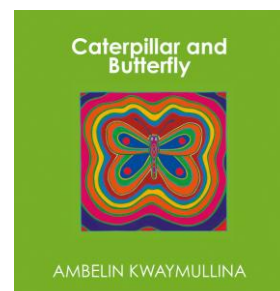


## Caterpillar and Butterfly by Ambelin Kwaymullina

**THEME: Bugs & Butterflies May 2013**

*There once was a caterpillar who lived all alone. Everything around caterpillar seemed large and strange and she was full of fear*

*Caterpillar lives alone on her leaf and turns down some exciting experiences. One day she wants to hide away so she forms a chrysalis. When she finally comes out, she is a beautiful butterfly and she tries lots of exciting things with her friends and spreads her story among other butterflies.*



### Key Message for Parents

#### Children Are Born Ready To Learn

- Children are constantly learning and the experiences they have provide the blueprint for their future growth and development.
- Secure, responsive relationships that give appropriate sensory input build healthy brain architecture, which creates a strong foundation for lifelong learning, behaviour, physical and mental health.

### Learning Outcomes

#### Outcome Two: Children Are Confident And Involved Learners.

*Children resource their own learning through connecting with people, place, technologies and natural and processed materials.*

*Educators promote this learning for example, when they provide:*

- Sensory and exploratory experiences with natural and processed materials.
- Resources that encourage children to represent their thinking.
- Opportunities and support for children to engage in meaningful learning relationships.

### Welcome

*Ask carers to write name tags for themselves and their children. (optional). Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and remind them that there will be time for adults to chat after the story and songs.*

#### Sing - Welcome Song (or your preferred song)

*Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.*

#### Good Morning

*Good morning to you  
Good morning to you  
Good morning everybody  
And welcome to you!*



## Song

Tell the children that you are going to be singing and reading about some creatures that you might find in a garden.

**Old Macdonald's Garden** (As you sing, use some laminated pictures or felt pieces of Old Macdonald and some flowers and insects for a visual display, or make your hands move like the creatures! Visuals are a great way to engage children).

Old Macdonald had a garden  
ee-ie-ee-ie-oh,  
And in that garden was a caterpillar,  
ee-ie-ee-ie-oh.  
With a creepy crawl here and a creepy crawl there,  
Here a crawl, there a crawl, everywhere a creepy crawl,  
Old Macdonald had a garden,  
ee-ie-ee-ie-oh.

Old Macdonald had a garden  
ee-ie-ee-ie-oh,  
And in that garden was a bee,  
ee-ie-ee-ie-oh.  
With a buzz, buzz here, and a buzz, buzz there,  
Here a buzz, there a buzz, everywhere a buzz, buzz,  
Old Macdonald had a garden,  
ee-ie-ee-ie-oh

Old Macdonald had a garden  
ee-ie-ee-ie-oh,  
And in that garden was a butterfly  
ee-ie-ee-ie-oh.  
With a flutter, flutter here, and a flutter, flutter, there,  
Here a flutter, there a flutter, everywhere a flutter, flutter,  
Old Macdonald had a garden,  
ee-ie-ee-ie-oh.

Old Macdonald had a garden  
ee-ie-ee-ie-oh,  
And in that garden was a spider,  
ee-ie-ee-ie-oh.  
With a scuttle, scuttle here and a scuttle, scuttle there,  
Here a scuttle, there a scuttle, everywhere a scuttle, scuttle,  
Old Macdonald had a garden,  
ee-ie-ee-ie-oh.

Old Macdonald had a garden  
ee-ie-ee-ie-oh,  
And in that garden was a snail,  
ee-ie-ee-ie-oh.  
With a slippery slide here, and a slippery slide there,  
Here a slide, there a slide, everywhere a slippery, slide,  
Old Macdonald had a garden,  
ee-ie-ee-ie-oh.

**(make up other verses if needed)**

## Introduce the Book

What can the children tell you about the cover of the book?  
Ask what do you know about butterflies?

## During reading

Read the story and draw attention to the 'thinking' 'bubbles' that reveal drawings of what the caterpillar is fearful of. Can they find some more throughout the story?

Choose a couple of interesting words from the story (perhaps; skittered, crevices or slithered) as you read. Pause and ask the children "What do you think this word means?"

Can the children anticipate what might be happening to the caterpillar inside the chrysalis? Turn the page to reveal the illustration of the butterfly – did they make a good guess?



## After reading

Invite the children to reflect upon the story. You might consider:

- What things was the caterpillar afraid to try?
- Why do you think that the caterpillar was afraid?
- What things make the children feel scared or afraid to try?
- What did the caterpillar turn into?
- Do you think that she is happy being a butterfly?

## Share with parents:

With its positive message, this book is a wonderful conversation starter and tool for helping children learn how to manage feelings of loneliness, anxiety and fear. As you read the story (and if you feel it's appropriate) you may want to ask some of the following questions:

- Have you ever felt like that?
- Tell me about a time when you have felt like that?
- If you were that character what could you do?
- If you were that character what would you do?
- What do you do when you feel that way?

Children are naturally curious about their environment and this fictional story can be read as a springboard to finding out more about the life cycle of butterflies. Find suitable non-fiction books or use the technology of the internet to do some research.

For those children who are mathematically inclined, look at the patterns of symmetry in the wings of the butterfly and explore these more closely.

**Action Rhyme - Five Little Caterpillars:** You can use the fingers of both hands, or laminate and velcro some pictures of caterpillars and butterflies to use a visual.

Five little caterpillars sitting on a leaf,

One little caterpillar fell asleep.

When it woke up it found it could fly,

Now there's four little caterpillars and one butterfly.

(hold up 5 fingers on 1 hand)

(hide 1 finger)

(use 1 finger of the other hand to fly as a butterfly)

(now you have 4 fingers on 1 hand as the caterpillars and 1 finger on the other hand as the butterfly.)

Continue 4, 3, 2, 1 caterpillar 1, 2, 3, 4 little butterflies

**Until**

No little caterpillars sitting on a leaf,

The five little caterpillars had fallen asleep.

When they woke up they found they could fly

Now there's 1, 2, 3, 4, 5 little butterflies.

(hold up a fist)

Use the 5 fingers of the other hand as butterflies.

## Activity Time

**A word about activity time experiences/activities;**

Activity Time at your library may be the only time that some children have the opportunity to colour, cut, and paste. Activities like these are essential, not only for a child's fine motor skill development but also for their imagination, creativity and development of their planning, design and language skills.

Try and make the activities as open-ended as possible, by providing a range of different textured collage materials, writing/drawing tools, paste, scissors, masking tape or paint.



The aim of activity time should be to encourage children in learning *how to think* **not** *what to think*.

Open-ended materials offer multiple entry points for each child to engage at their own developmental level. There is no right or wrong way and the process of *making* becomes *more* important than the *product* at the end. Let them take the lead!! The children need to be able to choose and use their own materials. Their construction of a spider does not have to look like a spider (as we know it), or look like the other 20 spiders in the room.

When commenting on children's creative work, try not to ask "What did you make?" Often children have been busy experimenting with tools and processes and haven't necessarily been making anything. Such questioning may put children on the spot, even to the point of where they feel compelled to give the answer that they think the adult is seeking. It's more desirable to comment "That looks interesting – tell me about this" or "I like how you've used the patty pans here", and see where the conversation might lead.

Remember, each child is an individual and their 'work' should reflect their uniqueness.

### Make A Butterfly Dough Garden.

Make some play-dough and add a few drops of scented oil to give the perfume of a garden.



Collect a range of different textured items; both natural (flowers, seeds, seed-pods, pine cones, flowers, herbs) and man-made (feathers, sequins, baubles, beads, glitter, pop-sticks).

You will need a paper plate or the lid of a plastic container as the base of the garden.

Encourage the children to use their fine motor muscles to spread the play-dough over the base and then their creative skills to decorate it with the adjuncts. Engage the senses and use language to describe: how the feather feels, or the flowers smell? You might prepare some small laminated pictures of butterflies for the children to hide in their gardens.

## Goodbye

Conclude the session with some suggestions of other books on bugs and butterflies for children

*Charlie & Lola- But Excuse Me But That's My* Book by Lauren Child

*Aaaarrgghh Spider* by Lydia Monks

*Mad About Mini Beasts* by Giles Andreae and David Wojtowycz

Depending on the size of your group, you may wish to insert each child's name in the last line rather than '*library friends*' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) **or** your preferred choice.

### Goodbye

*This is the way we say goodbye (use a waving action)*

*Say goodbye, say goodbye*

*This is the way we say goodbye*

*To all our library friends (or) (to our friend.....)*