



La chenille qui avait très faim

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 French to guide them through the creation of the caterpillar.

Pour faire une chenille (*To make a caterpillar*)

(Put the tape on the popsicle stick)

(Put the little balls of different colors on the popsicle stick.)

2. Ask the students what they are making? Use **oui/non** yes/no questions such as "**Faites-vous un lion? Faites-vous un zèbre?** *Are you making a lion? Are you making a zebra?* Hold up the book and ask - *Are you making a caterpillar?* 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:
(little egg-hands carefully cupped), une chenille (caterpillar-squirming)

finger), **avait faim** (*was hungry* – rubbing stomach), **a mange** (*ate* – fingers to mouth), **une petite maison** (*little house*...used for cocoon – paint a house in the air with pointing finger), **un papillon** (*butterfly*- wave arms), **cherche** (*look for* – hand over eyes looking up and down), **petit(e)** (*small* – measure with fingers indicating smallness), **grand(e)** (*large* – hold arms out wide), and **mal au ventre** (*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: **Avec le doigt, montrez une poire** (*with your finger, point to a pear*); **Tout le monde avec les poires, levez-vous** (*all with pears, stand up*); **Tout le monde avec les pommes, levez-vous** (*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 French. **Mémoire** (*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 **oui/non** *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:
(*the little egg* make a fist with your hand to represent the egg), **une chenille** (*caterpillar* move your hand to simulate the movement of a worm wiggling), **chrysalide** (*chrysalis* hands together to make the shape of a chrysalis), **un papillon** (*butterfly* cross hands, lock thumbs and flutter hands like a butterflies wings)
9. Make the cycle of (*little egg, caterpillar, chrysalis and butterfly*) 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 French and then complete the alphabet poetry sheet by filling in the blanks with the words remembered.

An audio of the alphabet sounds in French can be found at:

<http://www.france-pub.com/french/alphabet.html>

16. Create a class alphabet book based on the story

Closure

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

* If you wish to purchase the book in French, it is called **La chenille qui fait des trous** (the caterpillar who makes holes) and it can be purchased at: www.amazon.com . Also in the French version on Saturday, he eats: un morceau de gateau (a piece of cake), un cornet de glace (an ice cream cone), un cornichon (a pickle), un bout de gruyere (a bit of cheese) un saucisson (a salami), une sucette (a lollipop) un quartier de tarte aux cerises (a fourth of a cherry pie) une saucisse (a sausage), une brioche (a sweet bread), une tranche de pastèque (a slice of watermelon) ☺

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...
nille, un chrysalide, un papillon (*little egg, caterpillar, chrysalis, butterfly*)

- 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 countries where French is spoken: <http://www.uwgb.edu/wisfrench/franco.htm> or <http://www.fll.vt.edu/French/francophonie.html>
- Research the butterfly farms found in Costa Rica

Language Arts

- Write concrete or **diamant** (*diamond*) 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/hungrycaterpillar.html>
– song in English for the story

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

L'ALPHABET FRANÇAIS (*French alphabet sounds*)

A (ah)

B (bay)

C (say)

D (day)

E (euh – like in earth)

F (F)

G (jay)

H (ah-sh)

I (ee)

J (gee)

K (caw)

L (L)

M (M)

N (N)

O (O)

P (pay)

Q (coo)

R (air)

S (S)

T (tay)

U (oo)

V (vay)

W (doo-bleuh vay)

X (eeks)

Y (ee-grec)

Z (zed)

<p>I can name 6 colors in French</p>	<p>I can say the days of the week in French.</p>	<p>I can name 5 foods in French.</p>
<p>I can explain the life cycle of the butterfly in French.</p>	<p>I can spell the following words using French pronunciation of the letters: une chenille, vert, lundi.</p>	<p>I can respond yes/no to the following questions in French:</p> <ol style="list-style-type: none">1. Est-ce que le papillon avait faim?2. Est-ce que la chenille a mangé le papillon?
<p>I can retell parts of the “Very Hungry Caterpillar” in French.</p>	<p>I can count up to 10 in French.</p>	<p>I can identify the meaning of the following words and phrases: une chenille, un papillon, a fait une petite maison, and a mangé une pomme.</p>

Vocabulary Activity

- **Qui suis-je?** (Who am I?)
Je suis vert. (I am green.)
Je suis un fruit. (I am a fruit.)
(The caterpillar ate me Wednesday)

- **Qui suis-je?** (Who am I?)
Je ne suis pas un fruit. (I am not a fruit.)
Je suis beaucoup de couleurs. (I am many colors.)

(I am not the caterpillar, but I was the caterpillar.)
Je suis un papillon. (I am a butterfly.)

- **Qui suis-je?** (Who am I?)
(I was very hungry.)
Je ne suis pas un fruit ou un légume. (I am not a fruit or vegetable.)
Maintenant je suis un papillon. (Now I am a butterfly.)
Je suis une chenille qui a très faim. (I am the very hungry caterpillar.)

trois prunes

jeudi

quatre fraises

vendredi

samedi

cinq oranges

beaucoup à
manger

deux poires

une pomme

mercredi

mardi

lundi

une feuille

dimanche

une petite
maison

un papillon

un petit œuf

une pomme

deux poires

trois prunes

quatre fraises

cinq oranges

un concombre

une sucette

un morceau de
saucisson

un morceau de
tarte

un morceau de
gruyère

un cornet de
glace

une saucisse

un morceau de
gâteau au
chocolat

une brioche

un morceau de
pastèque

une feuille