

Critical Thinking Skills

The Very Hungry Caterpillar

Skills For Critical Thinking		Phonics	Word Study	Comprehension	Reading Response	Writing Tasks	Graphic Organizers
LEVEL 1 Knowledge	<ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence List Recognize Basic Concepts 	✓	✓	✓	✓	✓	✓
LEVEL 2 Comprehension	<ul style="list-style-type: none"> Recognize Similarities & Differences Summarize Identify Main Idea Describe Classify 	✓	✓	✓	✓	✓	✓
LEVEL 3 Application	<ul style="list-style-type: none"> Organize Interview Make Inferences 				✓	✓	✓
LEVEL 4 Analysis	<ul style="list-style-type: none"> Draw Conclusions Recognize Cause & Effect 				✓	✓	✓
LEVEL 5 Synthesis	<ul style="list-style-type: none"> Predict Imagine Improvements Create Imagine Alternatives 				✓	✓	✓
LEVEL 6 Evaluation	<ul style="list-style-type: none"> Ask Questions Make Judgements 				✓	✓	

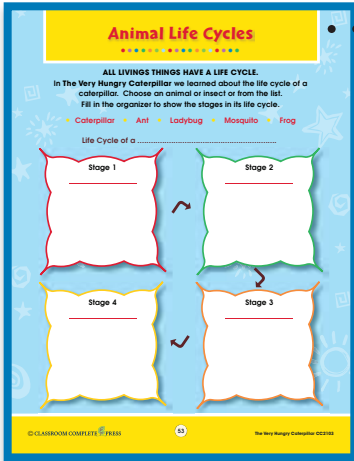
Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **The Very Hungry Caterpillar**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



ANIMAL LIFE CYCLES

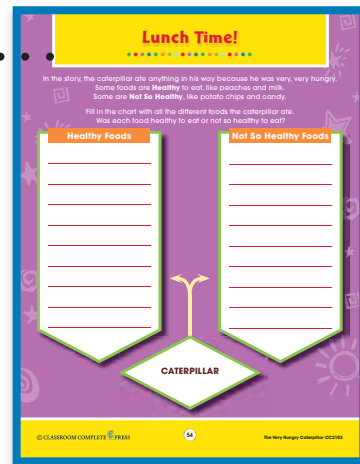
This book is an excellent story to supplement a science theme on animal life cycles. The main events of this story depict the life cycle of a caterpillar/butterfly. Have the children recall the main events of the story and record them in the flow chart. They will see how the events of the story are actually the stages in the butterfly's life cycle. To reinforce the concept of a life cycle, have the children choose one of the insects or animals on the list and find out about its life cycle. You may also wish to have students draw a picture of what happens at each stage instead of describing it in words.

Found on Page 53.

LUNCH TIME!

This classification organizer can be used in a variety of ways. Have the children recall the different foods that the caterpillar ate throughout the story. Write the words on a chalkboard or flipchart. Then ask the students to classify the food items as healthy to eat or not so healthy to eat. To extend the activity, have the children brainstorm a list of *better food choices* that the caterpillar could have made. Have the children record their "better choices" in a different color.

Found on Page 54.



WEEKLY MENU

With this classification organizer, the children recall what the caterpillar ate on each day of the week. They can write their answers in one color, and in another color, they can record the foods they ate for a snack on each day of the past week. How do the two lists compare? This information can also be used for graphing activities in Math. Another way to use this organizer is as a planning activity for a creative writing piece. Have the students choose an insect or animal to write about. They are to write down the foods it will eat each day for a week. Then, they can use the information in the organizer to write their own story about a very hungry creature.

Found on Page 55.





Activity Three

Find the words in the story. Fill in the blanks with the letters from the list. The first one has been done for you.

st

ch

th

1. started

2. ___ rough

3. ___ ill

4. ___ ree

5. ___ ursday

6. ___ rawberry

7. ___ eese

8. ___ erry

9. stoma ___ a ___ e

Activity Four

Underline the words that have a **short a** sound, like *cat* and *hand*.

Circle the words that have a **long a** sound, like *bake* and *face*.

Cross out the **a** if it is **silent**, like *boat*.

Examples:

asi

way

~~clean~~

1. cake

2. straw

3. salami

4. small

5. ache

6. day

7. fat

8. leaf

9. ate

10. cream

11. apple

12. came

13. beautiful

14. stayed

15. after



Activity Ten

1. **Draw** a line from the beginning of the word to the end of the word. **Say** the word. **Write** the word on the line. The first one has been done for you.

a) <input type="text" value="Sun"/>	<input type="text" value="berries"/>	a) <input type="text" value="Sunday"/>
b) <input type="text" value="straw"/>	<input type="text" value="ache"/>	b) <input type="text"/>
c) <input type="text" value="water"/>	<input type="text" value="day"/>	c) <input type="text"/>
d) <input type="text" value="stomach"/>	<input type="text" value="fly"/>	d) <input type="text"/>
e) <input type="text" value="cup"/>	<input type="text" value="round"/>	e) <input type="text"/>
f) <input type="text" value="a"/>	<input type="text" value="melon"/>	f) <input type="text"/>
g) <input type="text" value="butter"/>	<input type="text" value="cake"/>	g) <input type="text"/>

2. Choose **two** words from the list above. Use each word in a full sentence. Remember to begin your sentence with a **capital letter** and end it with a **period**.

Sentence One

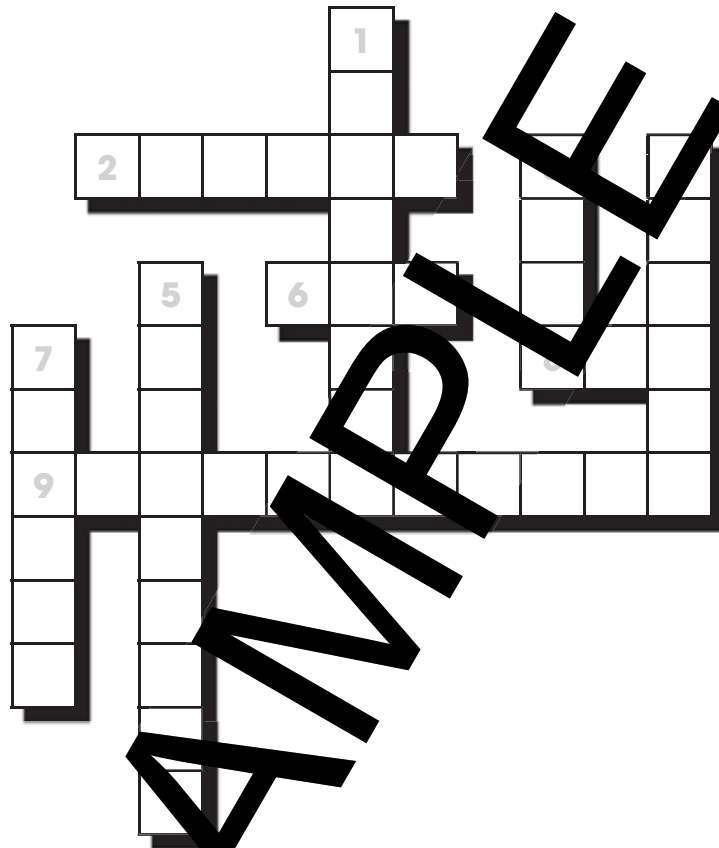
Sentence Two

NAME: _____



Crossword

Read the clues below. Write the answer where you find the correct number. Be careful! Some words go down. Some words go across.



SAMPLE

Across

- 2. To take small, quick bites
- 6. The caterpillar ate a cherry _____.
- 8. A butterfly begins its life as an _____.
- 9. The larva of the butterfly

Down

- 1. A piece of candy on a stick
- 3. The caterpillar ate a chocolate _____.
- 4. A word that means the same as "hungry"
- 5. An insect with brightly colored wings
- 7. The silky covering made by caterpillar