

Caterpillar and Butterfly

by Ambelin Kwaymullina

Actively engaging children and families in shared reading experiences is an essential part of story time in libraries. Using specimens from Queensland Museum kits will enable early learners to develop STEM skills and science literacy. Here are some ideas to get you started

Before reading

- **Introduce** the session by using some of the specimens from the QM Loans Butterfly Life Cycle kit. You may choose to use just the larva and the butterfly specimens as a starting point to link directly to the title of the book.
- **Show** children the front cover of the book and invite children to tell you what they think the story is going to be about. Read the title and point to the words caterpillar and butterfly as you read them. Refer back to the larva and butterfly specimens.
- **Ask** children if there are any other stories they know about butterflies and caterpillars.
- **Discuss** with children and families how there will be occasions during the story when they will be able to join in.

During reading

Choose 1 or 2 of these ideas

- **Connect** the pages in the book that represent a stage of the life cycle to the corresponding resin block from the Museum Loan Kit. For example, caterpillar(larva) chrysalis and butterfly.
- **Point to the thought bubbles** on each of the pages. Ask children to interpret

what caterpillar is thinking will happen to her.

- **Explain** any unusual or complex words. For example “drooped”, “scooting”, “skittered” and “crevices”.

After reading

- **Ask** the children to revisit all the animals that invited caterpillar to play. What were all the things caterpillar was scared of?
- **Explore** the Qld Museum Loan Butterfly kit. Are any of the butterflies in the loans kit similar to the ones illustrated in the story?
- **Display** the butterfly life cycle pictorial panels for children and families to explore – encourage them to make connections between the book and the labelled pictures.
- **Revisit** the different butterflies illustrated on pages 29-30 and use books in your Junior Non-Fiction collection to find more information about Yellow Spotted Blue, Cairns Birdwing, Wattle Blue, Monarch, Common Grass Blue and Ulysses butterflies.
- **Use** the caterpillar/butterfly puppet to retell the story. Children can assist in retelling all the things caterpillar was afraid of before becoming a butterfly.

Key messaging for families – “Did you notice how I stopped and explained any new or unusual words during the story. You can do this when you are sharing stories at home and it helps children’s understanding of the story and increases their vocabulary.

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AMBELIN KWAYMULLINA

ISBN: 9781921888014

Story response activities following library story time encourages families and children to interact, talk, play and create together. Below are some ideas for **Caterpillar and Butterfly**. Choose any of the activities or add your own.

This is a great opportunity to also talk with families about what STEM learning looks like in the early years. During the story response activities children and families will be engaging with STEM when they:

- Explore and describe objects by attributes
- Record observations and share ideas
- Observe and describe scientific phenomena meaningful to children
- Observe, describe and represent seasonal changes for plants, animals etc
- Investigate, describe/demonstrate various ways objects can move
- Explore and use simple tools and materials
- Build and create with loose parts and recycled materials

Idea	Stimulus
<p>Queensland Museum Loans Butterfly Life Cycle Kit exploration</p> <p>Use the museum notes provided with the kit to guide your exploration. You could invite children to look for:</p> <ul style="list-style-type: none"> • Stages of the life cycle – butterfly, egg, caterpillar(larva), chrysalis(pupa) 	<ul style="list-style-type: none"> • Look at the different butterfly specimens. Talk about the characteristics of each butterfly. Observe the different colours, sizes, wing shapes etc. • Observe, record and talk about the similarities and differences between each of the stages of the butterfly life cycle and the changes they see. You could extend this discussion to talk about all the other things that change in our world – seasons, weather, plants, people • Materials: Butterfly loan kit, magnifying glasses, coloured pens or pencils, clipboards if available
<p>Explore JNF books to explore the life cycles, habitats and habits of butterflies</p>	<ul style="list-style-type: none"> • Talk about the difference between Picture books and JNF. Using items from the collection to show families. • Show children where the collection is kept. Go on a ‘hunt’ to find books and have others available for children/families to select. • Using the pictures in the JNF books, explore all the different types of butterflies • Encourage children to borrow the books to take home • Materials: Selection of Junior Non-Fiction books for children to explore

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Butterfly and caterpillar story play	<ul style="list-style-type: none"> ● Invite children to retell the story using puppets, or pictures from each page. ● Hold the picture above the child's head and invite them to tell you what caterpillar was scared of. Invite a volunteer to wrap themselves up in the fabric when it comes time to retell the cocoon part of the story. ● Materials: Pictures of the thought bubbles from each page. You could laminate and glue these on to paddle pop sticks. Piece of fabric to wrap around a volunteer to imitate the cocoon.
Butterfly movement activity	<ul style="list-style-type: none"> ● Invite children to move like a caterpillar, move like a chrysalis, move like a butterfly. ● How are the movements the same and how are they different? How did you move when you were a little baby, a toddler a "big" kid who can walk and run? ● How do you think you'll move when you are a grown up?

Songs and rhymes to share during your story session:

The Fuzzy Caterpillar

Tune: *Incy Wincy Spider*

The little fuzzy caterpillar curled up on a leaf,
Spun her little chrysalis and then fell fast asleep.
While she was sleeping she dreamed that she could
fly,
And later when she woke up she was a butterfly.

Source: <https://www.betterbeginnings.com.au/sites/default/files/Caterpillar%20and%20Butterfly.pdf> Accessed 22/10/2018

Crawling Little Caterpillar

Tune: *Mary Had Little Lamb*

Crawling little caterpillar, caterpillar, caterpillar,
Crawling little caterpillar,
Tickling on my hand.

Flutter flutter butterfly, butterfly, butterfly,
Flutter, flutter butterfly,
Flying till you land.

Sleepy Caterpillars

Spoken rhyme

"Let's go to sleep", the caterpillars said
(wriggle your finger like a caterpillar)
As they tucked themselves into their cocoon beds.
(wrap your other hand into a fist around the wriggling caterpillar)
They will awaken by and by,
(Unwrap hand from around caterpillar)
And each will be a lovely butterfly.
(open both hands, link thumbs and wave fingers to imitate butterfly wings)

Source: <https://www.betterbeginnings.com.au/sites/default/files/Caterpillar%20and%20Butterfly.pdf> Accessed 22/10/2018

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