gerstenberg Verlag, www.gerstenberg-verlag.de, under the title **Die Kleine Raupe Nimmersatt**. The name given to the caterpillar in the title comes from the word **satt** = full and **nimmer**, an older word meaning **nie** = never, such as used in the expression **nie und nimmer** (never ever). The title thus means The little caterpillar Never-Full. A more literal translation of the English title can also be used, **Die Sehr Hungrige Raupe**.

Grammar note: all vocabulary related to food eaten by the caterpillar appears in the accusative form.

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 German to guide them through the creation of the caterpillar.
Wir basteln eine Raupe
Klebt das Klebeband auf einen Stiel vom Eis-am-Stiel
(Put the tape on the popsicle stick)
Klebt die kleinen bunten Wattebäusche auf den Stiel
(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 **Bastelst du einen Löwe? Bastelst du ein Zebra?** Hold up the book and ask **Bastelst du eine Raupe?** 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: **ein kleines Ei** (egg-hands carefully cupped), **die Raupe** (caterpillar-squirming finger), **war hungrig** (was hungry – rubbing stomach), **fraß** (ate – fingers to mouth-this word is only used with animals), **ein kleines Haus** (little house...used for cocoon – paint a house in the air with pointing finger), **ein Schmetterling** (butterfly- wave arms), **suchen** (look for – hand over eyes looking up and down), **klein** (small – measure with fingers indicating smallness), **groß** (large – hold arms out wide), and **Bauchschmerzen** (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: **zeigt eine Birne** (point to a pear); **alle mit Birnen, steht auf** (all with pears, stand up); **alle mit Äpfel, steht auf**, (all with apples, stand up), etc.
5. Circle questions with TPRS. Personalize questions by asking students what they 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 German. Memory 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: **kleines Ei** (make a fist with your hand to represent the egg), **die Raupe** (move your hand to simulate the movement of a worm wiggling), **die Puppe** (hands together to make the shape of a chrysalis), **der Schmetterling** (cross hands, lock thumbs and flutter hands like a butterfly's wings)

9. Make the cycle of **kleines Ei, die Raupe, die Puppe**, and **der Schmetterling** 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 German 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 German 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...**kleines Ei, die Raupe, die Puppe, der Schmetterling**
- Discuss the food pyramid.
- Explore the different types of butterflies.
- Compare and contrast a butterfly and a moth. Notice how the author chose to have a cocoon in the book, and not a chrysalis. Read from Eric Carle's official website (<http://www.eric-carle.com/q-cocoon.html>) of a rare butterfly that does pupate in a cocoon.
- 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 **German Länder**.
- Search <http://www.greenpeace.de> for articles on butterflies

Language Arts

- Write concrete or **Diamant** 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
- <http://www2.scholastic.com/browse/video.jsp?plID=1640149541&bcpid=1640149541&bclid=1557820329&bctid=14259130001>
Watch a video of Eric Carle talking about the birth of this book, and the collage technique used.
- 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 German)

<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

German resources

<http://www.enchantedlearning.com/language/german/label/bflylifecycle/>

- Butterfly cycle. Label it from Enchanted learning.

<http://www.amazon.de/Die-kleine-Raupe-Nimmersatt-Spielbilderbuch/dp/3836941368%3FSubscriptionId%3D11F42X6FKSCMHA16TQG2%26tag%3Dws%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D3836941368>

- Listen to Eric Carle reading the book in German with a Schwäbisch-American accent. Eric Carle was born in NY State, but lived in Germany from the age of 6 to 23, and studied art in Stuttgart, after which he returned to the United States.

<http://www.amazon.de/kleine-Raupe-Nimmersatt-Eric-Carle/dp/3833710802>

- This is the amazon.de page where you the book audio version is available. Take a look at this authentic commercial website, and see if you can recognize any familiar features of this site (e.g. shopping cart, buy now etc.). Also, scroll down, read a synopsis of the product and readers' reviews. You can comment on any of these reviews and even add your own review!

Enchanted Learning labeling pages with food topics:

<http://www.enchantedlearning.com/language/german/label/foodpyramid/>

The food pyramid

<http://www.enchantedlearning.com/language/german/label/dairy/>

Dairy foods

<http://www.enchantedlearning.com/language/german/label/fruit/>

Fruit

<http://www.enchantedlearning.com/language/german/matching/fruit/>

Fruit matching page

<http://www.enchantedlearning.com/language/german/label/veg/>

Vegetables

<http://www.enchantedlearning.com/language/german/matching/vegetable/>

Vegetables matching page

A _____
Ä _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____
L _____
M _____
N _____
O _____
Ö _____
P _____
Q _____
R _____
S _____
SCH _____
T _____
U _____
Ü _____
V _____
W _____
X _____
Y _____
Z _____

I can name 6 colors in German	I can say the days of the week in German.	I can name 5 foods in German.
I can explain the life cycle of the butterfly in German.	I can spell the following words using German pronunciation of the letters: Raupe, grün, Montag.	I can respond yes/no to the following questions in German: 1. War der Schmetterling hungrig? 2. Fraß die Raupe den Schmetterling?
I can retell parts of the "Very Hungry Caterpillar" in German.	I can count up to 10 in German.	I can identify the meaning of the following words and phrases: die Raupe, der Schmetterling, sie baute ein kleines Haus, and sie fraß

Vocabulary Activity

- Wer bin ich? (Who am I?)
Ich bin grün. (I am green.)
Ich bin eine Frucht. (I am a fruit.)
Die Raupe fraß mich am Mittwoch. (The caterpillar ate me Wednesday)
- Wer bin ich? (Who am I?)
Ich bin keine Frucht. (I am not a fruit)
Ich habe viele Farben. (I am of many colors.)
Ich bin keine Raupe, aber ich war die Raupe. (I am not the caterpillar, but I was the caterpillar.)
Ich bin ein Schmetterling (I am a butterfly.)
- Wer bin ich? (Who am I?)
Ich war sehr hungrig. (I was very hungry.)
Ich bin keine Frucht und kein Gemüse. (I am not a fruit or vegetable.)
Jetzt bin ich ein Schmetterling. (Now I am a butterfly.)
Ich bin die Raupe Nimmersatt (ich bin die sehr hungrige Raupe). (I am the very hungry caterpillar.)

drei Pflaumen

Donnerstag

vier

Erdbeeren

Freitag

Samstag

fünf

Apfelsinen

viel zu essen

zwei Birnen

einen Apfel

Mittwoch

Dienstag

Montag

ein Blatt

Sonntag

ein kleines
Haus

ein
Schmetterling

ein kleines Ei

einen Apfel

zwei Birnen

drei Pflaumen

vier Erdbeeren

fünf Apfelsinen

eine Gurke

einen Lolli

eine Scheibe
Salami

ein Stück
Früchtebrot

eine Scheibe
Schweizer Käse

eine Eiswaffel

ein Törtchen

ein Stück
Wassermelone

ein Blatt