Caterpillars: What Will I Be When I Get to Be Me?

by Kevin McCloskey

TOON Level One
Grades = K-1
F&P Reading Level = J
ISBN = 978-1-662665-08-0

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FOR VISUAL READERS
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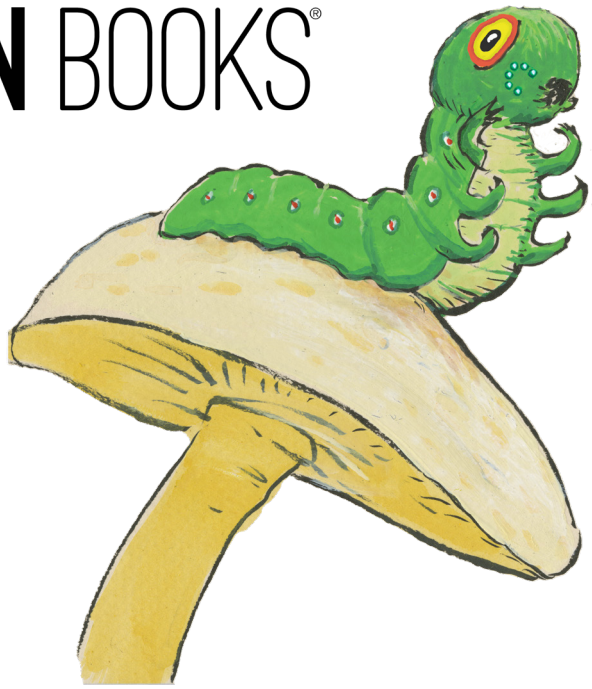


CCSS-aligned Guided Reading Lesson Plan

Standards indicated for grades K and 1 – (See page 12-13 for other grades.)

Overview	Most of us have seen caterpillars, but how much do we really know about them? In this book, children will learn a great deal of fascinating information about these amazing creatures, including how they change into butterflies and moths.
Subject	Science
Grade Level	K-1
Suggested Time	40 minutes
Materials	Pencil, paper, crayons or colored pencils
Objectives	Students will learn about the parts of a caterpillar's body, its senses, its life cycle, how it eats, and how it changes into a moth or butterfly. They will also learn differences between moths and butterflies.
	BEFORE READING
RI.K.5, RI.K.7	Look at the outside cover, the inside cover, and the next page of the book. What animals do you see? What do you think might happen? Why do you think there are plants there?
RI.K.6	Who is the author and artist of the book? Have you read any other books by him before? What were they about?
RI.K.10	What do you know about caterpillars? Have you had any experiences with caterpillars? Tell us about them.

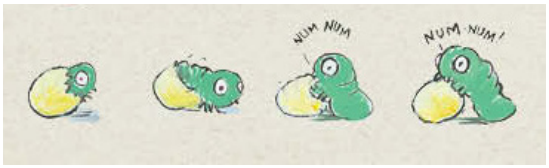
DURING READING

RI.K.1, RI.1.1, RI.1.7

Pages 3: What differences do you see in the caterpillars?

RI.K.1, RI.K.4, RI.K.7, RI.K.10, RI.1.2, RI.1.4, RI.1.10

Pages 4-5: What do you think a **life cycle** is? Where do you think the life cycle of the caterpillar begins?



RI.K.1, RI.K.10, RI.1.1, RI.1.2, RI.1.7, RI.1.10

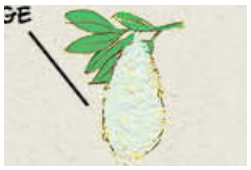
What do you think a caterpillar can turn into?

RI.K.1, RI.K.10, RI.1.1, RI.1.2, RI.1.7, RI.1.10

Where does the caterpillar turn into what it turns into?

RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.10, RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.10

What is the difference between a **chrysalis** and a **cocoon**? Have you ever seen either one (or both)?

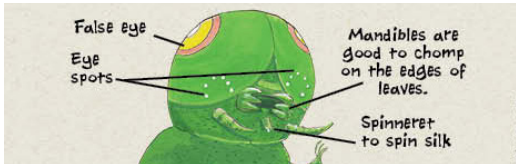


RI.K.1, RI.K.2, RI.K.10, RI.1.1, RI.1.7, RI.1.10

Pages 6-7: Why does a caterpillar have to change its skin so many times? Do people have to do that?

RI.K.1, RI.1.1

Page 8: Why might a caterpillar's false eyes be useful?



RI.K.1, RI.K.3, RI.1.1, RI.1.3, RI.1.10

How can caterpillars move from trees?

RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4

Pages 10-11: Do you know what **silk** is? Have you ever seen and felt it? Can you tell how it is made from pages 8, 10, and 11? (Teacher may want to bring in something made of silk.)

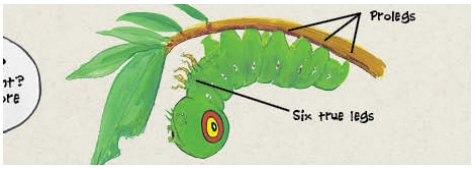
RI.K.1, RI.K.10, RI.1.1, RI.1.3, RI.1.10

Page 13: Caterpillars don't have bones. Can you name some other animals that don't have bones?
Worm, jellyfish, grasshopper, spider, lobster, clam, fly, giant squid, octopus, etc.
Name some animals that do have bones.
Gorilla, monkey, bird, fish, frog, pig, dog, cat, tiger, elephant, squirrel, mouse, rabbit, lion, snake, alligator, whale, etc.

DURING READING

RI.K.1, RI.K.3, RI.K.4, RI.K.7, RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.10

Pages 14: How many true legs does a caterpillar have? What are the prolegs used for?



RI.K.1, RI.K.2, RI.K.10

Pages 16-19: What do *you* think will come out of the chrysalis or cocoon?

RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.10

Pages 20-21: What does **pollinate** mean? Why are moths and butterflies important?

RI.K.1, RI.K.10, RI.1.1, RI.1.10

Would you rather be a moth or a butterfly? Why?

RI.K.1, RI.K.3, RI.K.7, RI.K.10, RI.1.1, RI.1.3, RI.1.7, RI.1.10

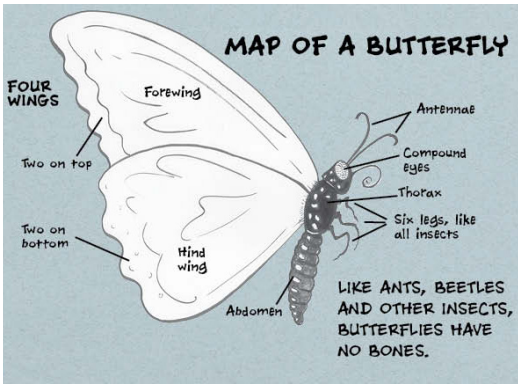
How do a moth and a butterfly rest?

RI.K.1, RI.K.3, RI.K.7, RI.K.10

Page 23: How and what does a butterfly eat? What does it use?

RI.K.1, RI.K.7, RI.1.1, RI.1.7

Pages 24-25: How many wings does a butterfly have? How many legs?



RI.K.1, RI.K.4, RI.K.7, RI.K.10, RI.1.4

Butterflies and moths are insects. Can you name other insects?
Flies, cockroaches, mosquitoes, bees, wasps, ants, grasshoppers, crickets, fireflies, etc.

RI.K.1, RI.K.4, RI.1.1, RI.1.4

Find out how many parts an insect's body has. What are they called?
THREE: The head, the thorax, and the abdomen.

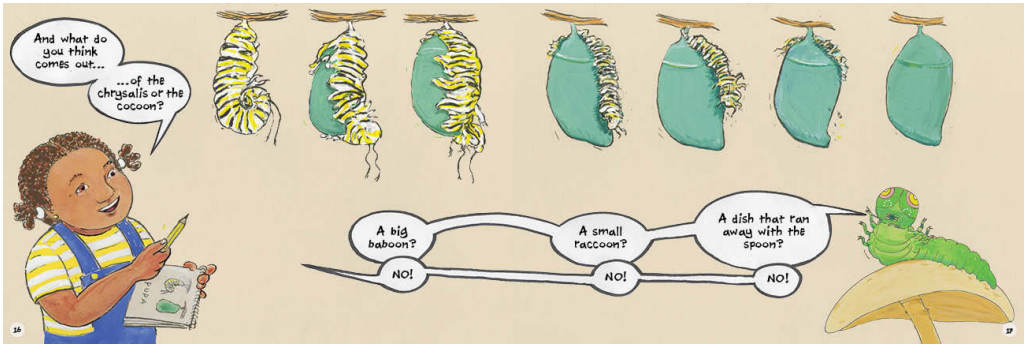
RI.K.1, RI.K.4, RI.K.10, RI.1.1, RI.1.4, RI.1.10

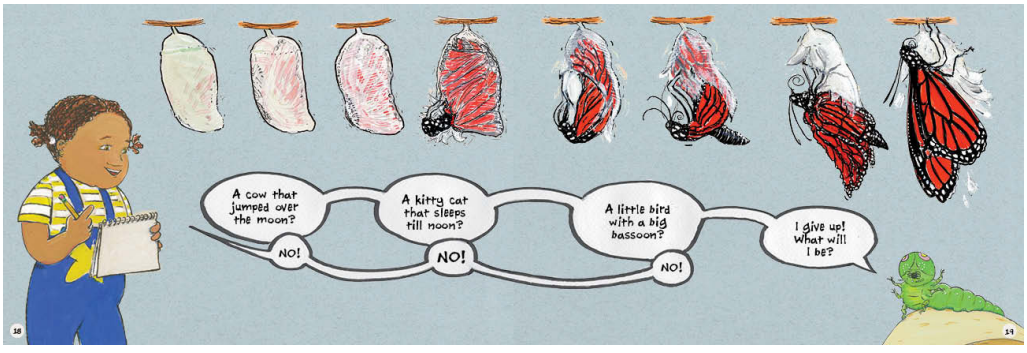
How many legs does a spider have? How many parts does its body have? Is it an **insect**?

RI.K.1, RI.K.3, RI.K.10, RI.1.1, RI.1.3, RI.1.10	What do butterflies use to sense sounds? What do you use?	
RI.K.1, RI.K.3, RI.K.10, RI.1.1, RI.1.3, RI.1.10	What do butterflies use to smell and taste? What do you use?	
RI.K.1, RI.1.1	Page 30: Do all butterflies live only a short time?	
RI.K.1, RI.K.2, RI.K.6, RI.K.9, RI.K.10, RI.1.1, RI.1.2, RI.1.6, RI.1.9, RI.1.10	What other books have you read about caterpillars? How are they different from this book? *They probably have read* The Very Hungry Caterpillar, *by Eric Carle.*	
	What will *you* be when you grow up?	

VISUAL EXPRESSION

RI.K.2, RI.K.7, RI.1.2, RI.1.7	Ask children what they remember about the text.
RI.K.7, RI.K.10, RI.1.6, RI.1.7, RI.1.10	Ask them how the illustrations help them to remember.
RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.10, RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10	What are the drawings across the top of pages 16-17 and 18-19 trying to show?





	AFTER READING
RI.K.1, RI.K.3, RI.K.10, RI.1.1, RI.1.3, RI.1.10	Show children a picture of a moth and a butterfly at rest. Ask them if they can tell which is the moth and which is the butterfly. How can they tell? Then give them Kevin's activity sheet with 6 unlabeled drawings of moths and butterflies. Have them write "moth" or "butterfly" on the line under each drawing. They can color in their favorites afterward. There is also an activity sheet about this for younger children.
RI.K.1, RI.K.3, RI.K.10, RI.1.1, RI.1.3, RI.1.10	Related activity sheet divided into two parts: Draw and color a picture of a moth resting and a picture of a butterfly resting. You can name your moth and your butterfly.
RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.10, RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10	Activity sheet divided into two sections: Draw and color a caterpillar in one section and the moth or butterfly it will turn into in the other section. Remember that some caterpillars look very different from the moths or butterflies they will become. Give your moth or butterfly a name that describes the way it looks. You can write a sentence about it.
RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.10, RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10	Make your own drawing of the four stages of the life cycle of a butterfly or moth. For younger students, the teacher can use Kevin's. Don't forget to include the arrows between the stages.
RI.K.4, RI.1.4	Older or more able students can learn and use the words **larva**, **pupa**, and **metamorphosis**.
RI.K.1, RI.K.3, RI.K.7, RI.K.10, RI.1.1, RI.1.3, RI.1.7, RI.1.10	Photocopy and distribute Kevin's activity sheet with the snake, worm, and caterpillar. Ask the children if they can tell which is a snake, a worm, and a caterpillar. How can they tell? What differences are there? They can label each drawing with the correct name. You can read the students Kevin's book *We Dig Worms!*, also published by Toon Books. There is a lesson plan for that book as well on the Toon Books website: www.toon-books.com/uploads/1/2/5/6/12564774/wrm_cc_as.v2.ss.pdf
RI.K.2, RI.K.4, RI.1.2, RI.1.4	Photocopy and distribute Kevin's activity sheet with 6 animals: a spider, a butterfly, a lobster, a grasshopper, a bee, and a mouse. Have children circle the ones that are insects. Then they can color them in.
RI.K.1, RI.K.4, RI.K.10, RI.1.1, RI.1.4, RI.1.10	Make a large graph with four columns labeled butterfly, ant, grasshopper, and bee. Entitle it Our Favorite Insects. Give the children stickers and have them place one in the column with their favorite insect. Discuss the results.
	Have the children walk like a caterpillar. Then organize a Walk Like a Caterpillar race. If the teacher makes butterfly wings, he or she can attach them to the first three winners. If he or she is feeling particularly industrious, they can be made for the whole class. Or have the children make and illustrate them and award them to one another. You can also have a butterfly race in the playground!
RI.K.2, RI.K.4, RI.1.2, RI.1.4	Have the children act out the change from caterpillar to butterfly/moth. Tell them it's called **metamorphosis**.
RI.K.3, RI.K.4, RI.1.3, RI.1.4	Animals can be divided into two groups: those that have backbones (**vertebrates**) and those that do not (**invertebrates**). Which group do students think caterpillars fall into? How about people? Make a chart with two columns: Vertebrates and Invertebrates. Have children name or draw an animal and place it in the right category. (This activity is an extension of the discussion above in DURING READING.)

More detailed information about caterpillars and moths is available at:

For the teacher:

https://www.loc.gov/everyday-mysteries/zoology/item/how-can-you-tell-the-difference-between-a-butterfly-and-a-moth/

For students:

https://www.youtube.com/watch?v=xT6UsQwZyy0 (13 minutes)
https://www.youtube.com/watch?v=unvZ4ZoYPNY
A video of Eric Carle's *The Very Hungry Caterpillar*:
https://www.youtube.com/watch?v=75NQK-Sm1YY

You can purchase a butterfly kit from Carolina Biological with live caterpillars that will change into butterflies:
https://www.carolina.com/butterfly-kits/painted-lady-amazing-bugs-kit/FAM_144084.pr?question=caterpillars

Or on Amazon:
https://www.amazon.com/s?k=butterfly+kit&i=toys-and-games&crid=2N4H18XLC2EB7&sprefix=butterfly+kit%2Ctoys-and-games%2C68&ref=nb_sb_noss_1

There are other books about caterpillars available on Amazon. Type in: *Books about caterpillars.*

Caterpillars: *What Will I Be When I Get to Be Me?* Activity Sheet

Name: _____

Date: _____

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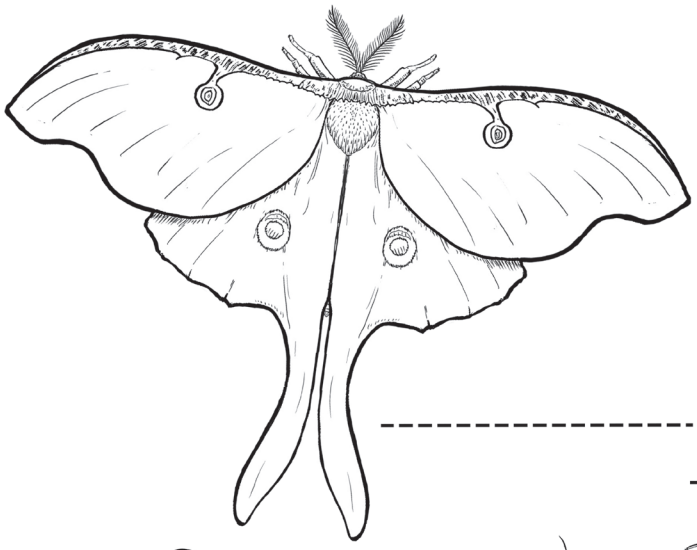
Resting Moths lay their wings flat. Butterflies often raise their wings.
Write "Moth" or "Butterfly" by each drawing. Color your favorites.



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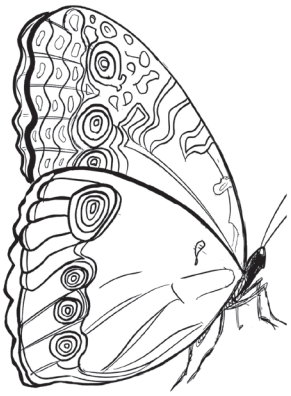

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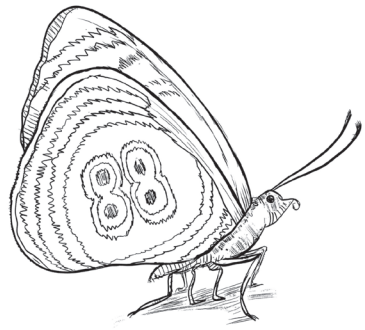

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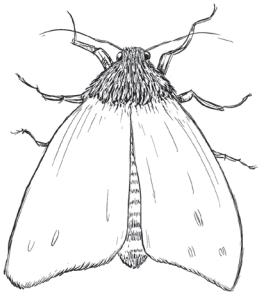

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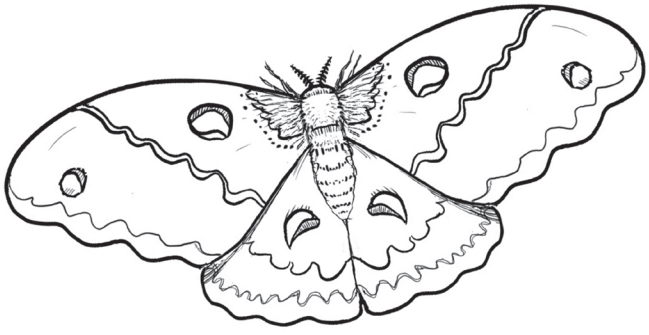

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Caterpillars: *What Will I Be When I Get to Be Me?* Activity Sheet

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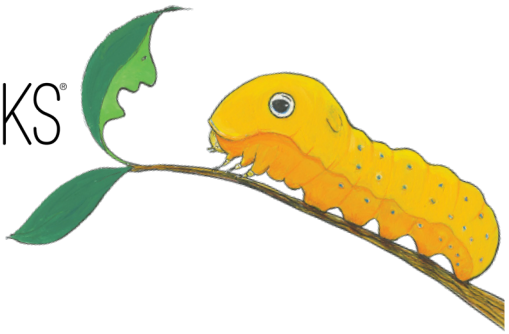

Draw a picture of a moth resting.

Draw a picture of a butterfly resting.

Draw your caterpillar.

Draw the butterfly it turns into.

Caterpillars: *What Will I Be When I Get to Be Me?* Activity Sheet

Name: _____

Date: _____

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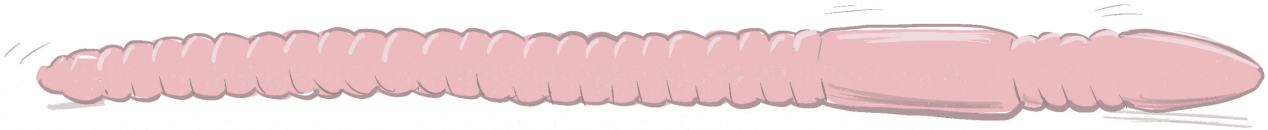
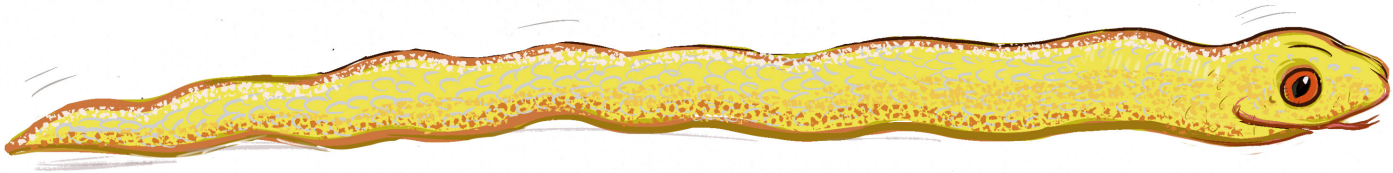
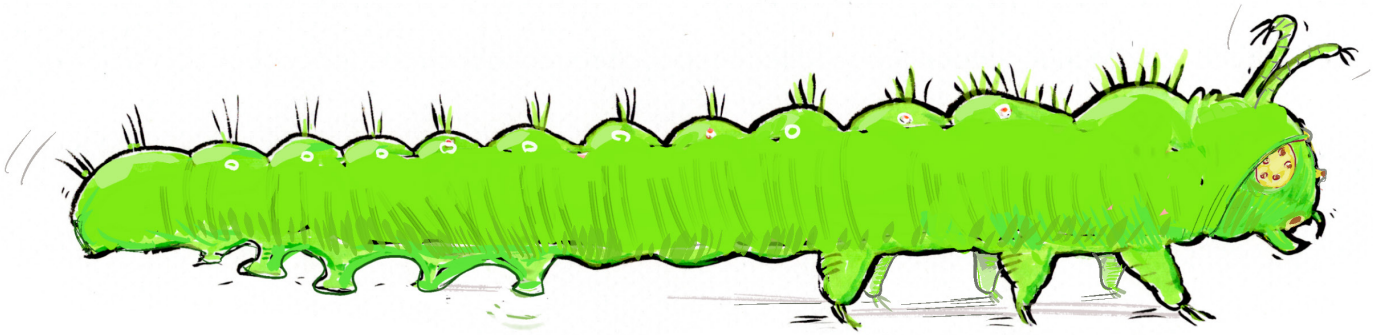
Label each drawing with the animal's name. Which animal is a **snake**? Which is a **worm** and which is a **caterpillar**?







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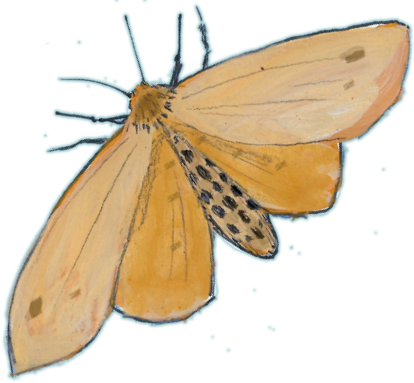

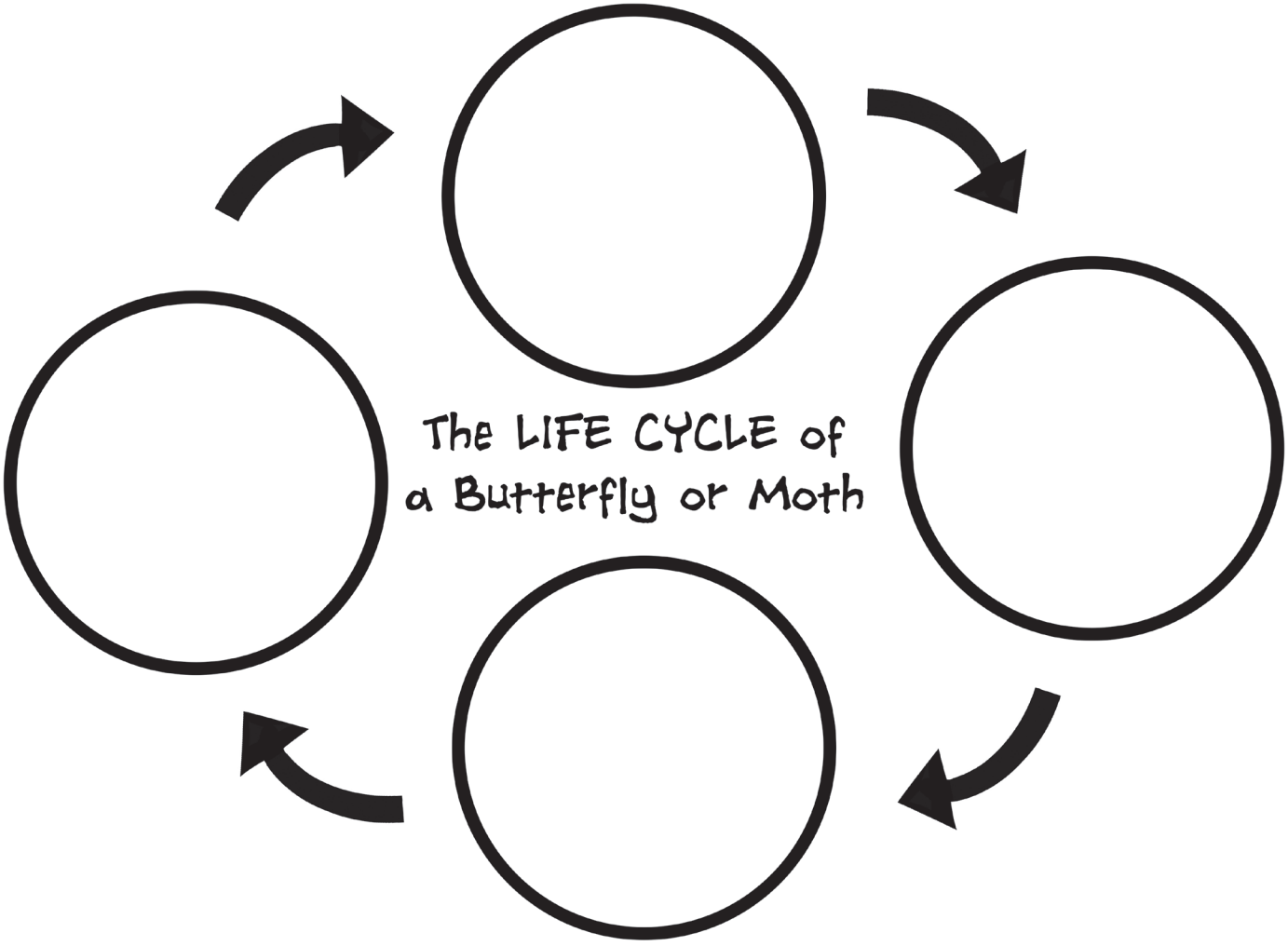

Caterpillars: *What Will I Be When I Get to Be Me?* Activity Sheet

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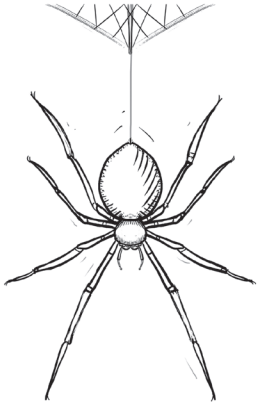
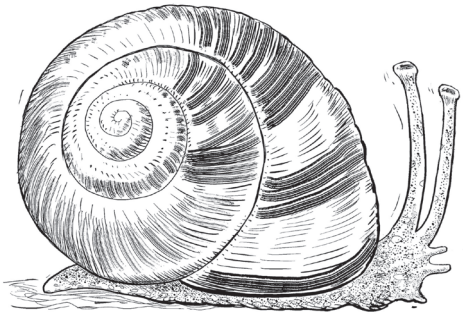
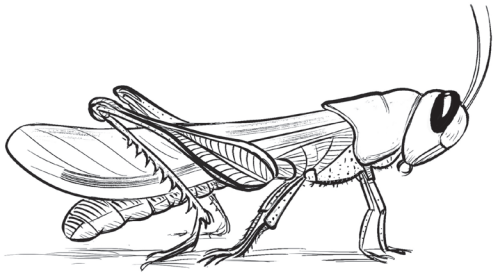
3 of these animals are insects.







Circle the insects.

Below are the ELA Common Core State Standards for Reading for Information addressed in this book by grade level.

	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
K	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connectionvbetween two individuals, events, ideas or pieces of information in a text.	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book. CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
1	CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. CCSS.ELA-Literacy.R1.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
2	CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts o information in a text efficiently. CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	

3	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
4	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	