

The Hungry, Healthy Caterpillar

Pillar: Healthy Eating

Division: I

Grade Level: ECS – Grade 1

Core Curriculum Connections: Language Arts

I. Rationale:

After reading *The Very Hungry Caterpillar* by Eric Carle, students will sort the foods the caterpillar ate into different categories using a venn diagram: "Choose Most Often" foods and "Choose Least Often" foods. The overlapping component will be the "Choose Sometimes" foods. Healthy eating messages are reinforced as students develop an awareness of foods that are healthy and less healthy for their bodies. The phonics patterns of the A and O vowel sounds are incorporated into this lesson when students create, extend, and complete their versions of this pattern book describing the healthy foods that they ate on each day of the week.

II. Activity Objectives:

The students will:

- be introduced to a different outlook on healthy eating
- be able to distinguish between foods that are everyday foods and foods that are sometimes foods
- reflect on their own eating habits and develop an awareness of foods that their bodies needs vs. foods that they may want, but their body does not need.

III. Curriculum Outcomes: Language Arts

Outcomes:	Kindergarten	Grade 1
1.1 Discover and Explore Express ideas and develop understanding	<ul style="list-style-type: none"> • share personal experiences prompted by oral, print and other media texts 	<ul style="list-style-type: none"> • share personal experiences that are clearly related to oral, print and other media texts
Experiment with language and forms	<ul style="list-style-type: none"> • talk and represent to explore, express and share stories, ideas and experiences 	<ul style="list-style-type: none"> • experiment with different ways of exploring and developing stories, ideas and experiences
1.2 Clarify and Extend Consider others' ideas	<ul style="list-style-type: none"> • listen to experiences and feelings shared by others 	<ul style="list-style-type: none"> • listen and respond appropriately to experiences and feelings shared by others
Combine ideas	<ul style="list-style-type: none"> • connect related ideas and information 	<ul style="list-style-type: none"> • group ideas and information into categories determined by an adult
Extend understanding	<ul style="list-style-type: none"> • express interest in new ideas and experiences 	<ul style="list-style-type: none"> • ask questions to get additional ideas and information on topics of interest
2.1 Use Strategies and Cues Use prior knowledge	<ul style="list-style-type: none"> • connect oral language with print and pictures • understand that stories, information 	<ul style="list-style-type: none"> • use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning

	<p>and personal experiences can be recorded in pictures and print and can be listened to, read or viewed</p> <ul style="list-style-type: none"> • expect print and pictures to have meaning and to be related to each other in print and other media texts • understand that print and books are organized in predictable ways 	<ul style="list-style-type: none"> • use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts • use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning • use knowledge of print, pictures, book covers and title pages to construct and confirm meaning
Use comprehension strategies	<ul style="list-style-type: none"> • begin to use language prediction skills when stories are read aloud ask questions and make comments during listening and reading activities • recall events and characters in familiar stories read aloud by others 	<ul style="list-style-type: none"> • use language prediction skills to identify unknown words within the context of a sentence • use a variety of strategies, such as making predictions, rereading and reading on • identify high frequency words by sight
Use textual cues	<ul style="list-style-type: none"> • begin to identify some individual words in texts that have been read aloud 	<ul style="list-style-type: none"> • preview book cover, pictures and location of text to assist with constructing and confirming meaning
Use phonics and structural analysis	<ul style="list-style-type: none"> • begin to make connections among sounds, letters, words, pictures and meaning • hear and identify sounds in words 	<ul style="list-style-type: none"> • segment and blend sounds in words spoken or heard • associate sounds with letters and some letter clusters
Use references	<ul style="list-style-type: none"> • copy scribed words and print texts to assist with writing 	<ul style="list-style-type: none"> • use a displayed alphabet as an aid when writing
2.2 Respond to Texts Experience various texts	<ul style="list-style-type: none"> • participate in shared listening, reading and viewing experiences, using oral, print and other media texts • listen and view attentively 	<ul style="list-style-type: none"> • participate in shared listening, reading and viewing experiences, using oral, print and other media texts • illustrate and enact stories, rhymes and songs
Construct meaning from texts	<ul style="list-style-type: none"> • talk about and represent the actions of characters portrayed in oral, print and other media texts • talk about experiences similar or related to those in oral, print and other media texts 	<ul style="list-style-type: none"> • relate aspects of stories and characters to personal feelings and experiences • tell or represent the beginning, middle and end of stories • tell, represent or write about experiences similar or related to those in oral, print and other media texts
Appreciate the artistry of texts	<ul style="list-style-type: none"> • experiment with sounds, words, word patterns, rhymes and rhythms 	<ul style="list-style-type: none"> • experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts
2.3 Understand Forms, Elements and Techniques Understand techniques and elements	<ul style="list-style-type: none"> • develop a sense of story through reading, listening and viewing experiences 	<ul style="list-style-type: none"> • tell what characters do or what happens to them in a variety of oral, print and other media texts
2.4 Create Original Text Generate ideas	<ul style="list-style-type: none"> • contribute ideas and answer questions related to experiences and familiar oral, print and other media texts 	<ul style="list-style-type: none"> • generate and contribute ideas for individual or group oral, print and other media texts

Elaborate on the expression of ideas		<ul style="list-style-type: none"> change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts
Structure texts	<ul style="list-style-type: none"> draw, record or tell about ideas and experiences talk about and explain the meaning of own pictures and print 	<ul style="list-style-type: none"> recall and retell or represent favourite stories
3.3 Organize, Record and Evaluate Organize information	<ul style="list-style-type: none"> categorize objects and pictures according to similarities and differences 	<ul style="list-style-type: none"> identify or categorize information according to sequence, or similarities and differences
Record information	<ul style="list-style-type: none"> represent and talk about ideas and information; dictate to a scribe 	<ul style="list-style-type: none"> represent and explain key facts and ideas in own words
3.4 Share and Review Share ideas and information		<ul style="list-style-type: none"> share ideas and information from oral, print and other media texts with familiar audiences
4.1 Enhance and Improve Appraise own and others' work	<ul style="list-style-type: none"> make statements related to the content of own and others' pictures, stories or talk 	<ul style="list-style-type: none"> ask or respond to questions or comments related to the content of own or others' pictures, stories or talk
4.2 Attend to Conventions Attend to grammar and usage		<ul style="list-style-type: none"> write simple statements, demonstrating awareness of capital letters and periods
Attend to spelling		<ul style="list-style-type: none"> use knowledge of sounds of consonants and short vowels to spell phonically regular one syllable words in own writing use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
4.3 Present and Share Present information	<ul style="list-style-type: none"> share ideas and information about own drawings and topics of personal interest 	<ul style="list-style-type: none"> present ideas and information to a familiar audience, and respond to questions
Enhance presentation		<ul style="list-style-type: none"> add details such as labels, captions and pictures to oral, print and other media texts
Use effective oral and visual communication	<ul style="list-style-type: none"> speak in a clear voice to share ideas and information 	<ul style="list-style-type: none"> speak in a clear voice, with appropriate volume, to an audience
5.1 Respect Others and Strengthen Community Celebrate accomplishments and events	<ul style="list-style-type: none"> share stories using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments 	<ul style="list-style-type: none"> share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments

IV. Materials:

- The Very Hungry Caterpillar* by Eric Carle
- Teacher Background - Alberta [Nutrition](#) Guidelines for Children and Youth- An Overview
- [Single Serving Packaged Food List](#)
- pictures of foods that the caterpillar ate (can be cut from magazines)
- extra pictures of food (enough for each student)
- two hula-hoops
- labels or signs for the hula hoops: "Foods We Need" and "Foods We Do Not Need"
- old magazines for students to gather and cut words from

V. Procedure:

Pre- reading Activities:

1. Briefly review what students already know about eating healthy using Canada's Food Guide as a reference. Elicit students' suggestions about foods that they think their body needs and make a list. Then, ask them to consider foods that their bodies do not need. Make another list of these as well to set the context for the sorting activity to be done following the story.
2. Introduce the book, *The Very Hungry Caterpillar* by Eric Carle. Discuss the parts of the book, the title, the author and the illustrator, and take a picture walk through the book. Ask students make predictions based on the illustrations and answer some pre-reading questions:
 - What do you think the book is about?
 - What do caterpillars do?
 - What do caterpillars usually eat?
 - Have you ever seen a caterpillar with so many colors?
 - How big is a caterpillar?
 - Is it as big this book?

During Reading:

3. Read the story the first time for enjoyment, only pausing at a few select points:
 - Page 4: "What day do you think is going to happen next?"
 - Page 6: "What else do you think the caterpillar will eat?"
 - Page 8: "What will happen when the caterpillar is full?"
4. After reading the story the first time, review what the story was about. Possible questions to guide this discussion may include:
 - What was the story about?
 - What were some of the foods the caterpillar ate?
 - What words did you see or hear that were repeated on every page? (ate, on)
5. Read the book again, but this time ask the students to listen for the foods the caterpillar ate each day.

Post-reading Activities:

6. After the book has been reread, have students reflect upon the foods the caterpillar ate by naming what was eaten on each particular day. Have the students dictate their responses while you record the foods on chart paper. For example: On Monday, he ate _____. After the foods have been listed, students can help read the words from the chart paper aloud.
7. Arrange the students in a circle. Place the two hula-hoops in the middle of the circle overlapping each other to form a Venn diagram. Label one hula-hoop with "Choose Most Often" and label the other hula-hoop with "Choose Least Often." The middle section that overlaps can be "Choose Sometimes" foods. Explain to students that classifying foods in these three categories may be subjective depending

on the ingredients of the food items. Example, a muffin could fit in all 3 categories depending on its ingredients.

- Choose Most Often foods are high nutrient foods such as fresh fruits and vegetables, whole grains, low fat milk and lean meats.
- Choose Sometimes foods are moderate nutrient foods- they still provide beneficial nutrients but are also higher in added sugar, unhealthy fat and/or sodium. Examples include chocolate milk, sweetened canned fruit, some flavoured yogurts, some deli meats and some granola bars.
- Choose Least Often foods are low nutrient foods - eating these foods is not recommended. Examples include pop, chips and candy.

Give each student a picture of a food the caterpillar ate. Give extra food pictures to the rest of the class. One at a time, instruct the students to place their food in the appropriate hoop. If a student has difficulty categorizing the food, have other students help by offering suggestions about where they think the food belongs and why. When students get to foods like sausage, discuss that they provide beneficial nutrients but may also be high in either fat or salt. Therefore, this food could go in either the “choose sometimes” or “choose least often” groups depending on nutrient content (see Alberta Nutrition Guidelines for Children and Youth – an overview, for more details). After all the foods have been sorted, review what kinds of foods our bodies need (fruits, vegetables, etc.) and those which we don’t need (candy, cake, etc.).

Food	Possible Categories	Why
Apple	Choose Most Often	Fresh Fruit- no added sugar or salt
Pear		
Plum		
Strawberry		
Orange		
Cake	Choose Sometimes	May have some healthy ingredients but also has sugar and some fat (eg. Whole wheat banana cake – no icing)
	Choose Least Often	Too much sugar and/or fat (Eg. White cake with icing)
Ice cream	Choose Least Often	Too much sugar and fat
Pickle	Choose Least Often	Too much salt (sodium)
Swiss Cheese	Choose Most Often	Would be Choose Most Often if fat and sodium are controlled
	Choose Sometimes	Would be Choose Sometimes if fat and sodium and higher

Salami	Choose Least Often	Too much salt & fat
Lollipop	Choose Least Often	Too much sugar
Apple Pie	Choose Least Often	Too much sugar & fat
Sausage	Choose Sometimes	Would be Choose Sometimes if chicken/turkey or other lean meat, also if low-sodium
	Choose least often	Would be Choose Least Often if higher fat meat (beef, pork) or if not sodium reduced
Cupcake	Choose Sometimes	May have some healthy ingredients but also has sugar and some fat (eg. Whole wheat banana cupcake – no icing)
	Choose Least Often	Too much sugar and/or fat (Eg. White cupcake with icing)
Watermelon	Choose Most Often	Fresh Fruit- no added sugar or salt

8. **For Grade 1/2:** Upon conclusion of the sorting activity, revisit the story and discuss some of the vocabulary: on, apple, ate, spring, and all the days of the week. Write all of the vocabulary words on the board, and guide the students in pronouncing the words correctly, focusing on the selected phonics pattern of stressing the long a and short O vowel sounds. First, go over words that have a long A sound and words that have a short A sound. Have students find words that contain an A vowel. They will have to cut out words from old magazines that have the letter A and glue on it on a chart that says either 'A sound' or 'no A sound'. Then, as a class go over the A vowel sound and decide whether it is short or long. The whole class will be making the long/short A sound out loud. This activity will be repeated for the O vowel sound, both long and short as well.
9. To help children practice and acquire the selected vocabulary words, they will they make a book about themselves that describes what they ate on different days of the week. For example: ON Monday, I ATE apples. Kindergarten students will choose one day of the week to illustrate what they ate. They can scribe the sentence to accompany the food choice and then share and explain their picture to the rest of the class. This will help students to master the long and short A and O vowel sounds by getting them accustomed to writing and pronouncing them correctly because they will have to use the word ON and the word ATE in every page. As students are writing their books, encourage them to include "foods that their bodies need" rather than "foods they do not need". Reinforcing healthy eating throughout this activity, will heighten students' awareness of the types of foods they should be eating and motivate them to make healthier foods choices on a daily basis.
10. To help students review/rehearse acquired words, each student will read the book they have made to the class and then take it home to read to their families. ECS students can take their illustration home and share their picture with their family.

11. As the students share their stories, make a list of other words they use with the *A* and *O* vowel sounds. Once all students have read their stories, classify them by long or short vowel sound accordingly by writing them into the correct categories.

VI. Extensions and Variations:

- If you would like to extend this further in math, count the foods in each group. Talk about which group has most/least. You can also use the sorted foods to make a real graph with the pictures. As a follow-up activity, you can use the same pictures in a center for the students to sort individually.
- Alternative activities for children not doing phonics part of lesson: These students will be doing similar activities. They will be cutting out their spelling words from magazines and gluing them on a paper in alphabetical order. They will have to find each spelling word three times. So instead of writing them, they are touching them, gluing them, and finding them.
- Using class made wooden spoons, the students could create a play, using the wooden spoons as puppets. Personalize the wooden spoon puppets using different color yarn and glue. The students could do a brief puppet show based on the school and *The Very Hungry Caterpillar*. They will modify the story and make their own version, using the school and classroom as the setting.

VII. Assessment Ideas:

- formative written assessment of the students' story books
- oral assessment of the stories as the students read them aloud, checking for correct pronunciation and usage of the long and short vowel sounds focused on in the lesson.