

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Summary of the Story	7
• Vocabulary	8
• Suggestions for Further Reading.....	8
• Discussion Questions	9



STUDENT HANDOUTS

• Spotlight on Eric Carle	10
• Language and Comprehension Activities	
<i>Phonics</i>	11
<i>Word Study</i>	17
<i>Comprehension</i>	23
<i>Reading Response Mini-Book</i>	29
<i>Writing Tasks</i>	35
<i>Crossword</i>	41
<i>Word Search</i>	42
• Vocabulary Cards	43
• Comprehension Quiz	46



EASY MARKING™ ANSWER KEY

48

GRAPHIC ORGANIZERS

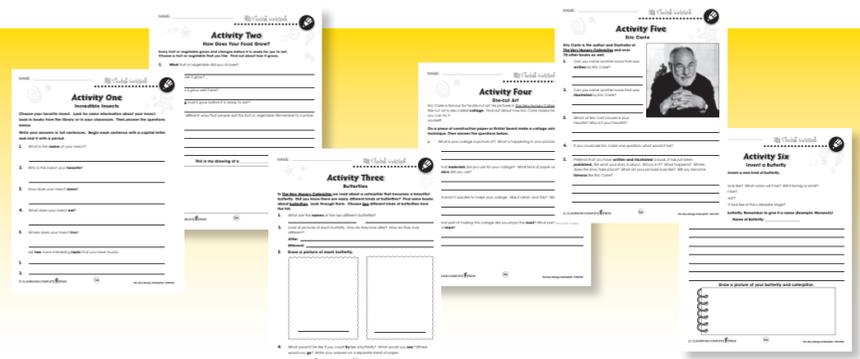
53

FREE!

6 Bonus Activities!

3 EASY STEPS to receive your 6 Bonus Activities!

- Go to our website:
www.classroomcompletepress.com/bonus
- Click on item CC2103 – The Very Hungry Caterpillar
- Enter pass code CC2103D

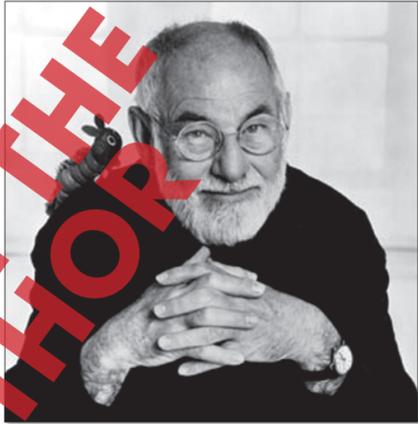




Eric Carle

Eric Carle was born in 1929 in Syracuse, New York. When he was six years old his family moved to Germany.

Eric went to school there. He graduated from the well known art school *Akademie der bildenden Kunst*. Eric missed the United States. So, in 1952, he left Germany and came home to the U.S. Upon his return he worked as a graphic designer and an art director.



In 1967, author Bill Martin Jr. wrote *Brown Bear, Brown Bear, What do you see?* He asked Eric to illustrate his story. Since that book, Eric's illustrating and writing careers have been going strong. He has over 71 million book copies sold around the world.

Did You Know..?

- The Very Hungry Caterpillar can be found in 30 different languages!
- The Very Hungry Caterpillar was first published over 30 years ago, in 1969!
- Eric Carle lives with his wife in Massachusetts.



Activity Three

Find the words in the story. Fill in the blanks with the letters from the list. The first one has been done for you.

st

ch

th

1. started
2. ___rough
3. ___ill
4. ___ree
5. ___ursday
6. ___rawberry
7. ___eese
8. ___erry
9. stoma___a___e

Activity Four

Underline the words that have **short a** sound, like *cat* and *hand*.

Circle the words that have **long a** sound, like *bake* and *face*.

Cross out the **a** if it is **silent**, like *boat*.

Examples:

fast

way

clean

- | | | |
|---------------|------------|-----------|
| 1. cake | 2. straw | 3. salami |
| 4. small | 5. ache | 6. day |
| 7. fat | 8. leaf | 9. ate |
| 10. cream | 11. apple | 12. came |
| 13. beautiful | 14. stayed | 15. after |



Activity Three

1. The words **very** and **warm** are both **adjectives** found in *The Very Hungry Caterpillar*. They describe nouns. Find **five** more adjectives in the story. Write them in a list. Be sure to number your list!

Adjectives

2. Write a **full sentence** using **two** adjectives from your list.

Activity Four

Write the words in proper sentence order.

1. caterpillar The hungry very is
2. long inside? he How will be
3. turned butterfly! beautiful into He a

Activity Three

Number the events from **1** to **10** in the order they happened in the story.

- He ate one slice of Swiss cheese.
- He ate one apple.
- He ate four strawberries.
- He nibbled on the cocoon.
- He ate one piece of chocolate cake.
- He ate two pears.
- He ate one nice green leaf.
- He ate three plums.
- He ate five oranges.
- He ate one slice of watermelon.



Activity Five

Write an **acrostic poem** about a caterpillar.

Each line of your poem will begin with a letter in the word "caterpillar". Use as many **describing words** and **actions words** as you can. Be imaginative!

C	
A	
T	
E	
R	
P	
I	
L	
L	
A	
R	



Crossword

Read the clues below. Write the answer where you find the correct number. Be careful! Some words go down. Some words go across.



Across

- To take small, quick bites
- The caterpillar ate a cherry _____.
- A butterfly begins its life as an _____.
- The larvae of the butterfly

Down

- A piece of candy on a stick
- The caterpillar ate a chocolate _____.
- A word that means the same as "hungry"
- An insect with brightly colored wings
- The silky covering made by caterpillar



Comprehension Quiz

30

1. Write the correct word in each blank to finish the sentences.

- The caterpillar was _____.
- The caterpillar ate so much he had a _____.
- He _____ a hole in the cocoon.
- He stayed in the cocoon for more than two _____.
- He ate one piece of _____ cake.
- To make him feel better, he ate one _____.
- He turned out to be a beautiful _____.

2. Draw a line to match the day with the food the caterpillar ate.

- | | |
|--------------|-----------------------------|
| a) Monday | Five oranges |
| b) Tuesday | One nice green leaf |
| c) Wednesday | Four strawberries |
| d) Thursday | Two pears |
| e) Friday | One piece of chocolate cake |
| f) Saturday | Three plums |
| g) Sunday | One apple |

SUBTOTAL: /14

Animal Life Cycles

ALL LIVING THINGS HAVE A LIFE CYCLE.

In The Very Hungry Caterpillar we learned about the life cycle of a caterpillar. Choose an animal or insect from the list. Fill in the organizer to show the stages in its life cycle.

- Caterpillar
- Ant
- Ladybug
- Mosquito
- Frog

Life Cycle of a _____

NAME: _____



Activity One

Put a check mark (✓) next to the answer that is correct.

1. What was wrong with the caterpillar?

- A He was very tired.
- B He was very dirty.
- C He was very hungry.

2. In which season could the story have taken place?

- A In winter
- B In fall
- C In summer

3. How many days was the caterpillar inside its house?

- A For almost a month
- B For just over two weeks
- C For a week, from Monday to Sunday

4. Why did the caterpillar eat *through* the food instead of eating the *whole thing*?

- A The caterpillar was a picky eater.
- B The caterpillar was on a diet.
- C The caterpillar ate as he was going through the food.

5. At the end of the story, what did the caterpillar turn into?

- A A beautiful spider
- B A beautiful butterfly
- C A beautiful bee

1.

1. C

2. C

3. B

4. C

5. B

23

2.

1. F

2. T

3. T

4. F

5. F

6. T

7. T

8. F

9. T

10. T

11. F

12. T

24

3.

7

1

4

10

6

2

9

3

5

8

25



EASY MARKING ANSWER KEY

The Very Hungry Caterpillar

- **RSL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RSL.K.2** With prompting and support, retell familiar stories, including key details.
- **RSL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RSL.K.4** Ask and answer questions about unknown words in a text.
- **RSL.K.5** Recognize common types of texts.
- **RSL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RSL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **RSL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RSL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RSL.1.1** Ask and answer questions about key details in a text.
- **RSL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RSL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RSL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RSL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RSL.1.6** Identify who is telling the story at various points in a text.
- **RSL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **RSL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RSL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RSL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RSL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RSL.2.3** Describe how characters in a story respond to major events and challenges.
- **RSL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **RSL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RSL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RSL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RSL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RSL.2.10** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.1.1** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.1.1** Demonstrate understanding of the organization and basic features of print. **A)** Recognize the distinguishing features of a sentence.
- **RSFS.1.2** Demonstrate understanding of spoken words, syllables, and sounds. **A)** Distinguish long from short vowel sounds in spoken single-syllable words. **b.** Orally produce single-syllable words by blending sounds, including consonant blends. **c.** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. **d.** Segment spoken single-syllable words into their complete sequence of individual sounds.
- **RSFS.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Know the spelling-sound correspondences for common consonant digraphs. **B)** Decode regularly spelled one-syllable words. **C)** Know final -e and common vowel team conventions for representing long vowel sounds. **D)** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **E)** Decode two-syllable words following basic patterns by breaking the words into syllables. **f.** Read words with inflectional endings. **G)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.1.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Distinguish long and short vowels when reading regularly spelled one-syllable words. **B)** Know spelling-sound correspondences for additional common vowel teams. **C)** Decode regularly spelled two-syllable words with long vowels. **D)** Decode words with common prefixes and suffixes. **E)** Identify words with inconsistent but common spelling-sound correspondences. **F)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.2.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **WS.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **WS.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **WS.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **WS.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **WS.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- **WS.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **WS.2.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **WS.2.8** Recall information from experiences or gather information from provided sources to answer a question.