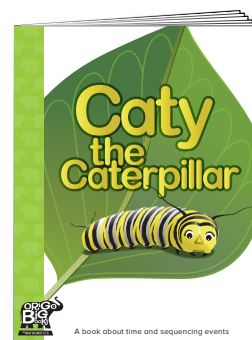


Caty the Caterpillar

A book about Time and Sequencing Events




Aim

Caty the Caterpillar introduces time and sequencing events. Students explore concrete and pictorial representations of *today, now, tomorrow, later* and *changes* due to growth.

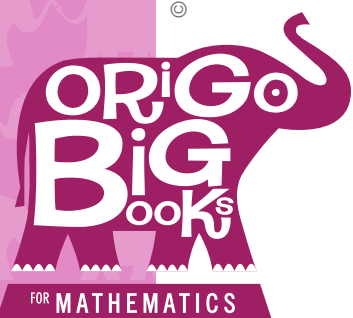
These whole-class/large group and small group activities provide students with the opportunity to:

- listen to a story about time and sequencing events
- listen to the accompanying story tune
- use materials to explore time and sequencing events
- use the teaching tool to sequence events
- describe the sequence of events

Activities

1. Listening to the story
2. Listening to the tune
3. Charting changes in students over time
4. Using the teaching tool to act out the story 
5. Sequencing routine cards
6. Sequencing growth and change cards
7. My changes
8. Tracking growth over time
9. Creating personal timelines

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1. Listening to the story

Resources

- *Caty the Caterpillar*

Activity

Display the cover of the book. Before reading it, ask for predictions, **What do you think this story is going to be about? What do you think will happen?** Take a picture walk through the story, asking students to describe what is happening in each picture without reading the text. Read the story. Then make connections between what the students described in the picture walk and the text. Ask, **What did you learn by looking at the pictures? What did you learn from hearing the words?** After the discussion, ask, **What do you think will happen after Caty lays her eggs?**

2. Listening to the tune

Resources

- *Caty the Caterpillar*
- Big Book Tune *Caty the Caterpillar*



Activity

Play the Big Book Tune while following along with the Big Book. Encourage a student to volunteer to turn the pages of the book along with the song. They can also point to the illustrations in the book as they are mentioned in the song. Play the song again, and encourage students act out Caty's actions:

- wriggling and stretching tall as hatching
- munching to 'eat'
- spreading arms to make themselves bigger along with the story
- brushing arms and legs to shed skin
- bending at waist to hang down from tree
- closing eyes to sleep, with titled head resting on hands
- curl into a ball while in cocoon. Say, **Cocoon is another name for chrysalis.**
- crawl and open eyes when breaking out of chrysalis
- spreading wings to fly



3. Charting changes in students over time

Resources

- *Caty the Caterpillar*
- Chart paper or whiteboard

Preparation

Create a three-column chart on a large sheet of paper and label it: **before, now, later.**

Activity

Read the story. Then ask, **How did Caty change in the story?** After listening to responses, ask, **How have you changed? How do you look different? What do you do that is different?**

Chart the students' responses about their own changes. Use the appropriate columns of the chart. Ask, **How will you change when you grow up?** Chart the responses.

4. Using the teaching tool to sequence events

Resources

- *Teaching Tool*



Activity

Invite a student to move a version of Caty (e.g. egg, pupae, caterpillar, cocoon/chrysalis, butterfly, laying eggs) to the workspace. Ask, **If that's Caty today, what will she look like tomorrow?** Label the picture with the word today. Remember that any of the other versions of Caty can happen after the version the student first chooses. To encourage more specificity in sequencing, ask **Which one comes next in the story?** As a challenge, try sequencing events from the story backwards. To support the sequence of left to right for reading and number sequences, model the placement of the sequence of events forwards in time as left to right, and backwards in time as right to left.



5. Sequencing routine cards

Resources

- Support 1 — see attached

Preparation

Print a copy of Support 1 and cut out the cards. To make the cards class-specific, have students assist in taking pictures of each other during different events throughout the day to represent regular classroom routines. Print and cut out the pictures instead of the support page.

Activity

Mix up the cards and place them facedown on a table. Ask a volunteer to choose two cards. Say, **Put your cards in order. Tell us about your cards.** Listen for the use of time and sequence words such as *first, then, next, before* and *after*. Model the use of these words if necessary, paraphrasing the student's language. Try repeating this activity, asking students to draw three or more cards.

6. Sequencing growth and change cards

Resources

- Support 2 (2 pages) — see attached

Preparation

Print a copy of Support 2 and cut out the sequencing cards, keeping each set of three cards together.

Activity

Ask for a volunteer to choose a set of cards. Then say, **Tell me about your cards.** If necessary, prompt with, **Put your cards in order. What happens first?** Remember that there are multiple ways to sequence the cards. For example, one student might start with, 'You go down the slide. Then, you climb up so that you can do it again.' Another might say, 'First you climb up the slide, then you stand at the top, and last you slide down.' Encourage students to talk about the different solutions for sequencing the cards if they disagree. To simplify, use two cards from each row.



7. My changes

Resources

- Support 3 — see attached

Preparation

Print a copy of Support 3 for each student.

Activity

Ask the students to draw a picture of what they looked like when they were younger or a baby. Point to the word younger on the support page. Have the students describe their work. Ask, **Tell me about your drawing.** Record each student's description on their support page. Ask the students to draw what they look like now. Again, have them describe their pictures and record their words. Ask, **How have you changed?** Consider breaking up these tasks over two different work sessions to accommodate individual attention spans.

8. Tracking growth over time

Resources

- Variety of dried beans
- 1 small, clear ziplock bag for each student
- Paper towels
- Bowl with water

Activity

Give each student a bag, and write their name on it. Or encourage the students to write their own name. Allow the students to choose beans to place in their bags. After the students place the beans in their bags, ask, **What will our beans need to be able to grow?** As students generate ideas, discuss them and talk about how the students can provide what the plants will need. Encourage new solutions, and experiment with alternatives. One solution is to wet the paper towels and seal them in the bags as a water source, and then tape the bags in a position to get sunlight. Facilitate a conversation, making predictions about what will happen with the beans. Ask, **What do you think will happen with our beans? How long will it take for them to get sprouts? What will happen if they grow bigger than the bags? When do you think that will happen?** Track the progress of the plants, returning to the conversation regularly over time.



9. Creating personal timelines

Resources

- Support 4 (3 pages) — see attached

Preparation

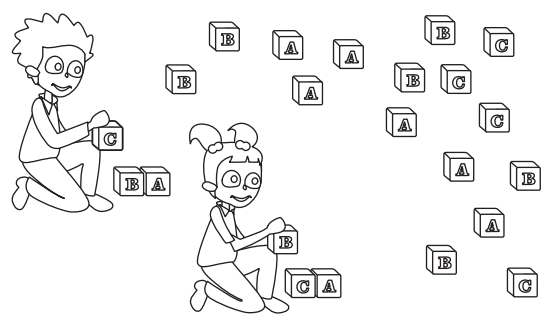
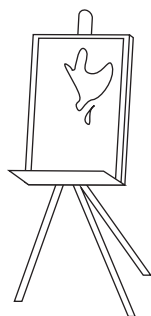
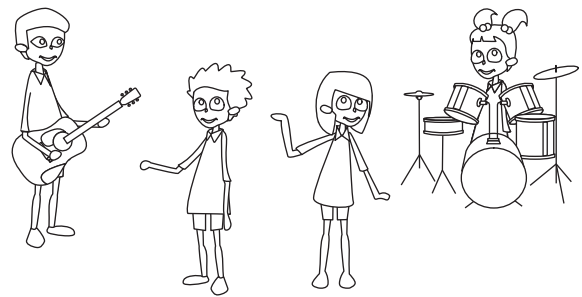
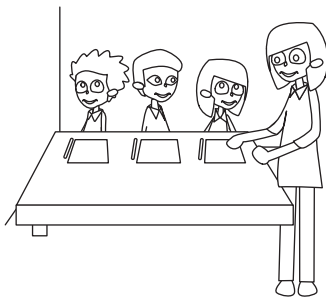
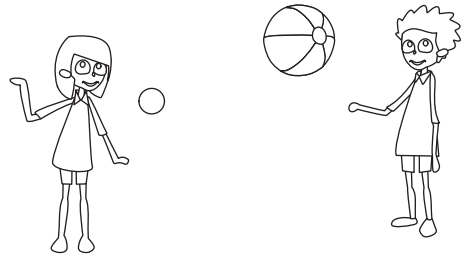
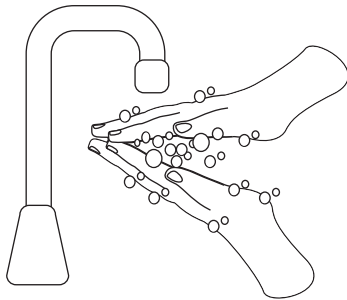
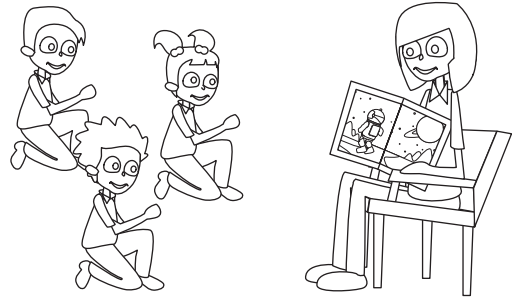
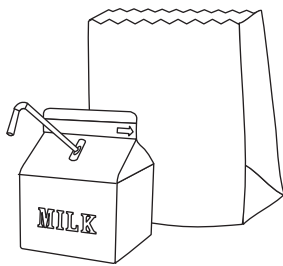
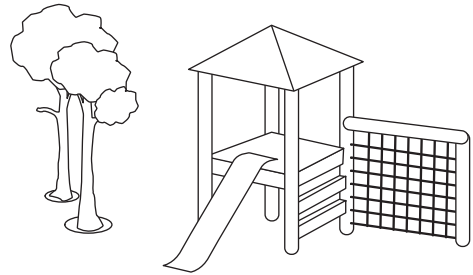
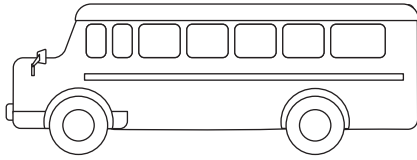
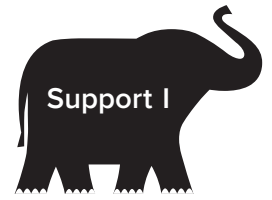
Print 1 copy of Support 4 for each student. Send the family letter and the personal timeline template home.

Activity

After receiving the timelines back from the families, allow students to share and describe their timelines with large or small groups. Encourage the students to make comparisons between their timelines. Say, **Let's look at what is on our timelines when we were born. What is the same? What is different?** Encourage students to think about what might be next on their timelines as they grow.



Sequencing Routines

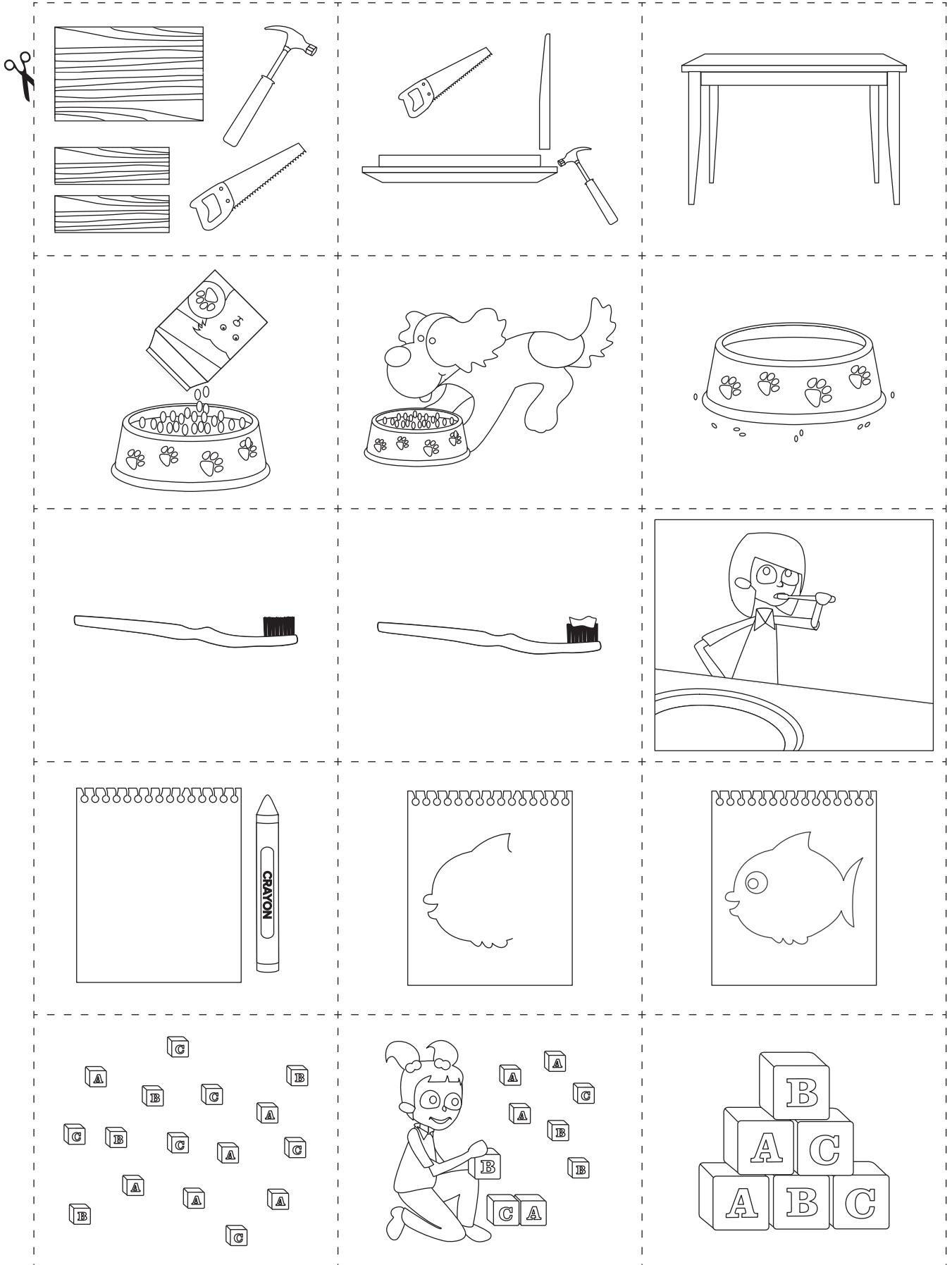


Growth and Change Cards



✂

Growth and Change Cards



My Changes



Name: _____

Younger

Now

Creating Personal Timelines



Dear family,

We are studying time through the sequence of events. Time is a very abstract idea for early learning students. It helps students to work with events that are relevant to them. Attached is a Personal Timeline template that you can complete with your student.

Think of milestones or events that your student likes to hear about. Work with your student to write and draw about them. Please feel free to get creative and make your own timeline if you prefer.

We will be displaying and discussing the timelines at school the week of:

Thank you for your support.

Sincerely,

Creating Personal Timelines



Birth		Personal Timeline for _____
1 year old		
2 years old		

Creating Personal Timelines



3 years old		Personal Timeline for _____
4 years old		
5 years old		