

# The Very Hungry Texas Caterpillar

**Skills:** Social Studies and ELAR

## Objectives:

### Kindergarten

The student will

- identify the basic need of food;
- explain the differences between the needs and wants of the character;
- explain how agriculture can help meet basic human needs.

### Grade 1

The student will

- create and use simple maps.
- locate their community on a Texas map and compare its location to the areas commodities are grown in Texas.
- identify examples of goods and services,
- explain how the commodities in the story are exchanged.
- identify the role of markets in exchange of the commodities in the story.

### Grade 2

The student will

- interpret information on maps and globes using basic map elements.
- create a map to show the location the commodities in the story are grown.
- locate places of significance for agriculture.
- examine the information presented in *The Very Hungry Texas Caterpillar* about Texas regions and their agriculture production.

Texas Farm Bureau's *The Very Hungry Texas Caterpillar* was adapted from South Dakota's *Ag in the Classroom*.

## TEKS

### Kindergarten

#### ELAR

1; 2Aiii, Bi-ii, Di-iv; 3B; 4; 5A, C, E, F, H; 6B, E; 10A-E

#### Social Studies

4C; 5B; 6A-C; 7A; 14B; 15A&B; 16A

### First Grade

#### ELAR

1; 2Bi-v, D, F; 3B, D; 4; 6D-F, H; 9Di-ii; 10D; 11A-E

#### Social Studies

4A; 5A-B; 8A-C; 10B; 17B; 18B; 19A

### Second Grade

#### ELAR

1; 2Aii-iv, Bi-iv, C, E; 4; 6D-F, H-I; 9i-ii; 11A-E

#### Social Studies

5A; 6B&C; 7C&D; 8A-C; 9A; 10A&B; 18B, C, E; 19A&B; 20A

*This lesson places an emphasis on Social Studies TEKS.*

Meet real Texas Farmers/Ranchers from all over at:

[www.texasfarmbureau.org](http://www.texasfarmbureau.org) (Click Vimeo bottom of the page) or

<https://vimeo.com/channels/txfbaitc>



# The Very Hungry Texas Caterpillar

## Procedure:

### Day/Session 1

#### Whole Group (10-20 minutes):

##### *The Very Hungry Caterpillar* (Building background knowledge):

1. Read Eric Carle's *The Very Hungry Caterpillar* with your students.
2. Discuss the foods that the caterpillar eats and where we would find these foods.
3. While reading, refer to the Guided Reading Questions attached to the end of this lesson.
4. Using the Texas Map entitled "The Very Hungry Caterpillar's Food Map of Texas," discuss where in Texas you could find the food eaten by the caterpillar:

Wheat: Various regions in Texas

Dairy: The Panhandle

Oranges: South Texas

Sugar Cane: South Texas

Pears: East Texas

Watermelon: Southeast Texas

Cucumbers: Southwest Texas

Strawberries: Central Texas

5. Locate where you live on the map.

#### Independent/Small Group Activity (10 minutes):

1. Have students brainstorm what foods the caterpillar might eat if he lived where you live.
2. Students create their own version of the story as if the caterpillar were living in their home eating the students' favorite foods. (See attached activity)
3. Discuss as a class why some foods were not found on the map.
4. Discuss why the caterpillar got sick and make connection with own experience.

## Materials

### Materials:

*The Very Hungry Caterpillar* by Eric Carle  
Texas Map



# The Very Hungry Texas Caterpillar

## Day/Session 2

### *The Very Hungry Texas Caterpillar*

#### Whole Group (10-20 minutes)

1. Read *The Very Hungry Texas Caterpillar*.
2. Discuss the foods the caterpillar eats and where we would find these foods in Texas.
3. While reading, refer to the Guided Reading Questions page attached.
4. Using the Texas map, locate where the commodities the caterpillar eats are found in Texas.
5. Compare and Contrast the two versions of the story using the attached Venn Diagram.

#### Individual/Small Group Activity (45 minutes)

1. Students will **create their own** Texas Caterpillar books. This can be done **individually** or in **small groups**. Students may also be divided into groups to create **regional** books. Templates for the regional Very Hungry Caterpillar books can be found and downloaded from [www.sdagclassroom.org/teachers/resources.htm](http://www.sdagclassroom.org/teachers/resources.htm).
2. Create page “stations” at small groups of tables OR create baggies with supplies for students to create their books. Each page should take approximately 3-5 minutes to complete.

Station 1: Pages 1-3

Station 2: Pages 4-6

Station 3: Pages 7-9

Station 4: 10-12

Station 5: 13-16

\*\*Come back as a whole group to complete remaining pages.

#### Materials

- Book pages printed on card stock
- Cotton Balls
- Green Washable Ink or Green Stamp Pads
- Black Marker/Sharpie
- Soybeans
- Rice
- Corn
- Wheat
- Pecans
- Hay, straw, or raffia ribbon
- Clear plastic wrap
- Small jewelry size clear plastic bags
- Hole punch
- Book rings: 1”
- 5 medium green pom pom balls
- 2 Wiggle Eyes

Contact your County Farm Bureau for help in locating real Texas commodities.

**More Ag in the Classroom information at:**  
[www.texasfarmbureau.org](http://www.texasfarmbureau.org)

#### Bag Butterflies:

Snack Zip-loc® Bags  
Tissue Paper/Mylar Wrapping Paper/  
Gift Shred  
Confetti  
Pipe Cleaners cut in half

SEE DETAILED, PAGE-BY-PAGE INSTRUCTIONS ON FOLLOWING PAGE.



# The Very Hungry Texas Caterpillar

## Activity Directions

1. Book Cover: Glue on the five pom-poms to make a caterpillar. Add wiggle eyes, legs, and antennae.
2. Page 1: Tear a small piece of cotton ball. Glue onto a leaf to represent the egg.
3. Page 2: Use green ink to make 6 fingerprints, touching and side by side. Using a black marker, draw the face of the caterpillar along with its antennae.
4. Page 3: Add your fingerprint caterpillar.
5. Page 4: Add your fingerprint caterpillar.
6. Page 5: Add your fingerprint caterpillar.
7. Page 6: Add your fingerprint caterpillar.
8. Page 7: Add your fingerprint caterpillar.
9. Page 8: Add your fingerprint caterpillar.
10. Page 9: Attach the **soybeans** to the empty rectangle. Glue **hay** onto the hay bale. Add your fingerprint caterpillar.
11. Page 10: Attach corn to the empty rectangle. Glue **wheat** in the bushel basket. Add your fingerprint caterpillar.
12. Page 11: Glue a piece of **cotton** in the left rectangle. Glue **rice** to the right rectangle. Add your fingerprint caterpillar.
13. Page 12: Attach **pecans** to the rectangle. Add your fingerprint caterpillar **upside down**.
14. Page 13: Using green ink and your fingerprints, create a big caterpillar.
15. Wrap plastic wrap around a cotton ball to create a chrysalis. Glue to page.
16. Page 15: Attach a Bag Butterfly and any embellishments to the page (See Directions next page)
17. Page 16: Use the map on page 16 to glue actual commodities or pictures of commodities in the area of the state where they are mentioned in the book.

## Materials

- Book pages printed on card stock
- Cotton Balls
- Green Washable Ink or Green Stamp Pads
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- Soybeans
- Rice
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- Clear plastic wrap
- Small jewelry size clear plastic bags
- Hole punch
- Book rings: 1”
- 5 medium green pom pom balls
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Contact your County AgriLife Extension or 4-H Agent for help in finding different commodities.

**Lesson and book template can be downloaded for free from [www.texasfarmbureau.org](http://www.texasfarmbureau.org)**

### Bag Butterflies:

Snack Zip-loc® Bags  
Tissue Paper/Mylar Wrapping Paper/  
Gift Shred  
Confetti  
Pipe Cleaners cut in half



**TEXAS  
FARM  
BUREAU®**

# The Very Hungry Texas Caterpillar

## Activity Directions:

### Bag Butterfly:

1. Place small pieces of tissue, wrapping paper or confetti in a Zip-loc bag.
2. Seal and fold over top tab.
3. Pinch together vertically in the center of the bag.
4. Bend pipe cleaner in half and twist around the bag.
5. The ends of the pipe cleaners make the antennae for the butterfly.

### Book Assembly:

1. Fold book in half and staple together.

### Modifications to Book Activity:

1. Students put a fingerprint caterpillar on every other page rather than every page.
2. Students complete The Very Hungry Caterpillar COLORING BOOK edition.

### Materials

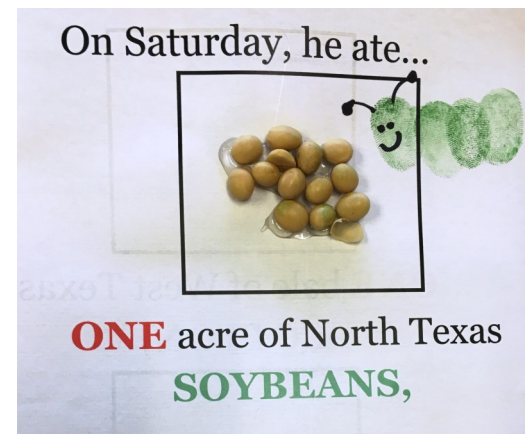
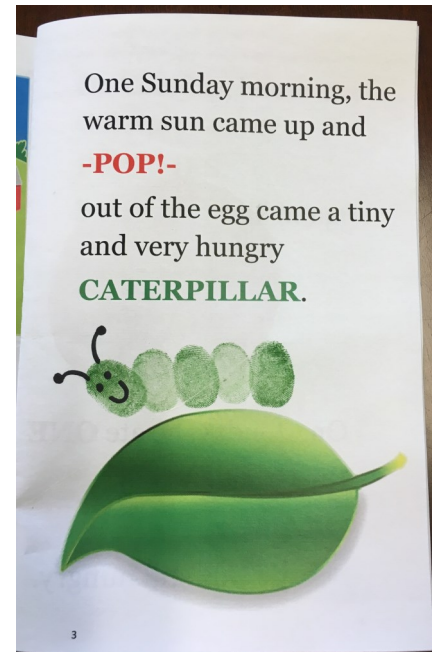
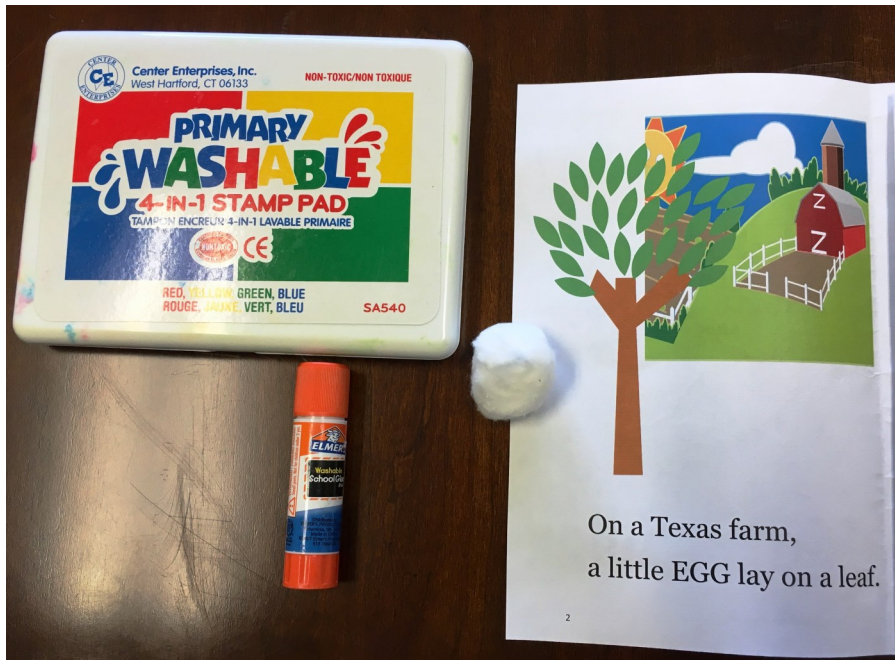
#### **Bag Butterflies:**

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Tissue Paper/Mylar Wrapping Paper/  
Gift Shred  
Confetti  
Pipe Cleaners cut in half

Contact your County AgriLife Extension or 4-H Agent for help in finding different commodities.



# The Very Hungry Texas Caterpillar



Download *The Very Hungry Texas Caterpillar* template from:  
[www.texasfarmbureau.org](http://www.texasfarmbureau.org)

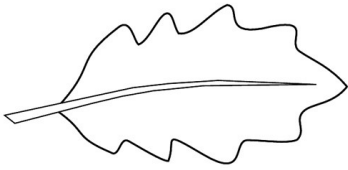
Download *Regional Hungry Caterpillar* templates form:  
[www.sdaclassroom.org/teachers/resource.htm](http://www.sdaclassroom.org/teachers/resource.htm)

This lesson has been adapted from the book *The Very Hungry Caterpillar* by Eric Carle and the South Dakota Ag in the Classroom presentation entitled "Books and Bulletin Boards" at the 2005 National AITC Conference.



## Guided Reading Questions

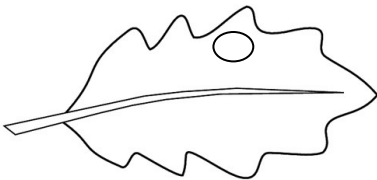
### Pre-Reading



1. Review *The Very Hungry Caterpillar*.
2. What do people and animals need to grow and live?
3. The caterpillar in the story wanted to eat so much food he got sick. Did he need that much food? Why or Why not?
4. Discuss how some foods in the story are not grown in Texas.
5. What could be some similarities and differences between the Caterpillar and the Texas Caterpillar?

## Guided Reading Questions

### Beginning



1. What is the caterpillar's problem or conflict?
2. Where does the caterpillar live in the story?
3. How could living in Texas change the story?

## Guided Reading Questions

### Middle



1. Where is the Rio Grande Valley on the Texas map?
2. What is the difference between a carrot and a blueberry?
3. What might happen if the caterpillar stops eating now?
4. Tell two ways a peanut and a pecan are alike. Tell two ways they are different.
5. What shape is the picture of the bale of hay?
6. Why did the caterpillar have a stomach ache?

# Guided Reading Questions

After

1. What do you think the caterpillar learned about eating too much?
2. Compare and contrast *The Very Hungry Caterpillar* and *The Very Hungry Texas Caterpillar* (attached).
3. The caterpillars are both eating crops from farmers' farms. How do people use these crops? How do we get them?
4. If a farmer is growing the food that we eat, he is providing what? (goods)
5. How does where the caterpillar lives affect his conflict?
6. Who grows the food the caterpillar was eating throughout the story?
7. Name two similarities of ALL the food that the caterpillar ate throughout the story. (plants, start as seeds, have a life cycle, etc.)
8. Review North, South, East, West, etc. on the Texas map on the following page.

Red Text: 2nd Grade

Blue Text: 1st Grade and up

Purple: Kinder and up

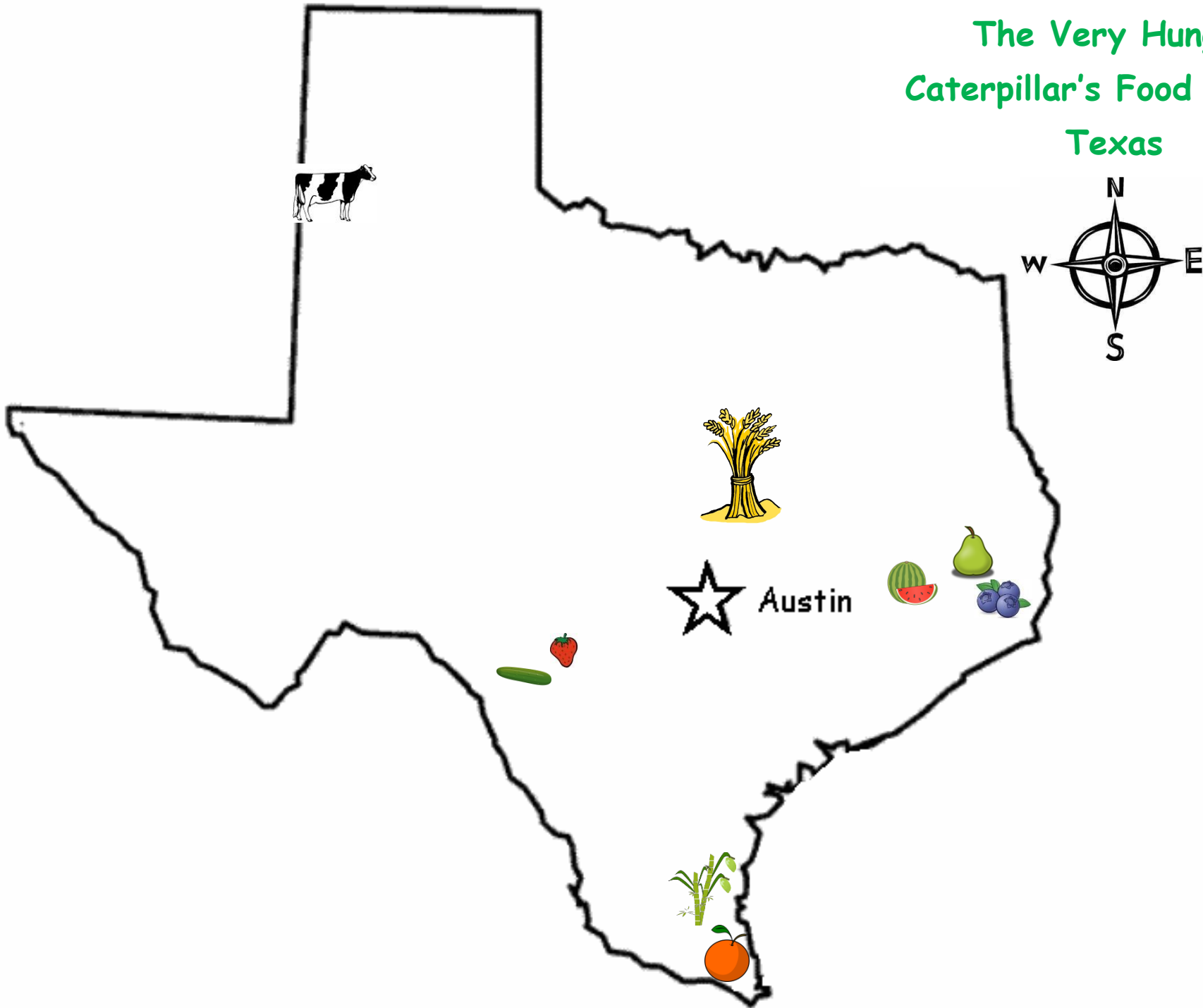











For more information regarding curriculum or Ag in the Classroom opportunities, please visit [texasfarmbureau.org/ag-in-the-classroom](http://texasfarmbureau.org/ag-in-the-classroom)





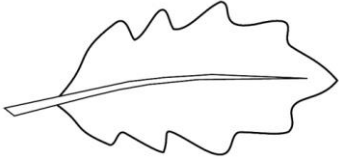

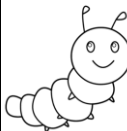
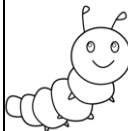
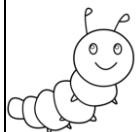

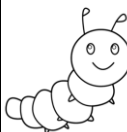
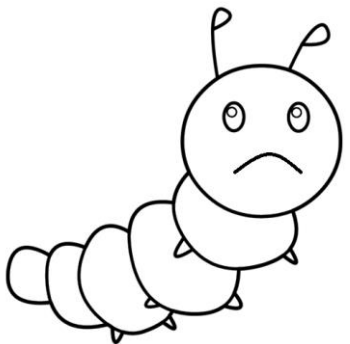
# The Very Hungry Caterpillar's Food Map of Texas



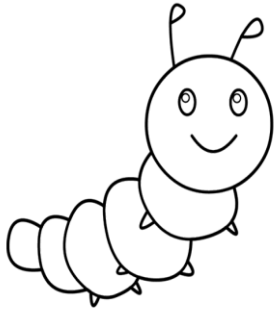
KEY	
Symbol	Product
	Dairy
	Wheat
	Strawberries
	Cucumbers
	Sugar Cane
	Oranges
	Watermelon
	Pears
	Blueberries

Name: \_\_\_\_\_

The Very Hungry Caterpillar ate many foods before forming his chrysalis and becoming a butterfly. The Very Hungry Caterpillar would eat different types of foods in different parts of the world. What would the caterpillar eat if he lived in your house? Write your own Very Hungry Caterpillar adventure as if he were eating your favorite foods in your home. Illustrate your story.

<p>One Sunday morning at _____'s house, a CATERPILLAR popped out of an egg on the leaf of a plant in the garden.</p> 	<p>On Monday, he ate ONE _____. But, he was still hungry.</p> 	<p>On Tuesday, he ate TWO _____. But, he was still hungry.</p> 	<p>On Wednesday he ate THREE _____. But, he was still hungry.</p> 
<p>On Thursday, he ate FOUR _____. But, he was still hungry.</p> 	<p>On Friday, he ate FIVE _____. But, he was still hungry.</p> 	<p>On Saturday he ate _____ _____ _____ _____.</p> 	<p>That night, he had a stomachache.</p> 

Now he wasn't hungry anymore,  
and he wasn't a little caterpillar  
anymore. He was a \_\_\_\_\_,  
\_\_\_\_\_ caterpillar!



That night, he built a small house,  
called a CHRYsalis, around himself.  
He stayed in the chrysalis for more  
than TWO WEEKS! Then he nibbled a  
hole into the chrysalis, pushed his  
way out, and...



He was a BEAUTIFUL BUTTERFLY!



## **TEACHERS:**

Another way to utilize this activity:

- Cut squares out.
- Students put the story in chronological order.
- Students create their own story after putting pieces in order.

# The Very Hungry Caterpillar vs. The Texas Caterpillar



# The Very Hungry **TEXAS** Caterpillar



Adapted from *The Very Hungry Caterpillar*  
by Eric Carle

AND

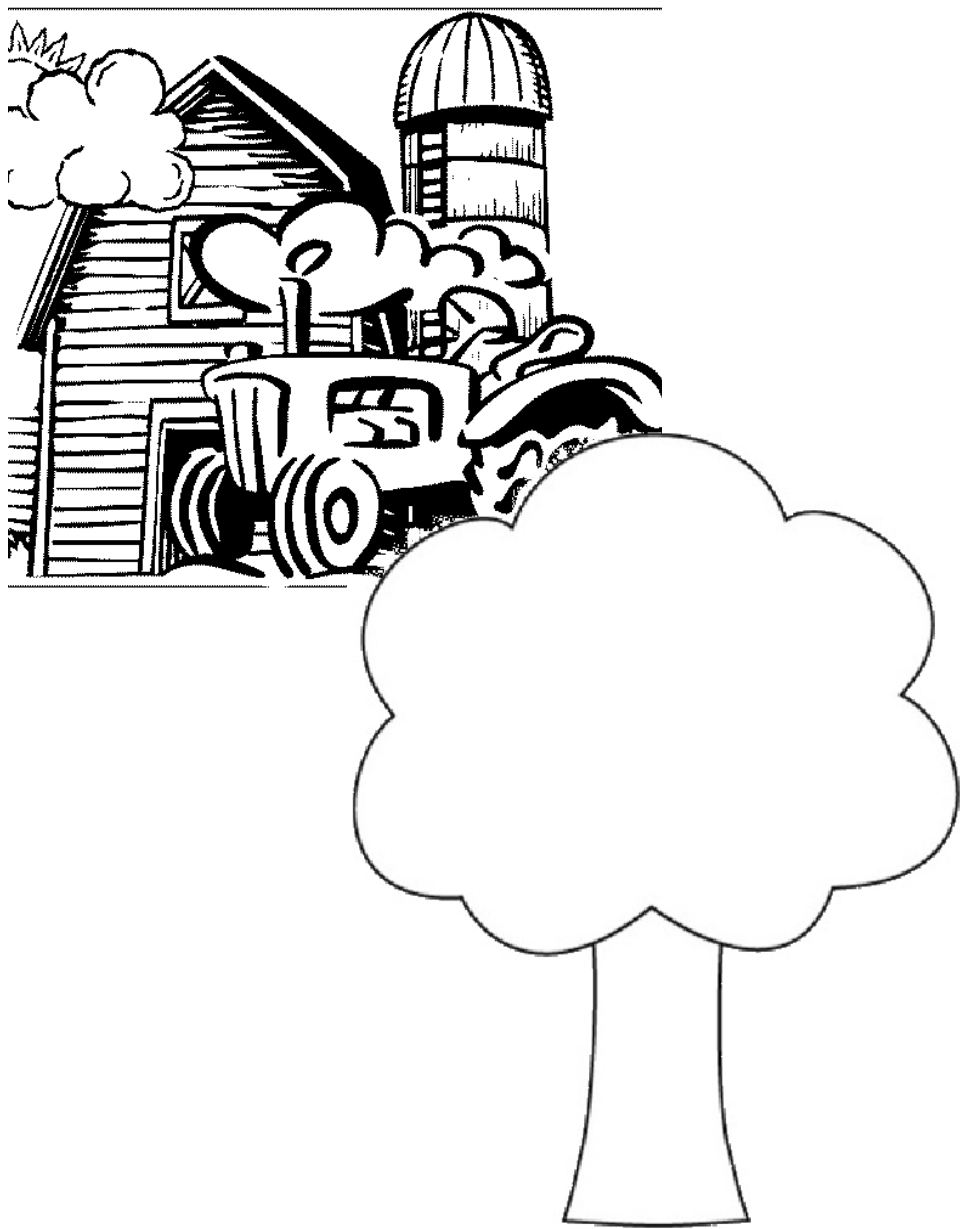
South Dakota Ag in the Classroom.

# The Very Hungry



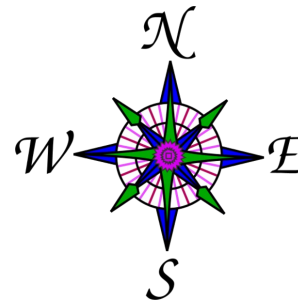
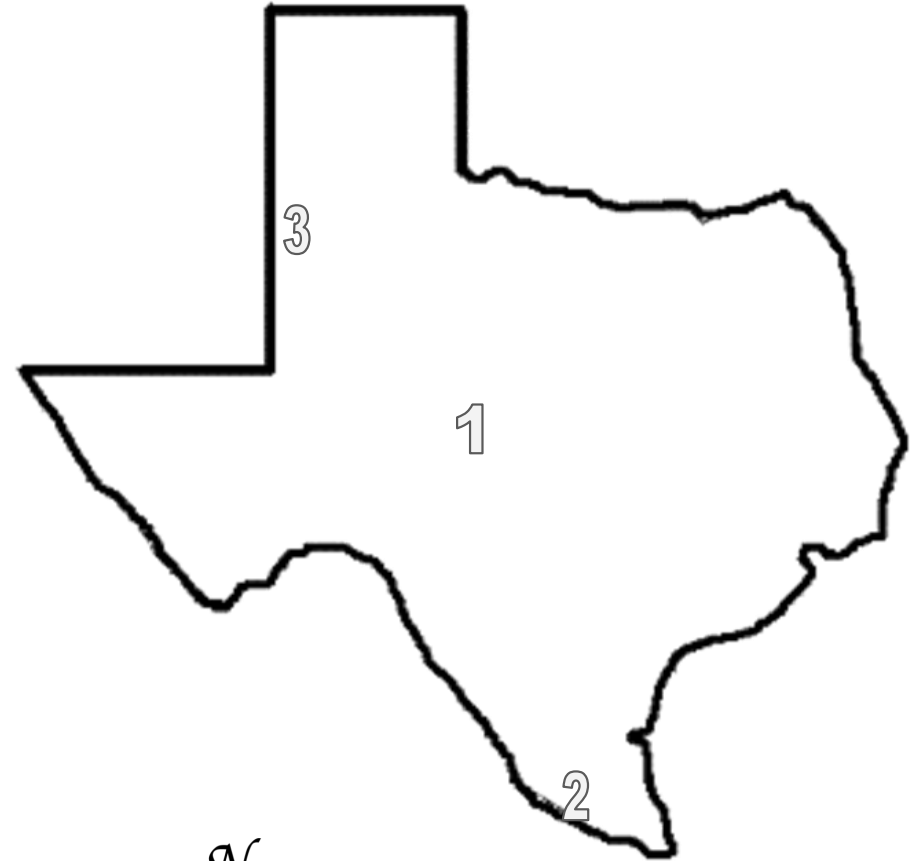
# Caterpillar

Illustrated by \_\_\_\_\_



On a Texas farm,  
a little EGG lay on a leaf.













## The Very Hungry Texas Caterpillar's Feast Through Texas



County Key  
1-Gillespie County  
2-Hidalgo County  
3-Gaines County

On the map on the next page, draw symbols showing where the caterpillar travelled to eat his Texas feast.

Key

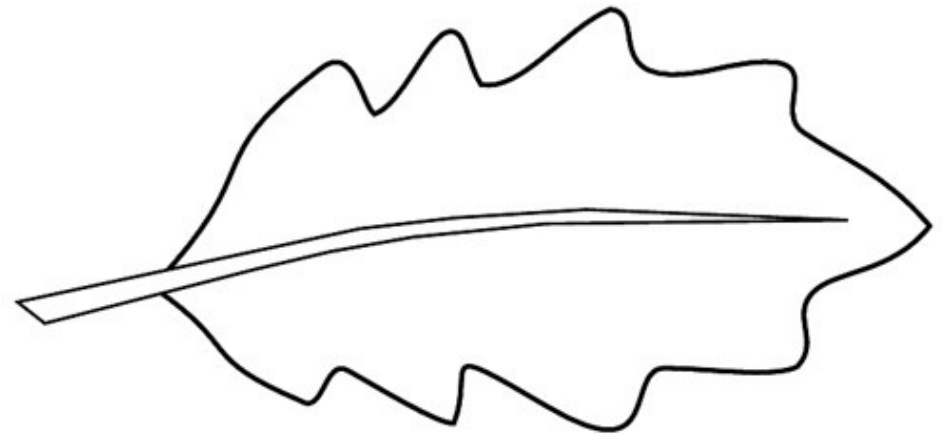
Symbol	Crop	Symbol	Crop
	orange		hay
	peach		wheat
	carrots		corn
	blue-berries		cotton
	pea-nuts		rice
	soy-beans		pecans

One Sunday morning, the warm sun came up and

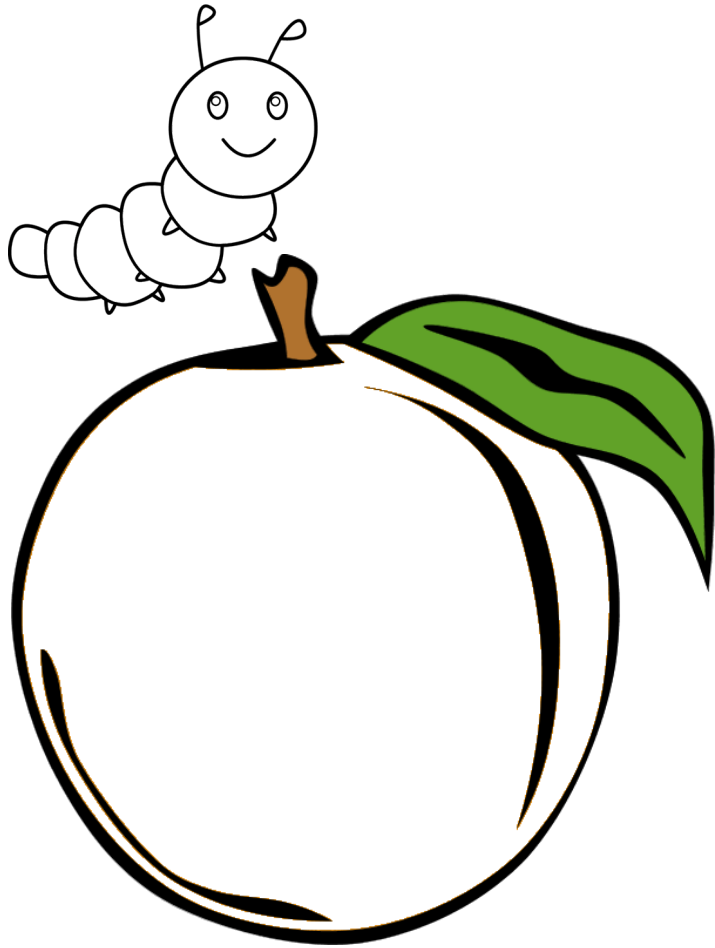
**-POP!-**

out of the egg came a tiny and very hungry

**CATERPILLAR.**







On Monday, he ate **ONE**  
Rio Grande Valley  
**ORANGE.**

But, he was still hungry.

He was a **BEAUTIFUL** Texas  
**BUTTERFLY!**



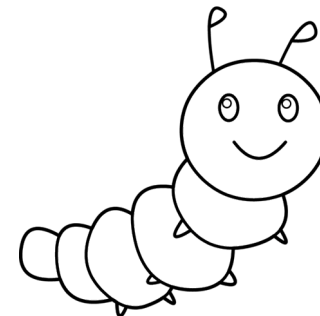
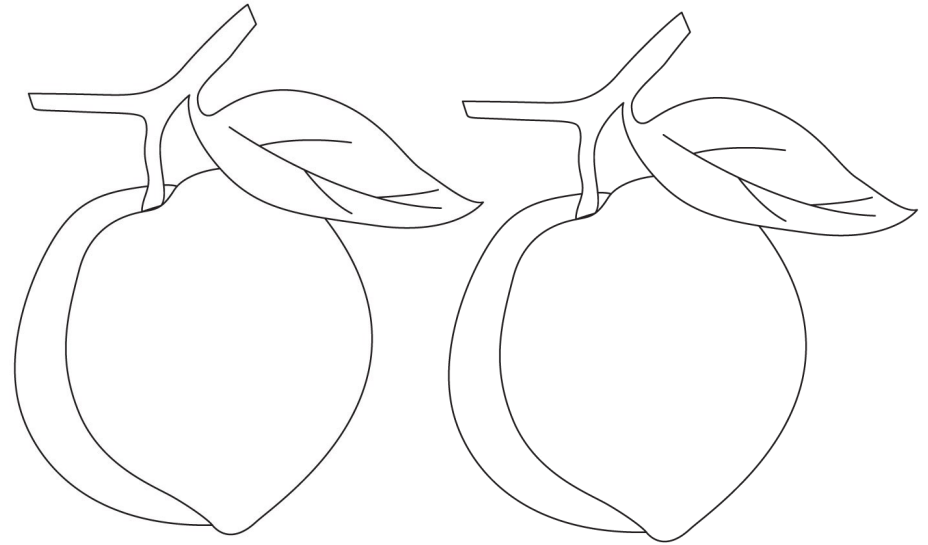
That night, he built a small house, called a **CHRYSalIS**, around himself.

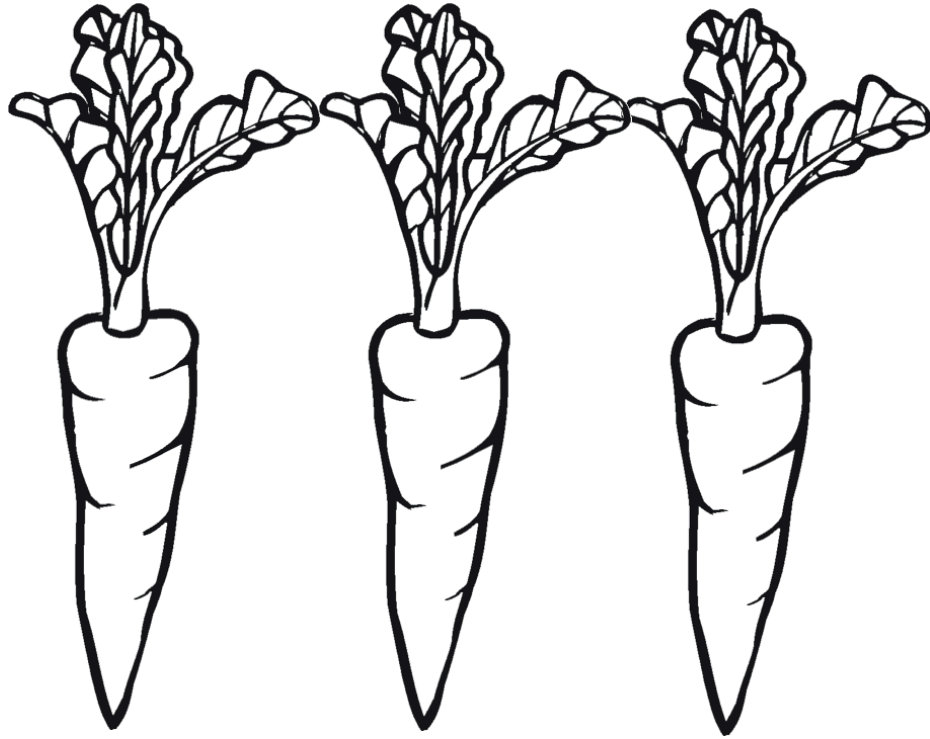


He stayed in the chrysalis for more than **TWO WEEKS!** Then he nibbled a hole into the chrysalis, pushed his way out, and...

On Tuesday, he ate **TWO** Gillespie County **PEACHES.**

But, he was still hungry.

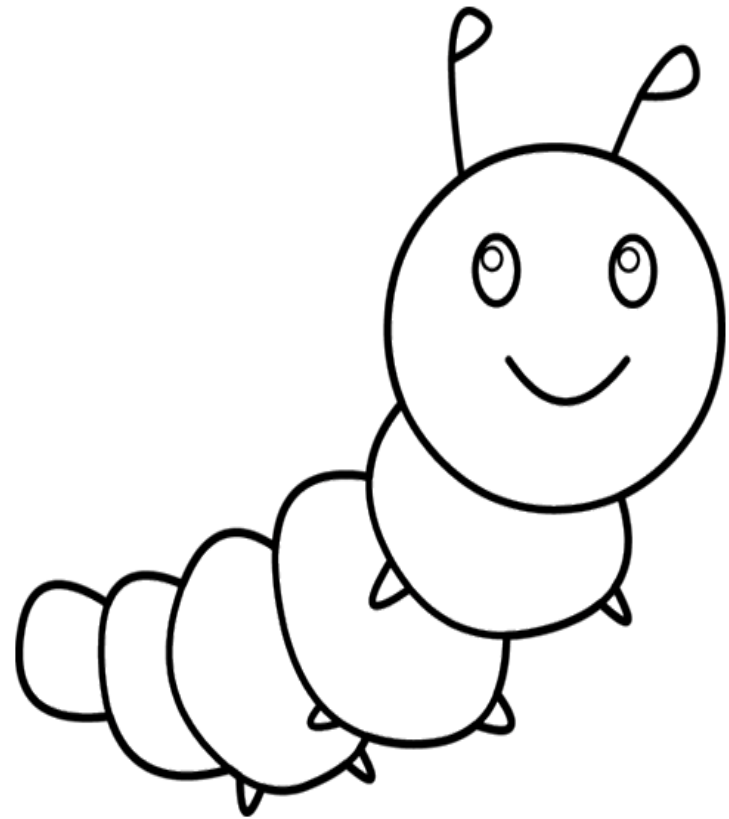




He was a BIG, FAT  
caterpillar!

On Wednesday, he ate  
**THREE** Hidalgo County  
**CARROTS.**

But, he was still hungry.





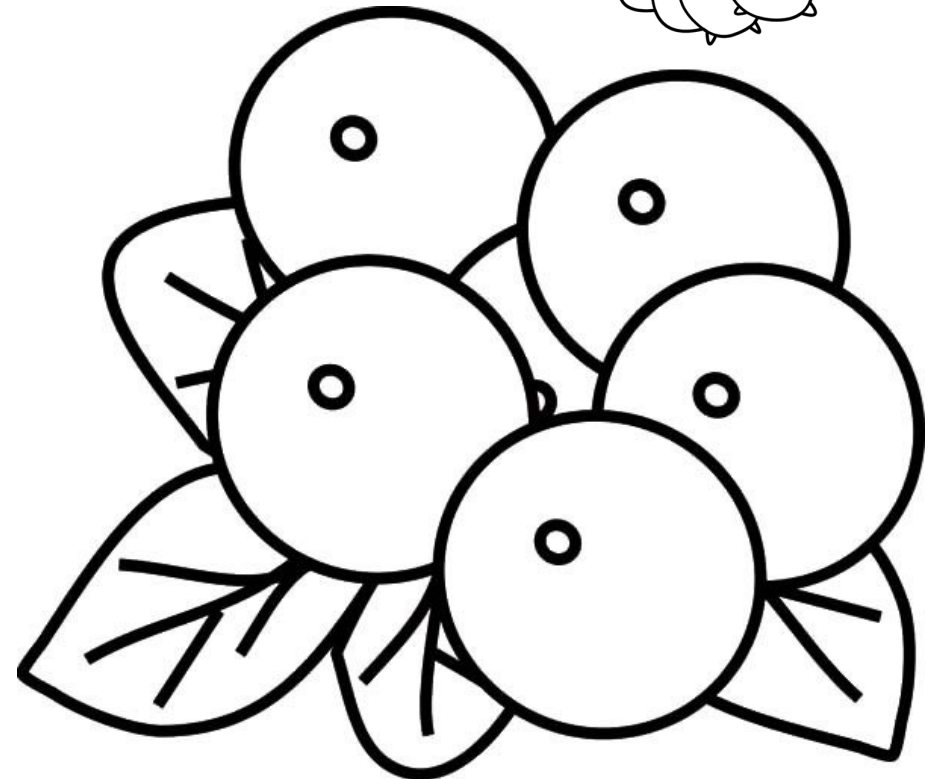
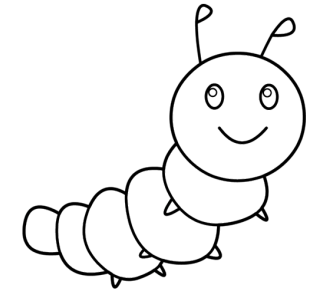
On Thursday, he ate **FOUR**

East Texas

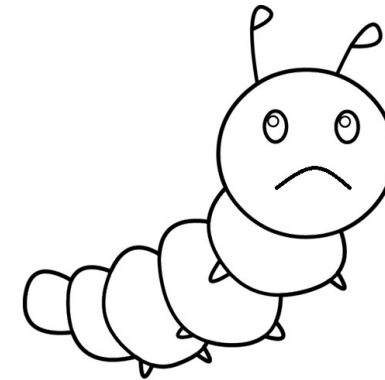
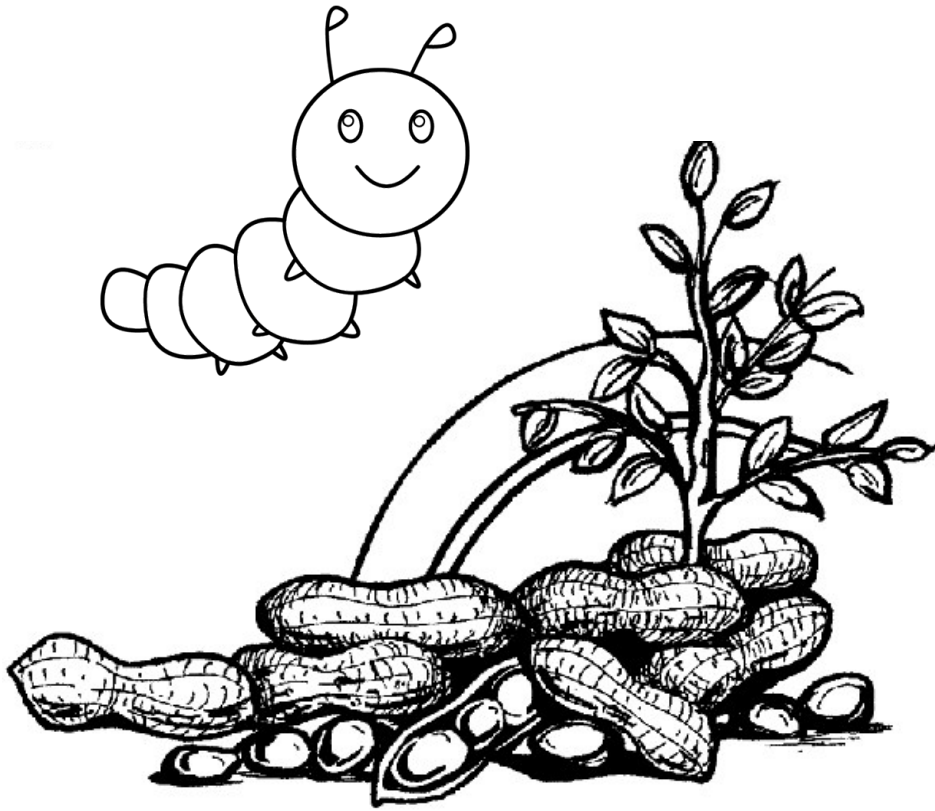
**BLUEBERRIES.**

But, he was still

hungry.



Now he wasn't hungry anymore, and he wasn't a little caterpillar anymore.



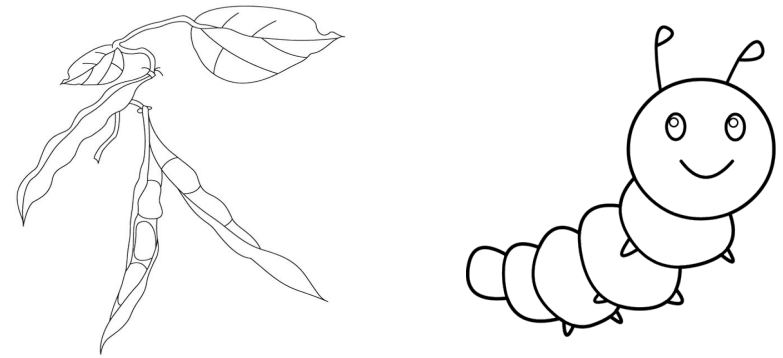
On Friday, he ate **FIVE**  
Gaines County **PEANUTS**.  
But, he was still hungry.

That night,  
he had a  
**STOMACHACHE!**

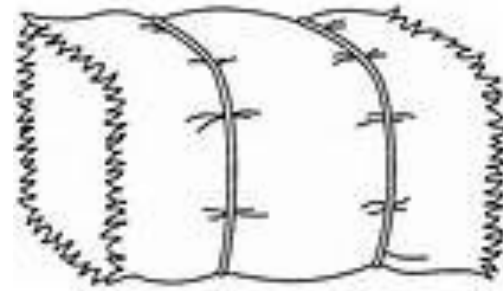
and **ONE** big bunch of  
Central Texas **PECANS.**



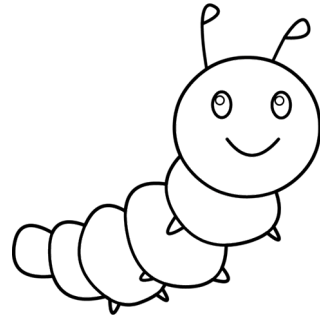
On Saturday, he ate...



**ONE** acre of North Texas  
**SOYBEANS,**



**ONE** bale of South Texas  
**HAY,**



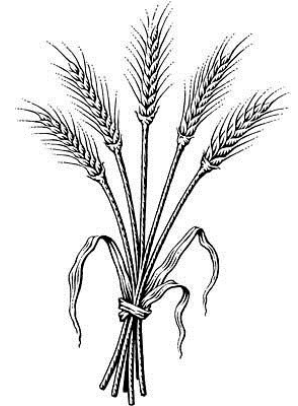
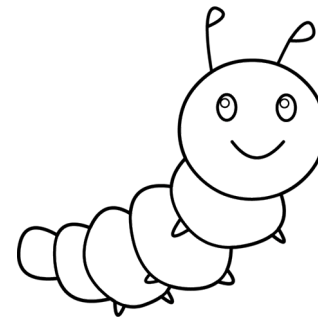
**ONE** bale of West Texas  
**COTTON,**



**ONE** acre of South East  
Texas **RICE,**



**ONE** acre of Panhandle  
**CORN,**



**ONE** bushel of North  
Texas **WHEAT,**

# The Very Hungry **TEXAS** Caterpillar



Adapted from *The Very Hungry Caterpillar*  
by Eric Carle

AND

South Dakota Ag in the Classroom.

# The Very Hungry



# Caterpillar

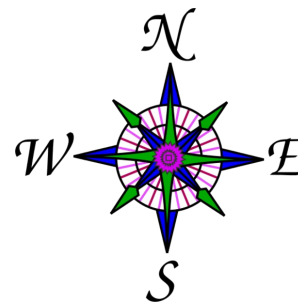
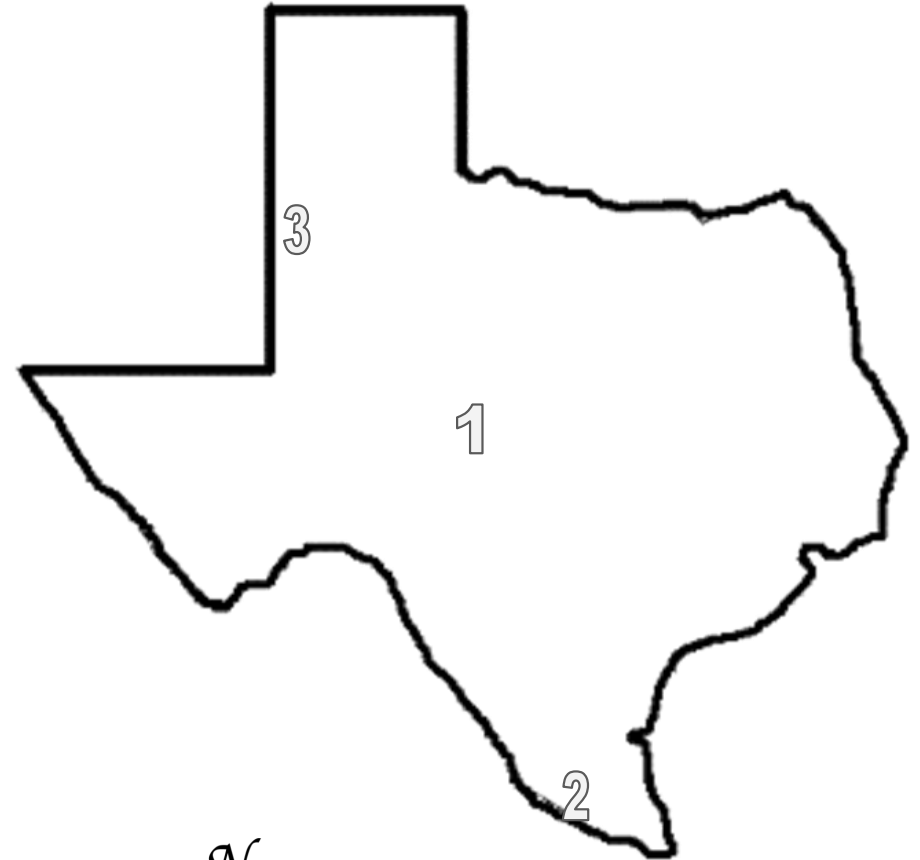
Illustrated by \_\_\_\_\_





On a Texas farm,  
a little EGG lay on a leaf.













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On the map on the next page, draw symbols showing where the caterpillar travelled to eat his Texas feast.

Key

Symbol	Crop	Symbol	Crop
	orange		hay
	peach		wheat
	carrots		corn
	blue-berries		cotton
	pea-nuts		rice
	soy-beans		pecans

One Sunday morning, the warm sun came up and

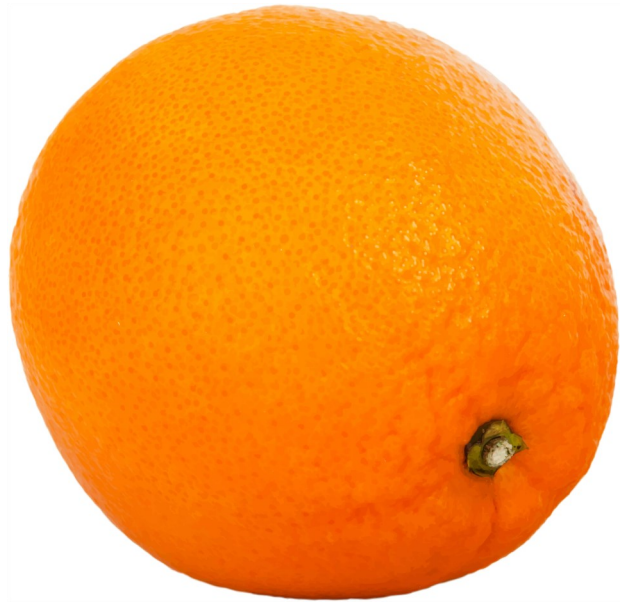
**-POP!-**

out of the egg came a tiny and very hungry

**CATERPILLAR.**

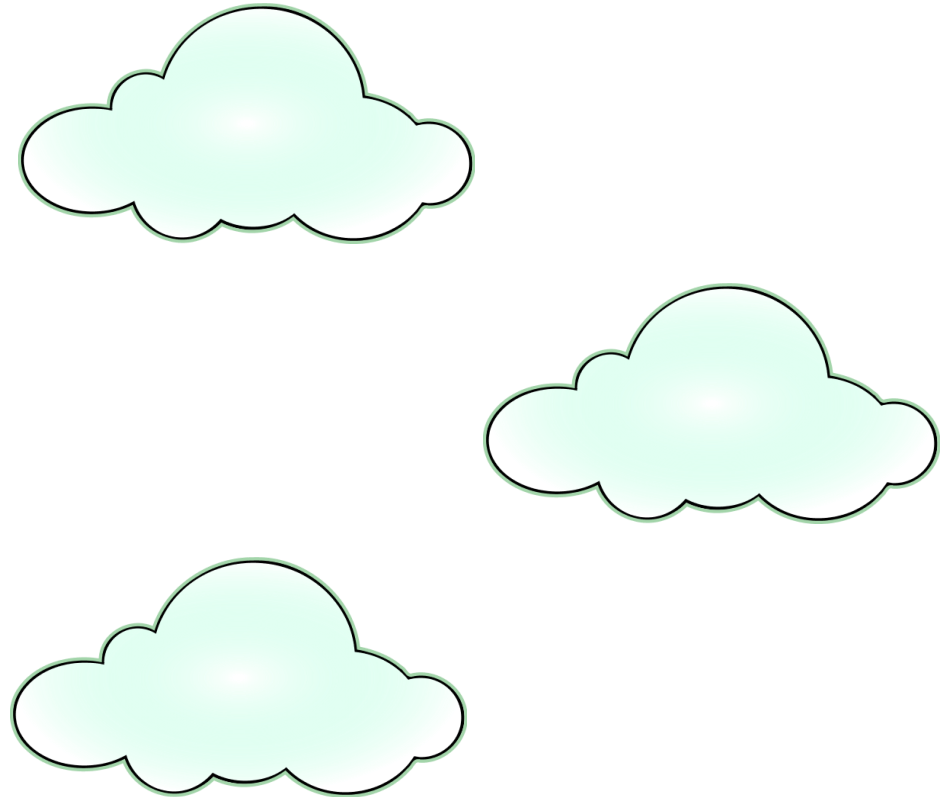


He was a **BEAUTIFUL**  
**Texas BUTTERFLY!**



On Monday, he ate **ONE**  
Rio Grande Valley  
**ORANGE.**

But, he was still hungry.



That night, he built a small house, called a **CHRYSALIS**, around himself.

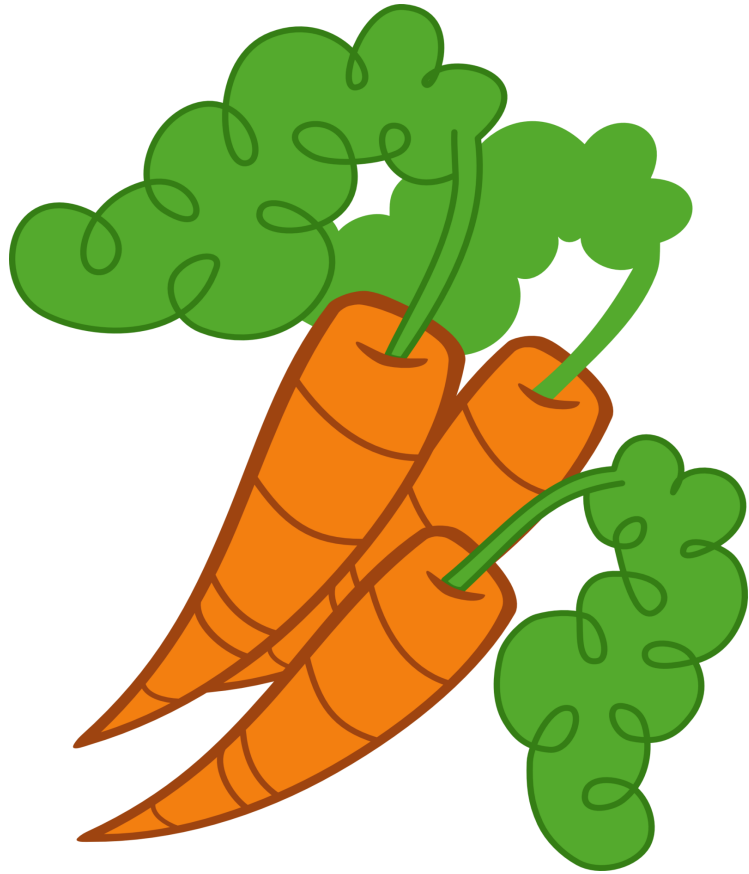


He stayed inside the chrysalis for **TWO WEEKS!** Then he nibbled a hole into the chrysalis, pushed his way out, and...

On Tuesday, he ate **TWO** Gillespie County **PEACHES.**

But, he was still hungry.

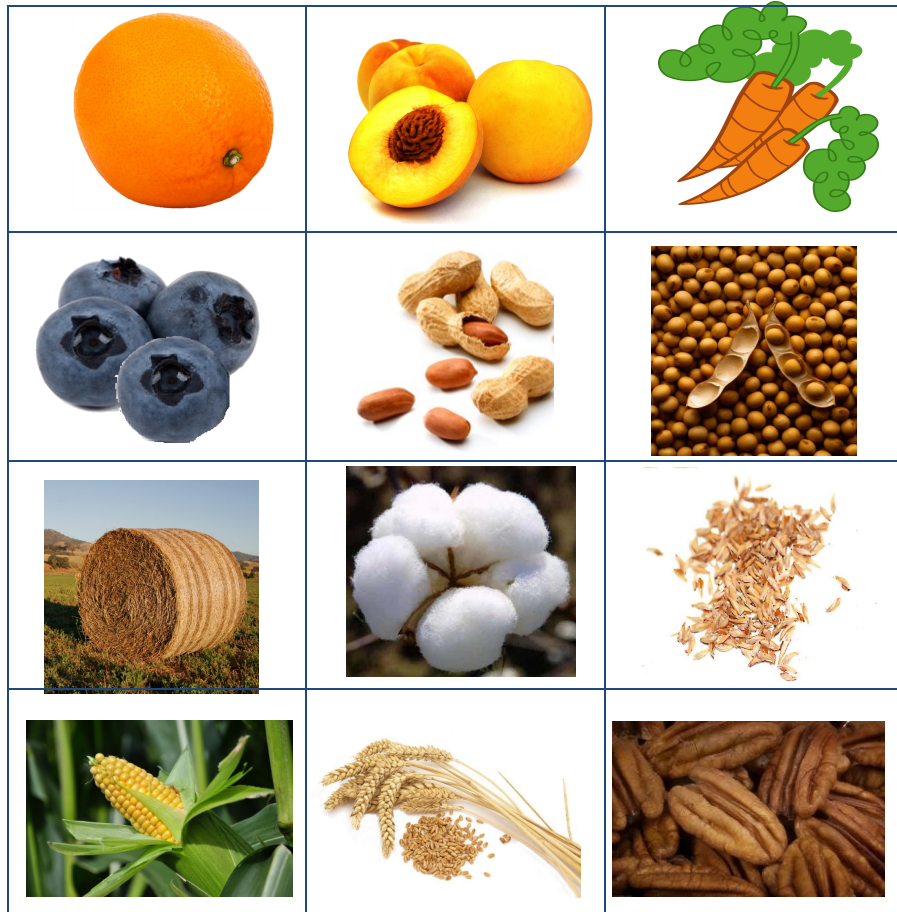




He was a BIG, FAT  
caterpillar!

On Wednesday, he ate  
**THREE** Hidalgo County  
**CARROTS.**

But, he was still hungry.



Now he wasn't hungry anymore, and he wasn't a little caterpillar anymore.

On Thursday, he ate **FOUR**  
 East Texas  
**BLUEBERRIES.**  
 But, he was still hungry.





On Friday, he ate **FIVE**  
Gaines County **PEANUTS**.  
But, he was still hungry.

That night,  
he had a  
**STOMACHACHE!**

and **ONE** big bunch of  
Central Texas **PECANS**.



On Saturday, he ate...



**ONE** acre of North Texas  
**SOYBEANS,**



**ONE** bale of South Texas  
**HAY,**





**ONE** bale of West Texas  
**COTTON,**



**ONE** acre of South East  
Texas **RICE,**



**ONE** acre of Panhandle  
**CORN,**



**ONE** bushel of North  
Texas **WHEAT,**

## Important Considerations

When presenting *The Very Hungry Texas Caterpillar*, keep in mind:

- Teachers value an opportunity to save paper, so print 2 pages on the 8.5 x 11 paper.
- Teachers may not have access to color copies and may prefer the black and white version, that allows students to color.
- When printing the booklets:
  - Go to File>Print>All Pages>Print on Both Sides of Paper> Flip on short edge>Be sure to check Landscape
  - Fold in half, double checking the printing, and put two staples near the left-hand side fold.
- While hands-on and fun, teachers may not have the resources and time to collect the materials and glue on the real Texas commodities, such as soybeans, cotton, wheat, rice, etc.

## The Very Hungry Texas Caterpillar

### Materials:

- One large paper plate, painted to resemble our Texas Caterpillar, based on Eric Carle's caterpillar
- Black pipe cleaners for antennae and feet
- Small paper plates, painted, colored, or plain
- Crayons, paint, glue, and paper (as needed)

After The Very Hungry Texas Caterpillar activity, it's time to create our own classroom caterpillar. The Teacher will paint one large paper plate to resemble Eric Carle's caterpillar, prior to the student's activity. The teacher will lead the students in a discussion of "What would you eat if you were the hungry Texas caterpillar?" Students will probably be eager to name their favorite foods. Through a class discussion, determine if the class thinks those foods are produced in Texas. Have students complete the sentence on a small paper plate: I would eat\_\_\_\_\_. Then, have students draw and color a picture of that food. If the teacher chooses to, each student can complete more than one plate and use transition words such as: Next, I would eat\_\_\_\_\_. When completed, the caterpillar makes a fun room decoration and is as long as the teacher chooses.

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