

Very Hungry Caterpillar

Kit contains: Ten Little Monkeys, Rumble in the Jungle books, Monkeys Jumping on the Bed CDs, jungle puzzle, jungle animal finger puppets, go talk button, 5 Little Monkey's Interactive Storybook, and trifold literacy strip.

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
<p>Oral Expression: Re-tell story using manipulatives.</p> <p>Various songs (Attachment 1 A)</p>	<p>Visual and Gesture Cues (gestures from finger play and pictures)</p>	<p>Voice output device programmed with some or all parts of the story(e.g., Big Mack, Cheap Talk)</p>	<p>Limit number of gestures Simplify by using repetitive pictures for visual cues</p>	<p>Let students choose what verse comes next.</p>	<p>Voice output device (not included in the kit) programmed with parts of song and various phrases/comments related to story. Example: Big Mack, Cheap Talk, Tech Talk, etc...</p>	<p>Peer would assist the child to activate the device</p>	<p>Modeling and visual cue</p>
<p>Vocabulary: Story Sequencing Using yarn, hole puncher, and various different food patterns.</p>	<p><i>Very Hungry caterpillar</i> big book. Easel</p>	<p>Plastic food to represent the food in the story (apple, pear, plum, strawberry, orange, piece of chocolate cake, ice cream cone, pickle, Swiss cheese, salami, lollipop, piece of cherry pie, sausage link, cupcake,</p>	<p>Limit number of food patterns.</p>	<p>Students retell story by identifying the food sequence.</p>	<p>Voice output device with pictures of different food from the story and programmed with phrases in sequence such as "The caterpillar ate one apple." Example: Big Mack, Cheap Talk, Tech</p>	<p>Use peers to assist those who need help.</p>	<p>Tell story using this story sequencing activity. Verbal and gesture prompting using the book during activity.</p>

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		watermelon)			Talk, etc...		
<p>Phonological Awareness: Use patterns of foods and make cards with the beginning letters (a, p, p, s, o, c, i, p, s, s, l, s, c, w) of the foods. Students will match the letter to the food pattern.</p> <p>Extension: place food patterns in a pocket chart, say a sound, and then pick a student to come up and take one food item that matches the given sound.</p>	<p>Pocket chart</p> <p>Food patterns</p> <p>Index cards with letters representing the different foods in the story on them. (a, p, p, s, o, c, i, p, s, s, l, s, c, w)</p>	<p>Voice output device to include a nonverbal child.</p>	<p>Have students match picture to picture (each picture should include name also)</p>	<p>Students choose food to match to letters.</p>	<p>Voice output device with pictures of different food and programmed with phrases such as "a is for apple" to match pictures.</p>	<p>Hand-over-hand. Peer would also assist student in activating the device if necessary.</p>	<p>Assign students to identify food with sound given.</p>
<p>Letter Knowledge: Using stamps students will stamp various food cutouts with their corresponding initial letter.</p>	<p>Visuals of different food with their corresponding names.</p>	<p>Use larger stamps and attach pencil or other type of handle onto stamp and velcro to hand cuff.</p>	<p>Place small pictures on the stamps of corresponding food that begins with that letter for students to easily identify which letter to</p>	<p>Choose the letter they want to use; choose color of the letter.</p>	<p>Voice output device with pictures of different food and programmed with phrases such as "a is for apple" to match</p>	<p>Work as teams using colors. Peer assist with hand over hand.</p>	<p>Modeling correct sound; assigning manipulatives.</p>

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			use with which food pattern.		pictures.		
Print/Book Awareness: <i>Very Hungry Caterpillar</i> book; address illustrator, author, etc.	Food, butterfly, and caterpillar pictures.	Three-dimensional food, butterflies, and caterpillars.	<i>Very Hungry Caterpillar</i> big book.		Voice output device programmed with various phrases/comments related to the story.	Partner activities. Peer would assist student with pictures if necessary.	Tell story using book and manipulatives; conduct a retelling of the story.
Written Expression: Fingerprint Butterflies Students will make butterflies by using paint on their finger to create the wings and a cutout (black construction paper) to glue on the body.	Visuals of butterflies.	Provide a cutout of butterfly wings rather than the student having to paint using their finger and place glue on cutouts for student. Big adaptive paintbrushes.	Provide cutouts of butterfly wings for students to paint rather than creating butterfly wings with fingerprints.	Students choose the paper, color, etc...	Big adaptive paintbrushes and velcro to handcuff.	Hand over hand.	Provide hand-over-hand assistance.

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<p>Number and Number Sense: Counting eggs Using leaf cutouts with numbers on them each student will put eggs on the leaf to match the numeral on the leaf.</p>	<p>Leaf cutouts with numerals on them.</p> <p>Egg cutouts</p>	<p>Larger leaf and egg cutouts. Velcro on the egg and leaf cutouts.</p>	<p>Tell them how many showing the student the number and they count that amount.</p>	<p>Students choose how many eggs they want to match.</p>	<p>Voice output device with pictures of numerals and various phrases such as “this leaf has 3 eggs” corresponding with pictures.</p>	<p>Use peers to assist those who need help.</p>	<p>Prompting and hand-over-hand for counting.</p>
<p>Computation: Grouping and counting different food items (fruit, cheese, meat, and dessert groups)</p>	<p>Food manipulatives and pictures (Picture This/ Boardmaker).</p>	<p>Three-dimensional manipulatives.</p>	<p>Use fewer manipulatives and pictures.</p>	<p>Let students choose the manipulatives they want to use.</p>	<p>Voice output device with pictures of numerals and various phrases such as “this group has 3 food items.”</p>	<p>Peer would assist student in activating device if necessary. Work in small groups</p>	<p>Modeling and verbal cues.</p>
<p>Measurement: Sort different caterpillars by size (big/little) and measure length of different caterpillar manipulatives.</p> <p>Butterfly Jar Fill a small jar with butterflies (butterfly erasers or counters)</p>	<p>Caterpillar manipulatives. Index cards with picture and numbers representing the length of the caterpillar. Rulers</p>	<p>Visual, tactile cue on rulers.</p>	<p>Limit to comparison of big/little only.</p>	<p>Students choose small groups to with in.</p>	<p>Voice output device with big/little response.</p>	<p>Work in small groups. Peer assist to those who need help.</p>	<p>Model which items are big and little.</p>

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and have students estimate how many butterflies are in the jar. Talk about whether the jar is full, half full, empty, etc... and then have students count them.							
Geometry: Use shapes to create a butterfly craft. Use 5 large circles, 13 small circles, and one rectangle to make a butterfly. Students color shapes, cut out, and then glue onto construction paper to form butterfly. Use a black crayon to add eyes and antennae.	<i>Very Hungry Caterpillar</i> book. Pictures of caterpillars.	Give students some preassembled parts of the caterpillar craft.	Limit the number of different steps to the craft by having some preassembled parts.	Choose additional decorations for their caterpillar.	Voice output device to help teacher lead students in introduction to activity. Various phrases could include "what shape is this?" "What shapes do you see in this butterfly (sample of a finished butterfly)?"	Peer assist to students to activate device and participate fully in activity if necessary.	Show examples of completed activity.
Data Collection: Favorite foods.	Chart board or paper. Food pictures and visuals of students'	Choice board and/or voice output device	Fewer choices of foods	Child chooses their favorite food and places it on a chart with their name.	Voice output device with choices.	Peer assist to students to activate device and place	Verbal and Visual prompting.

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	names.					animal on the graph if necessary.	
Patterns and Relationships: Make patterns with the different food (i.e. apple, watermelon, chocolate cake etc...) and have students repeat those patterns.	Three-dimensional manipulatives and pictures of different types of food.	Go Talk button with "Which comes next?" recorded	AB pattern vs. ABCD pattern	Choosing which pattern they want to repeat.	Voice output device with pictures of different foods and various phrases such as "this pattern starts with an apple" to correspond to pictures.	Peer assist to those students who may need it.	Modeling and presenting sample patterns.
Scientific Investigation: Caterpillar – Butterfly cycle.	Visuals of different stages of transformation from caterpillar to butterfly.	Realistic pictures taken from magazines, books, etc... that represent this process in a more realistic way.	Have students check on the caterpillar daily and discuss using pictures the process.	Students get to choose when they think the caterpillar will officially turn into the butterfly.	Voice output device (not included in the kit) programmed with daily phrases to lead discussion about progress such as "Let's check on the caterpillar," "What does the caterpillar need to eat?" "Do you see any changes?"	Peer would assist the child to activate the device. Hand over hand assistance.	Modeling and visual cue

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<p>Force, Motion, Energy: Have students touch magnets to items around the room and describe what happened (they stick to some but not others).</p>	Verbal Cues	Use a larger magnet on a stick for easier manipulation.	Limit the number of items tested and place them in a container to avoid having to travel around looking for things in the room.	Let students work in small groups of 2-3.	Use voice output device (not included in the kit) programmed with various phrases such as "I found something that sticks to the magnet." Example: Big Mack, Cheap Talk, Tech Talk, etc...	Use peers to assist those who need help	Modeling and visual cues
<p>Matter: Using real food that was in the story students will describe physical properties such as their color, shape, texture, size, weight, and position.</p>	<p><i>The Very Hungry Caterpillar</i> book.</p> <p>Easel</p> <p>Pointer</p>	Voice output device to include a nonverbal child.	Provide choice board of words (pictures) that can help students with the vocabulary to describe their item.	Students can choose a food to describe.	Voice output device. (programmed with descriptive words related to the activity.)	Hand-over-hand. Peer would assist student in activating the device if necessary.	Modeling and providing visuals.
<p>Life Processes: Have students grow a plant. Discuss that caterpillars eat leaves on plants.</p>	<p>Provide pictures of steps to this process.</p> <p>Styrofoam cups</p>	Provide student with a smaller cup of grass seeds to pour in their Styrofoam cup rather than	Have a small group of students make a cup rather than one cup per student.	Choose how they want to decorate their cup.	Voice output device with pictures and responses that represent the instructions for	Work as small groups.	Modeling and verbal prompting.

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	Seeds Water Soil	having to place the seeds (for a student with limit fine motor skills).			the activity so that student can lead others in activity alongside the teacher.		
Space Systems: Shadow screen Suspend a sheet between two tables. Place a strong light source behind the screen. Create several cardboard cutouts of various food from the story. Cast shadows on the screen by holding the cardboard in front of the light source. Ask children to identify the food from the story.	Manipulatives of food from the story.	Use larger manipulatives for easier viewing and identification.	Limit number of manipulatives used.	Child identifies which item they see.	Voice output device for the child to identify the items. Device should have pictures of the various props used.	Peer would assist student with activating the device if necessary.	Verbal prompting and modeling.
Earth Patterns, Cycles, and Change: Using pictures sequence caterpillar's growth pattern from caterpillar to butterfly	Pictures that represent this growth process.	Realistic pictures.	Limit the number of pictures used.	Choose what pictures they want to use to sequence.	Literacy strip to be used with pictures that represent caterpillar and butterfly from the story.	Partner activity.	Modeling and verbal prompting.

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Resources: Teach students to recycle.	Recycling bin in the classroom.	Pictures of things that can be recycled.	Limit the number of different recycling bins.	Let students choose which recycling bin items belong in.	Pictures that can be placed on the recycling bins indicating which items belong in that bin.	Use peers to assist those who need helping sorting the items in the right bins.	Modeling.
History Similarities and Differences: Have children discuss various foods in the story and their similarities and differences. Students retell story by reenacting the sequence of events.	Food manipulatives.	Pictures and visual boundaries for students to place manipulatives in similar / different categories for visual representation.	Use fewer manipulatives.	Let students choose which manipulatives to use to retell the story.	Voice output device programmed with portion of story that student will be retelling.	Peer would assist student in activating device if necessary.	Modeling and verbal cues
History Change over Time: Students order the sequence of apple tree to apples ready to be eaten.	Pictures of process from tree to apples ready to be picked and eaten.	Use different sized apples to represent how apples start out small and grow larger.	Limit number of pictures for sequencing.	Child can choose sequence.	Voice output device with pictures of various apples and their sequence from small to large. Phrases could include "this apple is a small apple," this	Work in small groups. Peer assist to those who need help.	Modeling and verbal prompting.

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					apple is "larger," "this apple is the largest." "this apple is ready to be picked and eaten.		
Geography: Involve children in creating simple representations of different food through drawings. Have the students discuss these and the environment in the story.	Realistic pictures of food from books, magazines, etc...	Pictures (cutouts/templates/pictures) that can be used to help create drawing.	Allow student to bring in a photograph that represents a food and discuss it.	Choose their drawing including color of the paper, writing media, etc....	Pictures and voice output device programmed with choices such as "I want to make an apple."	Students assist those who need support in participating in this activity.	Modeling and redirection if needed.
Geography Descriptive Words: While reading the story note location, descriptive, direction and attribute words.	Books Easel and pointer.	Choice board or voice output device.	Utilize the pictures in the book and manipulatives for verbal prompting.	Student participates in discussion.	Voice output device with various descriptive words.	Students assist with voice output device.	Models and samples
Economics: Discuss with students different jobs and workers surrounding	Pictures and props for workers and worker tools.	Realistic pictures of jobs and workers.	Limit number of jobs discussed.	Students can choose props and pictures to match workers to their	Voice output device with pictures of different jobs	Peer assist to those students who may	Modeling and verbal prompting.

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the food (cooks, factory workers, truck drivers, farmers, etc...)				job/tools.	and how it relates to food and the story. Example: "farmers grow apples for us (and the caterpillar) to eat."	need it.	
Economics Making Choices: Provide choice board for daily center / work time activities.	Chart board Pictures representing centers and work time.	Choice board and voice output device.	Fewer choices of centers and work time.	Child chooses their center and/or work time.	Voice output device with choices.	Peer assist to those students who may need it.	Modeling.
Civics / Citizenship: Establish class rules and expectations. Start the day with a share time where each child may contribute to the class Discussion.	Pictures that represent class rules and expectations.	Provide smaller version of class rules and expectations using pictures for individual student use and reference.	Limit pictures and wording to describe rules and expectations. (Keep it simple)	Students choose whether to follow rules and expectations or not 😊	Voice output device used during sharing time. Device could be sent home daily for parent to program about the student's weekend, evening, trip, etc...	Peer assist to those students who may need it.	Modeling, verbal prompting and assistance to parent with learning how to use certain voice output devices.
Skilled Movement: Move like caterpillars, move like butterflies.	Pictures that represent different movements.	Choice board or voice output device.	Fewer choices of movements.	Non-ambulatory child can lead class in movements.	Randomizer to be used to identify the order of	Peer to assist in modeling movements	Modeling.

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					movements.	for the class.	
Movement Principles and Concepts: Sing different songs related to the story. (Attachment 1A)	Visual and Gesture Cues (gestures from song/finger play and pictures)	Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk)	Limit number of gestures Simplify by using repetitive pictures for visual cues	Let students choose which number to start with.	Voice output device (not included in the kit) programmed with parts of the songs. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer would assist the child to activate the device	Modeling and visual cue
Personal Fitness: Discussion of “healthy foods” and have students sort into healthy and non healthy categories.	Pictures of different foods and manipulatives	Choice board or voice output device for choosing food and deciding which category it belongs in.	Fewer choices	Child chooses the manipulative and/or picture for sorting and discussion.	Voice output device with choices.	Peer assist to students with output devices if necessary.	Monitoring and support.
Responsible Behaviors: Discussion of responsibilities in the cafeteria during and after eating. Have students draw a picture of their responsibilities in the cafeteria during and	Discussion of responsibilities in the cafeteria during and after eating.	Cutouts that can be used for students to create their pictures.	Provide craft materials.	Students choose the color paper they want to use, craft materials, etc...	Visual support and voice output device programmed with various responsible behaviors.	Peer assist to those students who may need it.	Modeling.

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after eating.							
<p>Physically Active Lifestyle: Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this time children should have access to large open spaces and be able to be active on large appropriate recreational equipment as well as being able to play with balls and other manipulative objects.</p>	Adult monitoring and support.	Choice board or voice output device for choosing outdoor activities.	Fewer choices of outdoor activities.	Child chooses their outdoor activity.	Voice output device with choices.	Peer assist to those students with motor difficulties.	Monitoring, support, and modeling of good physical activity.
<p>Self Concept: Provide daily opportunities for students to choose an activity, make a plan, and carry out the plan.</p>	Choice board and pictures that represent choices for students.	Provide individualized, smaller choice board.	Limit number of choices for students.	Students choose activities and plans and how to carry out those plans.	Voice output device to identify choices.	Peer assist to those students who may need it.	Modeling and verbal prompting
<p>Self Control: Model for children what to do when they</p>	Child size cleaning materials	Pictures to represent steps of what to do	Simple song for transitions.	Child chooses to follow the instructions for	Visual timer.	Peer assist to those students	Modeling and verbal prompting.

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finish an activity. Have child-size cleaning materials available and teach children how to use them. Teach students a simple song to sing when it is time to transition from one activity to another.	Visual timer for transitions.	when students are finished with an activity. Visual timer.	Simple instructions for what to do when students are finished with an activity.	clean up and transition ☺		who may need it.	
Approaches to Learning: Students should participate daily in small group planning and discussion.	Structured planning time.	Chart that represents order of students turn for sharing their plans, thoughts, and ideas.	Provide opportunity for smaller group planning and discussion time.	Student chooses their plan and discussion.	Pictures and chart for planning time.	Peer assist to those students who may need it.	Modeling.
Interaction with Others: Model appropriate styles of communication with children and adults. Demonstrate interaction strategies through role-play. Use photographs of classroom activities as an opportunity for children to share	Photographs of classroom activities. Graph of students thoughts and ideas.	Alternative pictures of appropriate interaction strategies. Use solution kit pictures.	Identify through positive reinforcement models of appropriate communication and interaction in addition to role-play identification.	Child chooses appropriate interaction strategies or not ☺	Voice output device for interaction from a child with limited expressive language skills. Solution kit pictures.	Peer assist with device to those students who may need it.	Modeling and role playing.

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their thoughts and ideas. Make a class record or graph of their thoughts and ideas.							
Social Problem Solving: Student social story. Provide a social story for students to discuss, read (by pictures) and color.	Different examples of social stories.	Solution kit and additional pictures that represent social problem solving.	Utilize a simple short social story.	Students choose social story.	Voice output device programmed with various phrases representing the social story.	Peer assist to those students who may need it.	Modeling and verbal prompting. Lead discussion about the different social stories.

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ATTACHMENT 1A

Five Fuzzy Caterpillars

Five fuzzy caterpillars on a spring day.

Five fuzzy caterpillars crawl and play.

Five fuzzy caterpillars eat and eat some more.

Five fuzzy caterpillars we can see no more.

Each in a chrysalis they will stay, till they are butterflies and fly away.

Butterfly

Up and down the air you float,

Like a little fairy boat.

I should like to sail that sky,

Gliding like a butterfly.

Song

(tune: "Adams Family")

My tummy is fat. (snap snap)

I like it like that. (snap snap)

I wiggle around,

I jiggle around,

My tummy is fat. (snap snap)

I'm a hairy caterpillar

I'm such a chubby feller

I love to eat and eat,

Those leaves are such a treat!

Fly Fly Butterfly

(tune: Skip To My Lou)

Fly fly butterfly

Fly fly butterfly

Fly fly butterfly

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Fly up in the sky so high.

The Fuzzy Caterpillar

(tune: The Itsy Bitsy Spider)

The fuzzy caterpillar
Curled upon a leaf.
Spun her little chrysalis
And then fell asleep.
While she was sleeping,
She dreamed that she could fly.
And later when she woke up,
She was a butterfly!

Caterpillar

Our garden's furry little train,
Sir Caterpillar, please explain.
I've been told that by and by
You'll turn into a butterfly.
Instead of moving like a train,
You'll fly and flutter like a plane!

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ATTACHMENT 1B - Additional Activities

What did the caterpillar eat? - Have each student illustrate or cut pictures from magazines to glue onto small paper plates showing what the caterpillar ate. Then put the plates together so that they stack up. The students can use these in retelling the story.

The Healthy Caterpillar - Give each student 5 die-cut circles. One red circle, 2 dark green and 2 light green. The red circle is the head. Glue the circles together to form a caterpillar. Add facial features. Have students cut out 3 healthy foods from magazines and glue one to each of the 3 middle circles.

Popsicle Caterpillar - Glue dark and light green pom-poms onto a craft stick. Add small wiggly eyes and pipe cleaner antennae. You can add a magnet to the back.

Wax Paper Butterflies - Shave crayons onto wax paper. Top with another sheet of wax paper. Place a sheet of newspaper over the two sheets of wax paper. Iron with a warm iron until the crayon shavings melt. When cool, cut into a butterfly.

Clothespin Butterflies - Give each student one slot-type clothespin. Have them insert 12 inch pieces of colored tissue paper into the slot by pinching it in the middle. Add antennae by winding a half piece around the head of the pin leaving two pieces sticking up for the antennae.

Butterfly Sandwich and Nectar - Make a peanut butter and jelly sandwich and cut diagonally (wings). Place a strip of celery (concave side down) on a plate vertically (body). Place the point of each sandwich on each side of the celery to form the wings (long side of the sandwich to the outside). Use a Ritz cracker at the top of the celery for a head. Use raisins to make eyes and two stick pretzels for antennae. Serve with apricot nectar (juice).

Alternative snack - spread bread with cream cheese and use mini marshmallow for head and carrot stick for body, or use canned cheese for eyes on cracker