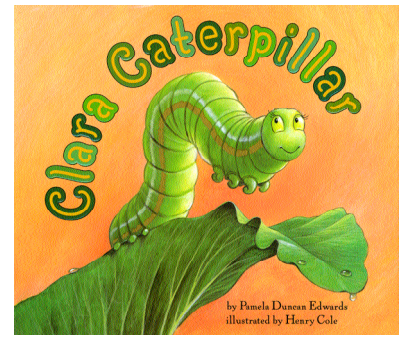


**IDEAS AND ACTIVITIES TO USE WITH
CLARA CATERPILLAR**
BY PAMELA DUNCAN EDWARDS, ILLUSTRATED BY HENRY COLE



Before Reading:

1. Talk about the life cycle of a caterpillar. This can be very general or more complex (with the names of the different stages) depending on the age of the students.

During Reading:

2. On pages 5-6, starting with “Who cares if she comes out?” ask, “Can anyone tell me which caterpillar is named Catisha?” “How can you tell?” Discuss the character traits the illustrator has tried to depict and how he has done this.

After Reading:

3. Discuss the illustrations:

- a. Are they realistic or imaginative?
- b. What are their characteristics?
- c. What words could you use to describe them? (clever, cartoon-like, colorful)

4. The students can think about the different personalities of the caterpillars and what they did in the story and then answer the question, “If you could be one of the caterpillars, which one would it be? Tell why.”

5. Have students compare Clara and Catisha using a **Venn Diagram** or similar page from the back of the packet. Or let students pair up and one describe Clara and the other Catisha using the **Character Traits Illustrated** page from the back of the packet.

6. In keeping with the theme of alliterative “C” words, have older students fill out the page called **Comedy, Catastrophe, and Comeuppance**. With younger students this can be done as a class.

7. Have the students complete the **Clara Caterpillar Word Sort**. For older students or those who have done word sorts many times, you can cover up the column headings to make it more difficult. Any grouping is OK if it makes sense. If you allow a “miscellaneous” category, allow only 3-4 words in it.

8. Compare a caterpillar and a butterfly using a **Venn Diagram** or a **T-Chart**.

9. Even though all of the caterpillars in the story changed, have students decide which one they think changed the most. Tell how it changed in ways the others didn’t.

10. Use the **Clara Caterpillar Chart** to categorize words from the story.

11. Write a **Butterfly Chant** using the attached page. Have students work in pairs to decide on the order of the butterflies in their chant. When students have finished writing, have each pair perform for the class.

12. Read some other books by Edwards and Cole (see below). Talk about the use of alliteration and how it is used in tongue twisters. Have the students write alliterative sentences. Students may want to use the first letter of their own names. Remind students that it is the **sound** of the letter, for example, words beginning with “c” may fit with either “k” or “s.”

13. Refer to the time the caterpillars were in their chrysalises and how they had to wait and wait patiently until they metamorphosed. Have students think of a time when it was very difficult to wait for something. Brainstorm some common times such as waiting for summer vacation, a trip, a birthday party, holidays, and so forth.

a. Students think of a specific time, write a sentence or short paragraph explaining the time, why it was so difficult to wait and what they did to make the time pass. When they are finished, have them illustrate this. The sentences or paragraphs can be revised and typed for display with the illustrations.

b. Students think of a time and break it down into small increments of waiting—how they felt as minutes/hours/days passed. Have them choose four of these times and create a 6-page “poof” book (see attached directions). The first page tells what they are waiting for, the next four pages tell how they felt while waiting and what they did, and the last page tells about the event—finally happening. Each page can be illustrated.

14. Use *Clara Caterpillar* as a Readers Theater with the attached script. Parts can be assigned or students can choose. They practice and then perform for the rest of the class. There are scripts for other nominated books also.

15. Read the related books:

a. *From Caterpillar to Butterfly* by Deborah Heiligman

b. *Where Butterflies Grow* by Joanne Ryder

c. *Waiting for Wings* by Lois Ehlert

Have the students divide a paper into 6 sections or make a **6-page “poof” book** showing the stages: egg on a leaf, eating leaves, molting, making a chrysalis, coming out of the chrysalis, and becoming a butterfly. Directions for making the book are in the back of the packet.

16. Read: *The Caterpillar and the Polliwog* by Jack Kent.

Students can compare the life cycle of the butterfly and the frog.

17. Read: *I Wish I Were a Butterfly* by James Howe.

First students imagine what it must be like to be a particular insect or animal. Then they write about how they would look and what they could do if they were. If they want to continue, they can think about what they couldn't do but are able to do as a boy or girl (some of their favorite things.)

18. Read: *Charlie the Caterpillar* by Dom DeLuise.

Have students compare Charlie and Clara, how they reacted to being teased, who befriended them and how. Even though both stories are imaginative, which one is more realistic. How?

19. Read: *The Very Hungry Caterpillar* by Eric Carle.

(Even older students will enjoy hearing the classic story again.) Students make enjoy making a similar book (see attached directions). They can start out with healthy fruits and vegetables, then “pig out” on Saturday, and back to normal food on Sunday, the final page.

Other Alliterative Books by Pamela Duncan Edwards and Henry Cole:

Dinorella

Four Famished Foxes and Fosdyke

Rosie's Roses

Some Smug Slug

The Worrywarts