



The Very Hungry Caterpillar

by Eric Carle

Lesson 1

Year: EYFS Publisher: Puffin Books – The Penguin Group Year: 1974 Edition: 2002 ISBN: 978-0-14056-932-2		Theme Links: Animals, Life Cycles, Food, Yummy Yummy, Mini-Beasts, Creepy Crawlies, Lesson objective: To make smoothies. ELGs: ELG1)i) ELG1)ii) ELG3)ii) ELG4)iii) ELG5)i)	
Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,	Resources:	Hungry Caterpillar Resource 1a, blender, strawberries, bananas, orange juice, chopping boards, knives, measuring jug, cups,
Hook into Session/ Opening Activities	Talk to the children about healthy and unhealthy foods. Why can it sometimes be difficult to choose healthy snacks? Listen to the children's ideas. Explain to the children they are going to make fruit smoothies today. These will be tasty drinks that the children can enjoy. Show the children the equipment needed for smoothie making. The selected recipe avoids the use of dairy products, but full allergy checks should still be completed before the activity takes place. The selected recipe doesn't have to be used if a more suitable one is needed for the group.		
Lesson Input	This is an opportunity to mix up the groups so children can work with different peers. Ensure the children wash their hands before starting the activity. Show the children the fruits that will be added to the smoothie. Allow each child the opportunity to taste the fruit and a small amount of juice before it is added to the blender. Do they like each of the tastes? Which is their favourite? Show the children the blender. Explain how the blender works and how to use it safely. Encourage the children to help, safely, slice the strawberries and bananas. Add these to the blender. Then add the orange juice. About 100ml for every 10 strawberries. The children could measure this amount out in a jug before pouring it into the mixture. Allow the children to take turns to safely use the blender with full adult supervision. Once the mixture is smooth, pour into glasses and allow the children to taste. Does it taste different to the individual tastes? Which fruit is the strongest taste in the mixture? Encourage the children to talk back through how they made the smoothie before the activity ends. If possible, take photos of the children completing each stage of smoothie making.		
Assessment/ Reflections	Who was able to make comments on what was happening? Who was able to wait their turn as necessary? Who was able to manage their own personal hygiene?		



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Lesson 2

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Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,	Resources:	Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 2a, Hungry Caterpillar Resource 2b, Hungry Caterpillar Resource 2c,
Hook into Session/ Opening Activities	Play ‘Next Word Game.’ Sit the children in a circle. Write the word ‘smoothie’ on the board. The children think of a word that begins with the final letter (e) — (egg) This then continues (gold, dip, pencil, lamp etc.) The word doesn’t have to link to making smoothies! Can each child think of something so that the turn taking moves through the complete class circle?		
Lesson Input	Can the children remember what they made during the previous lesson? (Fruit smoothie) Display the sentence starters. (Hungry Caterpillar Resource 2a) Read these to the children. Ask the children to talk to a friend nearby to discuss how they made the smoothie using these – remind children that they all had to wash their hands. Can anyone remember why? If photos of the children were taken whilst making smoothies, these could be used to help form sentences together. Work together as a class to write a recipe for the class smoothie - using the sentence starters. Remind the children that each new aspect of the recipe starts with a capital letter.		
Independent Activities	Simplify Children write a recipe for creating the class smoothie. (Hungry Caterpillar Resource 2b)	Expect Children write a recipe for creating the class smoothie. (Hungry Caterpillar Resource 2c)	Extend Children write a recipe for creating the class smoothie. (Hungry Caterpillar Resource 2c)
Assessment/ Reflections	Who was able to listen attentively and respond appropriately? Who was able to participate in the group discussions? Who could offer explanations? Whose sentence was easily read by others?		



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Lesson 3

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Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,			Resources:	Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 3a, Hungry Caterpillar Resource 3b, Hungry Caterpillar Resource 3c, Hungry Caterpillar Resource 3d, Hungry Caterpillar Resource 3e, Hungry Caterpillar Resource 3f,
Hook into Session/ Opening Activities	Display the alphabet. An alphabet mat is included in the resources if you don't have one displayed in class already. (Hungry Caterpillar Resource 3a) Sing the alphabet song and write each letter vertically down a page whilst you sing it. Can the children think foods beginning with each letter? The children could name different types of food and then select the initial letter. It can be any kind of food — how many letters can you write next to? A list with some ideas for each letter, is in resources to support if needed. (Hungry Caterpillar Resource 3b)				
Lesson Input	Look at the list of food the children have created. Display the labels 'healthy' and 'unhealthy.' (Hungry Caterpillar Resource 3c) Can the children work with you to split the food into the 2 categories? Discuss why some foods are healthier than others. What foods are seen as 'treats?' Why shouldn't we eat too much of them?				
Independent Activities	Simplify The children will split foods into 2 categories. (Hungry Caterpillar Resource 3d)		Expect The children will split foods into 2 categories. They will then write which is their favourite food. (Hungry Caterpillar Resource 3e)		Extend The children will split foods into 2 categories. They will add to each category and then write which is their favourite food. (Hungry Caterpillar Resource 3f)
	Who was able to listen attentively and respond appropriately? Who was able to write recognisable letters? Whose letters were correctly formed?				
Assessment/ Reflections	<div>The Literacy Shed © 2024</div> <div>Literacy Shed link:</div>				



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Lesson 4

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Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,	Resources:	Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 3c, Hungry Caterpillar Resource 4a, Hungry Caterpillar Resource 4b, Hungry Caterpillar Resource 4c, Hungry Caterpillar Resource 4d,
Hook into Session/ Opening Activities	Remind the children of the healthy and unhealthy food work they completed during the previous lesson. Can any of the children remember what they wrote as their favourite food? Tally the answers of the 2 categories. Healthy and unhealthy. (Hungry Caterpillar Resource 3c) What do the answers tell us? Is there a clear favourite category? Type of food? What is it and why?		
Lesson Input	Tell the children your favourite food is chocolate. Wait for their reaction. Then tell them you know chocolate is classed as an 'unhealthy' food but, you just love a 'cheeky chocolate!' Act surprised and laugh — cheeky and chocolate! They both start with the same sound!!! What sound do they start with? (ch) What 2 letters create that sound? (c h) Ask the children if they can think of words that begin with the same initial sound as other foods. Display the food cards. (Hungry Caterpillar Resource 4a) The lesson can take one of two directions. You could either select 'sensible' words that accurately describe or link to the food e.g. comforting cake and popular pizza. OR you could list words that begin with the same initial letter for the children to create their own 'crazy' foods e.g., scary spaghetti and naughty nuggets. Whichever approach you choose, a list of adjectives has been included in the resources to support. (Hungry Caterpillar Resource 4b)		
Independent Activities	Simplify The children will describe food using alliteration and illustrate their writing. (Hungry Caterpillar Resource 4c)	Expect The children will describe food using alliteration and illustrate their writing. (Hungry Caterpillar Resource 4d)	Extend The children will describe food using alliteration and illustrate their writing. (Hungry Caterpillar Resource 4d)
Assessment/ Reflections	Who was able to participate in group discussions? Who was able to express ideas using full sentences? Who could say a word for letters they are familiar with?		



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Lesson 5

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Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,	Resources:	Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 5a, a ball, Hungry Caterpillar Resource 5b, Hungry Caterpillar Resource 5c,
Hook into Session/ Opening Activities	Remind the children of your favourite food — chocolate! Display some of the word cards. (Hungry Caterpillar Resource 5a) Choose some simple terms and some vocabulary that the meaning will need explaining – this is a chance to introduce new vocabulary. What do the children notice about all the words? (They all begin with ch – for chocolate) Can the children think of any more words that begin with the diagraph ‘ch’? (These don’t have to be chocolate linked or descriptive. What about words with ‘ch’ at the end?		
Lesson Input	Sit the children in a circle. Explain that in the next lesson, you are going to share a story with them about an animal or a creature that changes when it grows. Today you are going to look at how many animals they can name from their baby to their adult stages. Begin with the teacher holding the ball. Say a child’s name and then call a baby animal. The child catches the ball and calls what the animal grows into. E.g., ‘George. What does a kitten grow into?’ Roll the ball. George catches the ball responds ‘Cat. Millie, what does a puppy grow into?’ and rolls the ball to Millie. Additional adults may need to help prompt ideas if the children find it difficult initially.		
Independent Activities	Simplify The children will name what baby animals / creatures grow into. (Hungry Caterpillar Resource 5b)	Expect The children will name the baby animal and what it grows into. (Hungry Caterpillar Resource 5c)	Extend The children will name the baby animal and what it grows into. (Hungry Caterpillar Resource 5c)
Assessment/ Reflections	Who was able to listen attentively and respond appropriately? Who could participate in the group activities? Who was able to hold a pencil effectively? Who could write recognisable letters?		



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Lesson 6

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Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,	Resources:	Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 6a, Hungry Caterpillar Resource 6b, Hungry Caterpillar Resource 6c, Hungry Caterpillar Resource 6d, Hungry Caterpillar Resource 6e,
Hook into Session/ Opening Activities	The link below plays a days of the week song to the tune of The Addams Family. The children can sing and click or clap along. (Hungry Caterpillar Resource 6a) https://www.youtube.com/watch?v=oKqAblcwFOA As with all links to clips, we strongly advise that the content is viewed in full prior to displaying it for children.		
Lesson Input	Show the children the front cover. Do they know the story? Read the story to the children. What day of the week is the first day to be mentioned? (Sunday) What happened on the Sunday? (The caterpillar popped out of the egg) Work with the children to display the days of the week in order. (Hungry Caterpillar Resource 6b) Can the children remember what happened on each day? Display the cards next to the days of the week. (Hungry Caterpillar Resource 6c)		
Independent Activities	Simplify The children will complete the chart. (Hungry Caterpillar Resource 6b) (Hungry Caterpillar Resource 6d)	Expect The children will complete the chart. The children could select one or two foods from Saturday’s feast! (Hungry Caterpillar Resource 6e)	Extend The children will complete the chart. The children could select one or two foods from Saturday’s feast! (Hungry Caterpillar Resource 6e)
Assessment/ Reflections	Who made comments on what they have heard? Who was able to ask questions to clarify understanding? Who was able to hold a pencil? Who is growing in confidence when using the tripod grip?		



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Lesson 7

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Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,	Resources:	Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 7a, Hungry Caterpillar Resource 7b, Hungry Caterpillar Resource 7c,
Opening Activities	Sing the caterpillar song. (Hungry Caterpillar Resource 7a) Actions: Caterpillar on a leaf — index finger on hand. Eat the leaves — prod your hand with your index finger. Turn into a cocoon — spin hands around each other. Be a butterfly — link thumbs to make a butterfly flying.		
Lesson Input	Display the completed chart based on what the children created during the previous lesson. A sample chart is in resources if needed but the one the children worked on together would be better as they will recognise it. (Hungry Caterpillar Resource 7b) Ask the children to help you use the information to write sentences to retell the story. e.g. On Monday he ate one apple.		
Independent Activities	Simplify The children will use their work from the previous lesson to write a sentence. (Hungry Caterpillar Resource 7c)	Expect The children will use their work from the previous lesson to write 3 sentences to retell the story. (Hungry Caterpillar Resource 7c)	Extend The children will use their work from the previous lesson to write 3 sentences to retell the story. Try to encourage the children in this group to select the order to represent the beginning, middle and end of the story. (Hungry Caterpillar Resource 7c)
	Assessment/Reflections Who was able to respond to what they heard? Who was able to offer explanations and ideas? Who could read words consistent with their phonic knowledge? Who could spell words by identifying sounds in them?		



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Lesson 8

Year: EYFS Publisher: Puffin Books – The Penguin Group Year: 1974 Edition: 2002 ISBN: 978-0-14056-932-2		Theme Links: Animals, Life Cycles, Food, Yummy Yummy, Mini-Beasts, Creepy Crawlies, Lesson objective: To share my favourite food. ELGs: ELG1)i) ELG2)i) ELG2)iii) ELG17)ii) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii)	
Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,	Resources:	Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 8a, Hungry Caterpillar Resource 8b,
Hook into Session/ Opening Activities	The link below plays a days of the week song to the tune of The Addams Family. The children can sing and click or clap along. https://www.youtube.com/watch?v=oKqAblcwFOA As with all links to clips, we strongly advise that the content is viewed in full prior to displaying it for children.		
Lesson Input	Ask the children what their favourite foods are — they can say any food. They don't need to worry if it is healthy or not! Talk to a friend nearby. Name your top 5 favourite things to eat. Display the scaffold (Resource 8b). Tell the children you are going to complete the scaffold based on your favourite foods. Talk through what you add to each column as you complete it. e.g. Sunday-chocolate- 1 bar. Monday-grapes-2. etc. Then refer the children to the title at the top of the scaffold. Name your scaffold -The Very Hungry (and then add your name) e.g. The Very Hungry Miss Jones.		
Independent Activities	Simplify The children will complete the scaffold based on their own favourite foods. (Hungry Caterpillar Resource 8a)	Expect The children will complete the scaffold based on their own favourite foods. (Hungry Caterpillar Resource 8b)	Extend The children will complete the scaffold based on their own favourite foods. (Hungry Caterpillar Resource 8b)
Assessment/ Reflections	Who was able to listen attentively and respond appropriately? Who could participate in the group activities? Who was able to hold a pencil effectively? Who could write recognisable letters?		



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Lesson 9

Year: EYFS Publisher: Puffin Books – The Penguin Group Year: 1974 Edition: 2002 ISBN: 978-0-14056-932-2		Theme Links: Animals, Life Cycles, Food, Yummy Yummy, Mini-Beasts, Creepy Crawlies, Lesson objective: To write my own version of the story. ELGs: ELG1)i) ELG2)i) ELG2)ii) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii)	
Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,		Resources: Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 9a, scaffolds completed by the children during the previous lesson, Hungry Caterpillar Resource 9b, Hungry Caterpillar Resource 9c,
Hook into Session/ Opening Activities	Display the photo of the caterpillar. (Hungry Caterpillar Resource 9a) Do the children know what this is? Now look at the caterpillar on the front cover. Ask the children to list similarities and differences between the photo of the caterpillar and the illustration on the book. Any similarities should be encouraged e.g., colours, shapes, eyes etc.		
Lesson Input	Explain to the children you are going to write a story based on The Very Hungry Caterpillar, but you are going to be the main character in the story. Display the scaffold completed during the previous lesson. Model-write the initial sentence. Can the children remember what day the caterpillar started eating? (Monday) Create your first sentence e.g., ‘On Monday Miss Jones ate 1 chocolate bar.’ ‘On Tuesday she ate 2 grapes.’ Ask the children what the title of their book will be. They state their own name in the title e.g., The Very Hungry George.’ The small groups activity may need to be completed over a couple of sessions to ensure the children remain focused on the written task.		
Independent Activities	Simplify The children will use their scaffold to create their own version of the story. Sentence structure provided. (Hungry Caterpillar Resource 9b) (Hungry Caterpillar Resource 9c children may require several copies)	Expect The children will use their scaffold to create their own version of the story. (Hungry Caterpillar Resource 9c children may require several copies)	Extend The children will use their scaffold to create their own version of the story. (Hungry Caterpillar Resource 9c children may require several copies)
Assessment/ Reflections	Who could respond to what they have heard? Who could use recently introduced vocabulary? Who could write a simple sentence?		

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Lesson 10

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Key Vocabulary	very, hungry, caterpillar, moon, leaf, sun, tiny, food, still, piece, slice, stomach-ache, nibbled, egg, caterpillar, cocoon, butterfly, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday apple, pears, plums, strawberries, oranges, chocolate cake, ice-cream cone, pickle, slice of Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, leaf, one, two, three, four, five,		Resources: Hungry Caterpillar Resource 1a, Hungry Caterpillar Resource 10a, the adults (almost) completed version of the story, Hungry Caterpillar Resource 9c,
Opening Activities	Display words from the book. (Hungry Caterpillar Resource 10a) Children work in pairs to create their own sentence with each word in. E.g. 'Sunday' 'On Sunday, I play football at the park.'		
Lesson Input	Prior to the lesson starting, complete the story you have started about yourself – stop after eating food on Saturday as you will write the end of the story during the course of this lesson. Read your version of the story to the children. Ask the children for their ideas on how the story could end. What do they think might happen if you ate so much food? Give the children time to talk to a friend nearby to come up with ideas. Are any of the children happy to share their ideas? Listen to the children's ideas and agree on an end to your story. e.g., 'On Sunday Miss Jones fell asleep.' <i>Once the stories are completed, they could be threaded at the top of each page using string or caterpillar coloured wool. A small face added to the end will make each book look like a caterpillar for display.</i>		
Independent Activities	Simplify The children will write the end of their story. (Hungry Caterpillar Resource 9c)	Expect The children will write the end of their story. (Hungry Caterpillar Resource 9c)	Extend The children will write the end of their story. (Hungry Caterpillar Resource 9c)
Assessment/Reflections	Who could offer ideas and explanations? Who could spell words by identifying sounds in them? Who could represent sounds with letters?		