

CH-000-24, Let's Read: The Very Hungry Caterpillar

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.

Snapshot of Group Session:

CCNE Lesson title: Let's Read: The Very Hungry Caterpillar

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

Lesson: CH-000-24, Let's Read: The Very Hungry Caterpillar.

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

<p><i>aids, handouts, supplies).</i> <i>Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> • Public library handouts with story times and information for joining the library • Handout of food/nutrition storybooks available in English and Spanish • Paper and washable markers • Samples of the foods mentioned in the story. • 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 • Blanket to sit on for story time • Thinly sliced cucumber, cherry tomato halves to make caterpillars, paper plates
<p>Resources – 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>Class Flow & Set Up – Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</p>	<p>Set up includes:</p> <ul style="list-style-type: none"> • Children’s area on floor with a blanket for children to sit and listen to the story; optional small chair for the facilitator • Books, puppet, and props in story time area • 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) • 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. • Cut up food samples in small paper cups/napkins • Post surveys/pencils for parents • Prior to the session, food must be assembled and placed in cups/plates.

Part 2: Session Outline

Lesson: CH-000-24, Let's Read: The Very Hungry Caterpillar.

Item	Notes for Conducting the Session
<p>Introduction: Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p>Hi, my name is Ms. _____, and we're going to do something different at WIC today!</p> <ul style="list-style-type: none"> • Guess what we're going to do! (Children, with help from parents, can answer.) • We're going to read a book called <i>The Very Hungry Caterpillar</i>. • Who knows what a caterpillar is? • What color is this caterpillar? • What kinds of foods do you think this caterpillar will eat? • We're going to read this book and find out! • What else do you think we are going to do? • After reading the book, we will play with my puppet! Then you can draw, make a hungry caterpillar, and try some new foods! <p>When we listen to a story, how do we act? (Children will answer.)</p> <ul style="list-style-type: none"> • We listen very quietly. • We sit very quietly. • When we talk, we use our "inside voices." <p>To the parents: Thank you for bringing your children today. We have wanted to do some classes for the children, and we hope you and your children enjoy this class.</p> <p>We also have some information on libraries and other books that might be useful for you.</p>
<p>Icebreaker: 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 group or partners.</p>	<p>How many of you have read this book? (Parents and children can answer.)</p> <p>To the parents: What books do you like to read to your children?</p>

Item	Notes for Conducting the Session
<p>Activities: 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>Activity 1 – Read the book to the children. While reading, ask questions such as:</p> <ul style="list-style-type: none"> • How big do you think the caterpillar egg is? Is it big or little? • Caterpillars eat leaves. Have you ever seen a leaf that a caterpillar eats? • Do YOU eat leaves? (Talk about lettuce and spinach.) • What color are the strawberries? • On the last day, the caterpillar ate cake, watermelon, pickle, etc. Did he eat a little or a lot of food? Do you think you could eat that much food? <p>Activity 2 – Use the sock puppet to re-enact the story. Have the children help with each part, such as one child adding the apple, another adding the strawberries, etc.</p> <p>Activity 3 – Let children re-enact curling into a cocoon and then “flying” like butterflies.</p> <p>Activity 4 – Ask the children to go to the table and have their parent draw a favorite fruit or vegetable. The child will color it.</p> <p>Activity 5 – Assembling the pre-cut cucumber/tomato plate into a caterpillar.</p> <p>Activity 6 – (Also serves as review/evaluation for the children.)</p> <p>Do you remember what the caterpillar ate? As children answer, pass out the food in small paper cups.</p>
<p>Review and Evaluations: 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 other resources for clients.</p>	<p>For the parents:</p> <ul style="list-style-type: none"> • Provide information about accessing local libraries, types of materials available at libraries, and schedules of story times. • Provide storybook lists. • Ask parents, “How do you plan to use what you learned today?” <p>Client New Lesson Evaluation Surveys: Please collect surveys only during the evaluation period.</p> <p>Evaluation period: March – December 2017</p> <p>During the evaluation period, please collect at least 30 new lesson</p>

Item	Notes for Conducting the Session
	evaluations from clients.
<p>Personal Review of Session (afterward): Take a few moments to evaluate the class. What will you change?</p>	<p>What went well?</p> <p>What did not go as well?</p> <p>What will you do the same way the next time you give this class?</p>
<p>Supplemental Information – Describe any attachments and include any other needed information.</p>	N/A