

## CH-000-24, Vamos a leer: La oruga glotona

Client-centered nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

**Part 1: Planning the Nutrition Education Session** - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

**Part 2: Session Outline** - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

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### Snapshot of Group Session:

**CCNE Lesson title:** Vamos a leer: La oruga glotona

**Developed by:** Collin County WIC (LA 71) and State WIC NE Staff

**Date Developed:** September 2013, October 2016

**Approved by:** Texas State WIC Office

**NE Code:** CH-000-24

**Class Description:** *The Very Hungry Caterpillar* lesson is an interactive lesson especially for children ages two through four. The book, by Eric Carle, is available in both English and Spanish. The class facilitator will read the book in a “circle time” for the children. Associated activities include re-enactment of the story with a sock puppet and felt pieces, touching and tasting the foods mentioned, assembling and trying a caterpillar food treat, drawing a fruit or vegetable (with parental assistance), and gross motor activities such as curling into a cocoon, and “flying” like butterflies. Parents will receive information about accessing the local libraries, handouts with story times at nearby libraries, and lists of food/nutrition-related preschool storybooks available in both English and Spanish.

**Target Audience:** Parents/caregivers and their children (target 2-4 yrs old)

**Type of Learning Activities:** listening to the story, active play/participation, discussion, handout

## Part 1: Planning the Nutrition Education Session

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Item	Notes for Planning the Session
<p><b>Learning Objective(s)</b> – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, children will:</p> <ul style="list-style-type: none"> <li>• Touch and taste different fruits and vegetables.</li> <li>• Answer questions about which foods the caterpillar tried.</li> <li>• Draw a favorite fruit or vegetable, with help from a parent.</li> <li>• Be introduced to a classic children’s story book.</li> <li>• Learn about the life cycle of the butterfly.</li> </ul> <p>Parents will:</p> <ul style="list-style-type: none"> <li>• Be introduced to a classic preschool book.</li> <li>• Receive information about local libraries and story times.</li> <li>• Receive a list of other nutrition/food-related preschool storybooks in English and Spanish.</li> <li>• Be introduced to ways reading and associated activities foster parent/child interaction.</li> </ul>
<p><b>Key Content Points</b> – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<p>For the children:</p> <ol style="list-style-type: none"> <li>1. Fruits and vegetables taste good and help me grow.</li> <li>2. Caterpillars also eat in order to grow and become butterflies.</li> <li>3. Reading and books are fun.</li> </ol> <p>For the parents:</p> <ol style="list-style-type: none"> <li>1. Leave with information about accessing local libraries.</li> <li>2. Leave with list of food/nutrition-related preschool storybooks available in both English and Spanish.</li> </ol>
<p><b>Materials</b> – <i>List what you will need for the session (i.e. visual</i></p>	<ul style="list-style-type: none"> <li>• <i>The Very Hungry Caterpillar</i> by Eric Carle in both English and Spanish</li> </ul>

<p><i>aids, handouts, supplies).</i> <i>Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> <li>• Public library handouts with story times and information for joining the library</li> <li>• Handout of food/nutrition storybooks available in English and Spanish</li> <li>• Paper and washable markers</li> <li>• Samples of the foods mentioned in the story.</li> <li>• Green fuzzy sock made into a caterpillar puppet. Felt pieces for 1 apple, 2 pears, 3 plums, 4 strawberries, 5 oranges, and another bigger sock to be a cocoon for the caterpillar</li> <li>• Blanket to sit on for story time</li> <li>• Thinly sliced cucumber, cherry tomato halves to make caterpillars, paper plates</li> </ul>
<p><b>Resources</b> – Review current WIC resources or other reliable resources like WIC Works.</p>	<p>Other Children’s Classes lesson plans on the WIC state agency website.</p>
<p><b>Class Flow &amp; Set Up</b> – Consider the flow of the session &amp; room set-up. Note any extra preparation that may be needed.</p>	<p>Set up includes:</p> <ul style="list-style-type: none"> <li>• Children’s area on floor with a blanket for children to sit and listen to the story; optional small chair for the facilitator</li> <li>• Books, puppet, and props in story time area</li> <li>• Separate table with paper plates of caterpillar food treat for each child (one plate per child so only the child/his parent are touching the food)</li> <li>• Children’s table/chairs with paper and washable markers. Parent’s chairs are behind the children’s chairs so the parents can assist with drawing and assembling the food treat.</li> <li>• Cut up food samples in small paper cups/napkins</li> <li>• Post surveys/pencils for parents</li> <li>• Prior to the session, food must be assembled and placed in cups/plates.</li> </ul>

## Part 2: Session Outline

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Item	Notes for Conducting the Session
<p><b>Introduction:</b> Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p>¡Hola a todos! Me llamo _____, y hoy vamos a hacer algo diferente en WIC.</p> <ul style="list-style-type: none"> <li>• ¡Adivinen qué vamos a hacer! (Los niños pueden responder con la ayuda de sus padres).</li> <li>• Vamos a leer un libro titulado <i>La oruga glotona</i>.</li> <li>• ¿Quién sabe qué es una oruga?</li> <li>• ¿De qué color es esta oruga?</li> <li>• ¿Qué creen ustedes que come esta oruga?</li> <li>• ¡Vamos a leer este libro y averiguarlo!</li> <li>• ¿Qué otra cosa creen que podríamos hacer?</li> <li>• Ya sé: después de leer el libro, ¡podemos jugar con este muñequito! ¡Después de eso podrán dibujar una oruga hambrienta y probar nuevos alimentos!</li> </ul> <p>Cuando escuchamos un cuento, ¿cómo debemos comportarnos? (Los niños contestarán a esta pregunta).</p> <ul style="list-style-type: none"> <li>• Escuchamos en silencio.</li> <li>• Nos sentamos muy quietos.</li> <li>• Cuando hablamos, usamos nuestra "voz bajita".</li> </ul> <p>Para los padres: Gracias por traer a sus hijos aquí el día de hoy. Hace tiempo que queríamos organizar unas clases para los niños, y esperamos que tanto ustedes como sus hijos disfruten de esta clase.</p> <p>También tenemos información sobre bibliotecas y otros libros que pueden ser de su interés.</p>
<p><b>Icebreaker:</b> Anchor the topic to the participants' lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a</p>	<p>¿Cuántos de ustedes han leído este libro? (Los padres y los niños pueden responder a esta pregunta).</p> <p>Para los padres: ¿Qué tipo de libros les gusta leerles a sus hijos?</p>

Item	Notes for Conducting the Session
<i>group or partners.</i>	
<p><b>Activities:</b> For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</p>	<p>Actividad 1: Lea el libro a los niños. Mientras vaya leyendo, puede hacerles preguntas, como:</p> <ul style="list-style-type: none"> <li>• ¿De qué tamaño creen que sea el huevo de una oruga? ¿Es grande o pequeño?</li> <li>• Las orugas comen hojas. ¿Has visto alguna vez las hojas que comen las orugas?</li> <li>• ¿A TI te gusta comer hojas? (Mencione la lechuga y las espinacas).</li> <li>• ¿De qué color son las fresas?</li> <li>• El último día, la oruga se comió un pastel, una sandía, un pepinillo, etc. ¿Comió mucha o poca comida? ¿Crees que podrías comer tanta comida como ella?</li> </ul> <p>Actividad 2: Use el muñeco de trapo para representar la historia. Invite a los niños a ayudar con cada parte de la historia: uno puede añadir la manzana, otro las fresas, etc.</p> <p>Actividad 3: Haga que los niños se encojan en un ovillo y luego "se echen a volar" como mariposas.</p> <p>Actividad 4: Pida a los niños que vayan a la mesa y les pidan a sus padres que dibujen su fruta o verdura favorita. El niño podrá colorearla.</p> <p>Actividad 5: Haga una oruga en el plato con las rebanadas de pepino y tomate.</p> <p>Actividad 6: (También sirve como repaso/evaluación para los niños).</p> <p>¿Recuerdan qué comió la oruga? Cuando los niños respondan, distribuyan la comida en pequeños vasos de papel.</p>
<p><b>Review and Evaluations:</b> Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or</p>	<p>For the parents:</p> <ul style="list-style-type: none"> <li>• Provide information about accessing local libraries, types of materials available at libraries, and schedules of story times.</li> <li>• Provide storybook lists.</li> <li>• Ask parents: "<b>¿Cómo piensan usar lo que han aprendido hoy?</b>"</li> </ul>

Item	Notes for Conducting the Session
<p><i>other resources for clients.</i></p>	<p><b>Client New Lesson Evaluation Surveys:</b> Please collect surveys only during the evaluation period.</p> <p>Evaluation period: <b>March – December 2017</b></p> <p>During the evaluation period, please collect at least 30 new lesson evaluations from clients.</p>
<p><b>Personal Review of Session (afterward):</b> Take a few moments to evaluate the class. What will you change?</p>	<p><b>What went well?</b></p> <p><b>What did not go as well?</b></p> <p><b>What will you do the same way the next time you give this class?</b></p>
<p><b>Supplemental Information –</b> Describe any attachments and include any other needed information.</p>	<p>N/A</p>