

THE VERY HUNGRY CATERPILLAR



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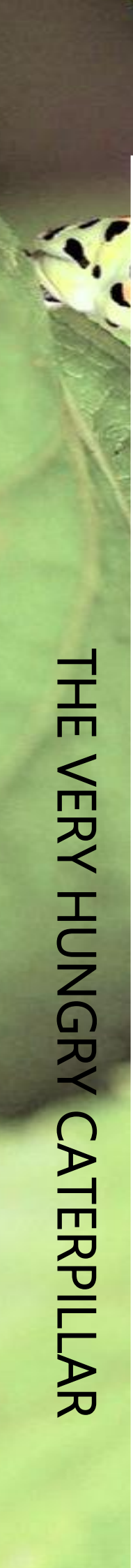




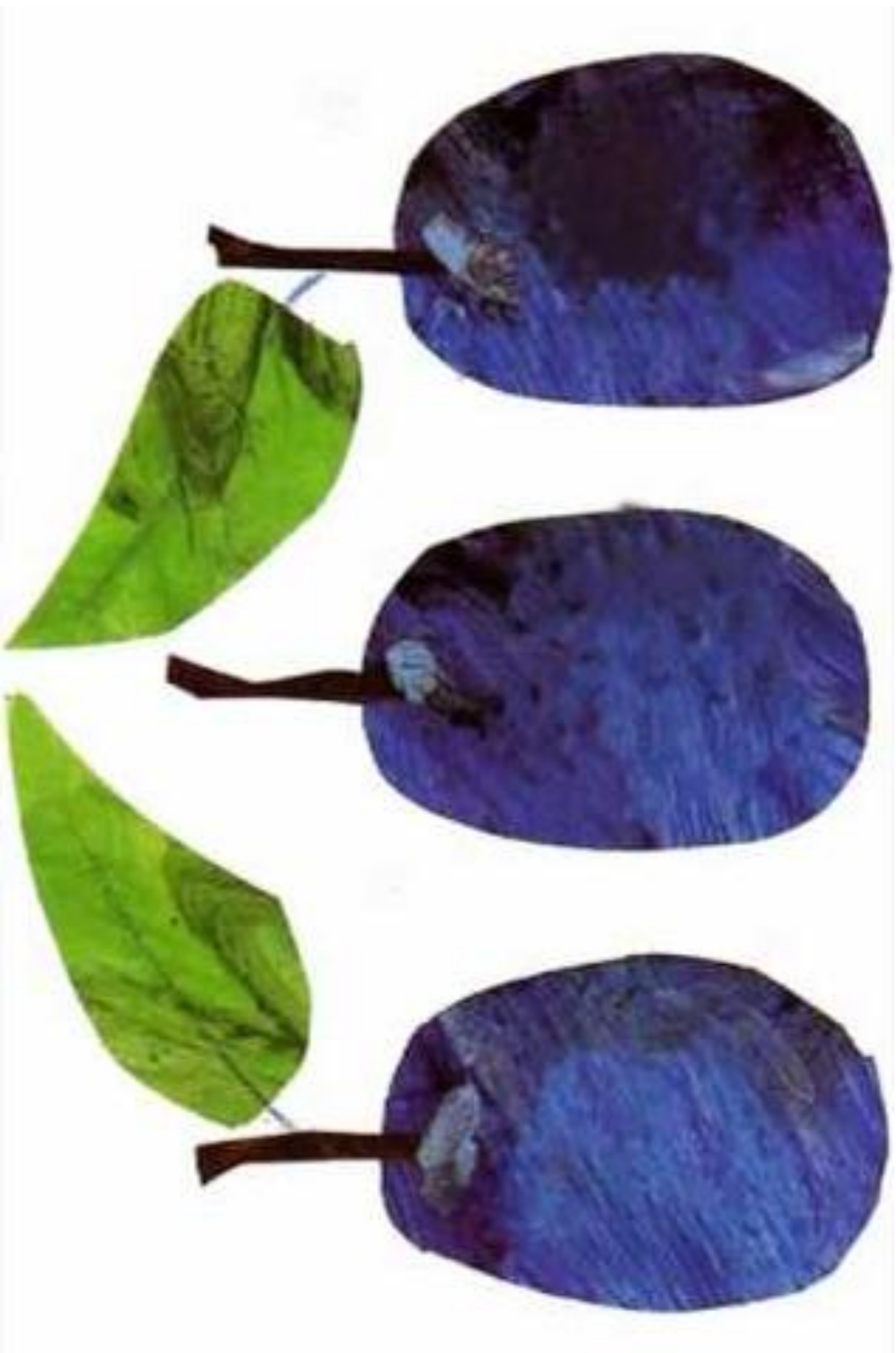
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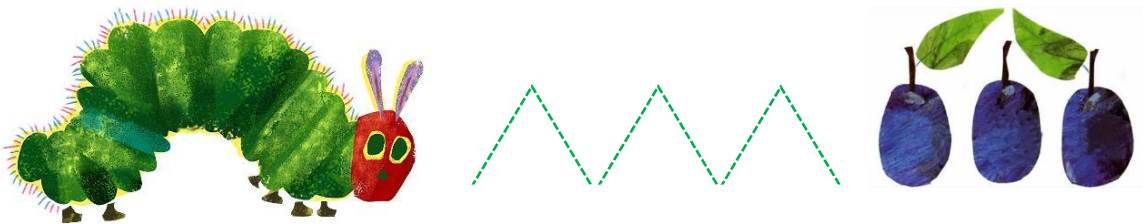
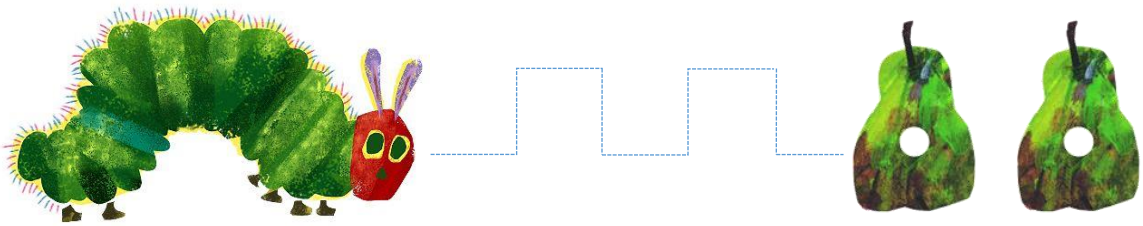
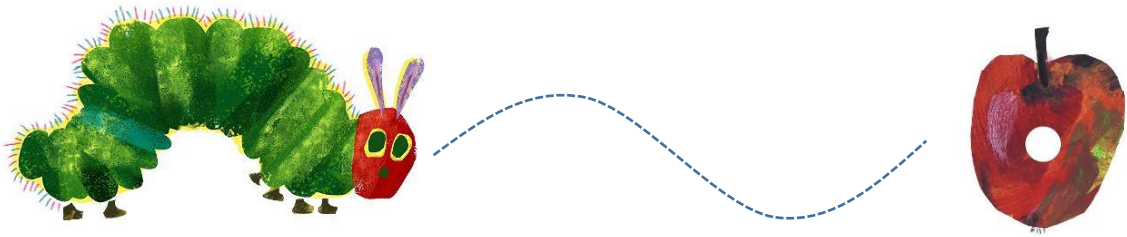
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Help the caterpillar eat the **fruit!**





# The Very Hungry Caterpillar

English for children

level: elementary (A1)

class: group

time: 45 min.

skills: speaking, listening, reading

## Warm up

1. Take the pictures from worksheet 1 one by one, cover them by a blank sheet of paper and **uncovering** them **slowly**, ask your students: 'What's that?' If they're not familiar with the vocabulary, elicit *a caterpillar, a butterfly, an apple, pears and plums*.
2. Explain that all these items appear in a story you're going to read together today. Do they know the story?

## Reading the book

3. If you have a physical copy of **The Very Hungry Caterpillar**, great! If not, you can use [these slides](#) instead. Show the book/slides to the children, let them flip through and find the items from the flashcards. Once they've found them all, say: 'Let's read!'
4. Read the story together, **pointing** to the corresponding pictures as you read the key words and **gesturing** the actions (rub your stomach to demonstrate he was still hungry etc.).

## Watching the video

5. Once you've finished reading the story, show the children **flashcards** from worksheet 2 one by one (make sure you keep the order in which they appear in the story) and ask: 'What's that?' Have them repeat and chant each word several times. Make this fun by changing your voice and tone.
6. Watch the story as a [video](#) now. Hand out copies of flashcards from worksheet 2 to each student. Their task is to put the pictures in the order in which they spot them in the video.

## Vocabulary games

7. Put the students in groups of 3 or 4, give each group two copies of the flashcards from worksheet 2 and let them play a **game of pairs**. Every time they find a pair, they have to say: 'It's a.../I've got a... (butterfly)!' depending on their level.
8. If the setting allows, send most of the class behind the door. One child stays in the classroom and **hides** one of the flashcards. They take a picture of the detail of the spot and show it to the other children, who have to find the flashcard. The picture can be as obvious or as cryptic as you like.





9. Let the children choose one of the flashcards from worksheet 2 and create a '**puppet**'. The children glue the flashcard to an ice cream stick and then mingle around the classroom, introducing themselves as their puppets to each other: *'Hello, I'm butterfly Anna. – Hello, I'm caterpillar Petr.'* After they've met everyone, they hide their puppets and you take turns to point to each child and ask: *'Who's this?'*, eliciting answers from the group such as: *'It's caterpillar Petr!'*

### Graphomotor skills worksheet

10. Hand out a copy of worksheet 3 and encourage the children to **trace the lines** with their fingers or crayons, saying: *'Help the caterpillar eat an apple!'* etc.

### Cooler

11. Using flashcards from worksheet 1 or 2, tell the story again, encouraging the children to help you **complete the story** with the key vocabulary they've learnt: *'On Monday he ate through an...'* – show the apple flashcard – encourage the children to shout out *'Apple!'*

### Homework

12. Children colour their own [bookmarks](#), cut them and bring them to the next lesson.