

# “Hungry Caterpillars”

Fall, 2009



**Lesson Plan Title:** “Hungry Caterpillars”

**Grade Level:** Kindergarten

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## Objectives:

1. (Domain 1: Artistic Perception): Students will learn the language and elements of art and patterning such as color names, shape identification, pattern and pattern segmenting.
2. (Domain 2: Creative Expression): Students will learn the beginning fine motor skills associated with art, such as cutting, pasting, sequencing, drawing and coloring.
3. (Domain 3: Historical and Cultural Context of the Visual Arts): Students will learn create and identify basic AB, ABC etc. patterns. Students will learn the basic life cycle of butterflies. They will learn about Eric Carle, the author of *The Very Hungry Caterpillar*.

4. (Domain 4: Aesthetic Valuing): Students will learn how to describe and evaluate their own and each others' work by identifying pattern segments. They will begin to evaluate the self-portrait, and use basic, bold colors similar to those found in the children's book, *The Very Hungry Caterpillar*.
5. (Domain 5: Connections, Relationships and Application): Students will learn basic mathematical concepts, natural sciences and biodiversity.

### **Student Materials:**

1. Construction Paper (cut into 4'' circles)
2. Black Paper (Cut into strips to form legs)
3. 8 ½''x11'' White Paper (with face outline drawn on it)
4. Glue Sticks
5. Crayons
6. Markers
7. Pencils
8. Erasers
9. Assorted decorative items (glitter, stickers, plastic eyes etc.)

### **Teacher Materials:**

1. Power Point Presentation
2. *The Very Hungry Caterpillar* by Eric Carle
3. Large White Display Paper
4. Die-Cutter

### **Vocabulary:**

1. Pattern
2. Pattern Segment
3. Shape Names (circle, oval etc.)
4. Color Names (blue, green, red yellow, black etc.)
5. Caterpillar
6. Butterfly
7. Cocoon
8. Self-Portrait

### **Procedures:**

#### **1. Introduction:**

- Discuss patters (this will be done with the morning calendar).
2. Read *The Very Hungry Caterpillar* by Eric Carle.
3. Demonstrate patterning process with pre-cut circles.
4. Demonstrate completing caterpillar body.
5. Have children come up three at a time to collect paper circles and glue.

6. Upon returning to their seats, act as a scaffolding for students as they create their own patterns.
7. Demonstrate self-portrait drawing on white paper; include coloring patterned caterpillar body with pens, crayons etc. and placement of legs.
8. Three at a time, students collect white paper, crayons, legs etc.
9. Supervise as children decorate and create self-portrait on white paper.
10. Assist and supervise as they cut out self-portrait and attach to decorated caterpillar body.
11. As children finish, they will come up to a pre-hung white display paper and work together to create the caterpillars' "environment" and hang their own pieces.
12. **Closure:**

One by one, show children's work and give them the opportunity to talk about it, making sure to review which kind of pattern each child used.

**Visual Procedures:**

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**Step 1**

**Step 2**

**Step 3**

**Step 4**

**Assessments, Suggestions, and/or Comments:**

Did students use pattern segmenting properly? Did they display basic fine motor skills such as tripod grip on writing and drawing utensils?

## Artistic Development Summary: Kindergarten

Kindergartners fall under the developmental stage of making symbols (age 4 to age 7), and this stage in their artistic development is usually referred to as the symbolic or schematic stage. Since 1956 researchers have developed theories based on children's artistic development and this stage in a child's life has been referred to as; the intellectual realism stage (Piaget and Inhelder), a symbolic period with geometric patterns stage (Read), the schematic presentational period (Nagasaka), and the preschematic stage (Lowenfeld). (Artistic Development Handouts and Herberholz page 107)

The theorists agree, to varying degrees, that the symbols made by children in the symbolic stage, are simple, recognizable objects, found in their daily environments. Those objects are produced with geometric shapes; ovals, triangles, and rectangles. Most often the recognizable objects are flowers, houses, dogs, and people (Herberholz Page 107). People are produced using the geometric shapes listed above, and are known as head-feet figures (Lowenfeld Handout). As the child becomes more confident in their representation of people, they begin to exaggerate an important body part, or omit an unimportant one (Herberholz 108 and Lowenfeld handout). Color is, most often, not represented accurately in the drawings (Herberholz 108). This age group also explores and builds foundational skills of cutting and pasting, and using various textures to make collages (Herberholz 108).

Regarding space, the symbolic stage children draw pictures that seem to float around in space. Baselines are created based on nonvisual and expressive uses of space, rather than realistic representations and the children work mostly from memory rather than observation. (Page 108 Herberholz)

### Major Observations of Symbolic Stage

Based on Donald/Barbara Herberholz and Lowenfeld

Drawing Form Characteristics	Spatial Characteristics
<ul style="list-style-type: none"><li>• Head-feet figure</li><li>• Radical configurations</li><li>• Produces images from memory</li><li>• Emotionally/physically significant images</li><li>• Symbols/bodies made of geometric shapes</li><li>• Art becomes communication with self</li><li>• Placement and size of object determined subjectively</li><li>• Gradual inclusion of arms, fingers and toes</li></ul>	<ul style="list-style-type: none"><li>• Objects float on the page</li><li>• Little or no overlapping</li><li>• Random placement of items in space</li><li>• Simple baselines appear</li><li>• Size of objects not in proportion to one another</li><li>• Space seems to surround the child</li></ul>

All information was gathered from Artworks for Elementary Teachers 9th Ed., and Class Handouts posted on the student portal

## Historical and Cultural Background

Eric Carle (born June 25, 1929) is a children's book author and illustrator who is most famous for his book *The Very Hungry Caterpillar*, which has been translated into over 47 languages. Since *The Very Hungry Caterpillar* was published in 1969, Eric Carle has illustrated more than seventy books, many best sellers, most of which he also wrote, and more than 88 million copies of his books have sold around the world.

*“With many of my books I attempt to bridge the gap between the home and school. To me home represents, or should represent; warmth, security, toys, holding hands, being held. School is a strange and new place for a child. Will it be a happy place? There are new people, a teacher, classmates—will they be friendly?”*

*I believe the passage from home to school is the second biggest trauma of childhood; the first is, of course, being born. Indeed, in both cases we leave a place of warmth and protection for one that is unknown. The unknown often brings fear with it. In my books I try to counteract this fear, to replace it with a positive message. I believe that children are naturally creative and eager to learn. I want to show them that learning is really both fascinating and fun.” -Eric Carle*