

The Very Impatient Caterpillar/La oruga muy impaciente

The Very Impatient Caterpillar

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Ages: 4-8 Grades: PreK- 3

Themes: Growth and Change, Seasons and Nature

SUMMARY

It takes a LONG time to become a butterfly – two weeks to be exact, and the impatient caterpillar that stars in this movie isn't sure he'll be able to make it. There's not much to do inside of a chrysalis and then there are the problems of no snacks and no bathrooms. Young viewers will relate to feeling of waiting for something important to happen and facing every child's biggest challenge, being patient. This humorous movie also outlines the basics of metamorphosis, with a healthy dose of creative license!

OBJECTIVES

- Students will learn about the life cycle of butterflies.
- Students will develop academic vocabulary.
- Students will differentiate between facts and fiction.
- Students will use the details from the movie to write an extended ending.

BEFORE VIEWING ACTIVITIES

Discuss patience with students. Guiding questions:

- What does it mean to be patient?
 - What is the opposite of patient?
 - Is there a time when you had to be patient? What did it feel like?
- Did you have any tricks that you used to help yourself be patient?

Tell students that they're going to see a movie about a caterpillar that is ready to turn into a butterfly but that it will take two weeks for him to change. Ask students:

- How do you think the caterpillar will feel about having to wait two weeks?
- What might he do or say?

Tell students the title of the movie. Encourage them to watch and listen for ways that the caterpillar shows both patience and impatience.

Prepare students for the academic words that they will hear in the movie: metamorphosis, transform, chrysalis, migrate. Consider using the following activity to develop all or some of the words more deeply:

1. Fold a paper into thirds (one paper for each word).
2. Write the word in the left hand column. Read the word aloud.

3. Tell a story, dramatize, or give an example or sentence to explain the meaning of the word.
4. Ask students, "What do you think this word means, based on the story/dramatization/example/sentence?"
5. Give students time to discuss their ideas with partners. Then, have students share out ideas.
6. Scribe students' ideas in the middle column.
7. Using students' ideas, craft a definition of the word. Write that in the middle column also.
8. Ask students what kind of drawing could be used to represent the meaning of the word. Draw one or two of their ideas in the third column.

Depending on students' independent writing ability, they can make their own 3-fold definition papers, or simply write the word and draw a picture.

Activate students' prior knowledge about the metamorphosis of a caterpillar into a butterfly. Guiding questions:

- What does a caterpillar turn into?
- How does the caterpillar change?
- What are the different phases of a butterfly's life?

Tell students that they will watch a movie about a make-believe caterpillar that is getting ready to turn into a butterfly. Encourage them to watch and listen for things that are real about the caterpillar's process and things that are imaginary.

AFTER VIEWING ACTIVITIES

Read aloud a nonfiction book about the lifecycle of a butterfly. Ask students to compare and contrast the nonfiction book with the movie, *The Very Impatient Caterpillar*. Record their answers on a Venn diagram or three-column chart. Guiding questions:

- What did the nonfiction text and the movie both teach us about the lifecycle of a butterfly?
- What additional facts did we learn from the nonfiction text?
- What elements of the movie made it fiction?
- What was the author's purpose for writing the nonfiction text? What was the purpose of the movie?

Next, make a poster with the students that shows the life cycle of a butterfly. The poster should list the steps of the life cycle and have an illustration accompanying each step. The steps are:

1. A butterfly begins as an egg.
2. The egg hatches and a caterpillar comes out.
3. The caterpillar eats and grows.
4. The caterpillar makes a chrysalis around itself.

5. Inside the chrysalis, the caterpillar metamorphoses into a butterfly.
6. A butterfly emerges from the chrysalis.
7. The butterfly lays some eggs and the cycle repeats.

This poster can be reproduced into cards that the students can color, cut out, and glue onto their own poster.

Discuss the movie with students. Guiding questions:

- How did the caterpillar act in the beginning of the story? Why did he act that way?
- How is the main character caterpillar different from the other caterpillars? What in the story makes you think that?
- What did the caterpillar do to help himself be more patient?
- How did the caterpillar change while he was in the chrysalis? Why did he change?
- What lesson did the caterpillar learn in the story?

Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:

- I agree/disagree with _____ because...
- I'd like to elaborate on _____'s comment...
- I understand what _____ is saying, and...
- _____'s comment supports the idea that...

At the end of the movie, the butterflies begin to migrate. Build students' background knowledge about butterfly migration using nonfiction texts and/or videos. Then, have students make predictions, based on what they learned about the caterpillar in the movie and about butterfly migration, about how he will handle the migration. Guiding questions:

- Based on what you learned about butterfly migration from the nonfiction texts and videos, how do you think the butterfly will handle the migration? Why do you think that?
 - What kinds of things might the butterfly say to himself to keep himself going?
 - How do you think the other butterflies might react to him?
- Culminate the discussion by having students write and illustrate the butterfly's migration. Focus on developing the character's voice to reveal his thoughts.

OTHER TITLES FROM WESTON WOODS:

And Then It's Spring – Written by Julie Fogliano and Illustrated by Erin E. Stead

The Caterpillar and the Polliwog – Written and Illustrated by Jack Kent

First the Egg – Written and Illustrated by Laura Vaccaro Seeger

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