There was once a caterpillar who lived all alone. Everything around Caterpillar seemed large and strange and she felt frightened of the world. Her friends asked her to come and play, but Caterpillar was afraid of what might happen and hid under her leaf instead. She began to wish everyone would leave her alone, so she formed a chrysalis. In a prison of her own making, Caterpillar soon started to miss her friends. But she found the strength to overcome the fears that had crippled her ... and Caterpillar became Butterfly!

Rhymes to sing:

*The Fuzzy Caterpillar
(Tune of 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.

*Sleepy Caterpillars

"Let’s go to sleep," the caterpillar said (wriggle ‘caterpillar’ finger) as they tucked themselves into their cocoon beds (make fists). They will awaken by and by, and each will be a lovely butterfly. (Open hands to form butterfly)

Authors Unknown

Books to Read:

*The Very Hungry Caterpillar
Eric Carle

*Insects
Wendy Notely

*Ten Wriggly Wiggly Caterpillars
Debbie Tarbett

*Elmer and Butterfly
David McKee

*Crow and the Waterhole
Ambelin Kwaymullina
Things to do:

*One of the themes of the text is friendship and loneliness. Use the text to lead a discussion into qualities that make a good friend. Discuss with the children the kinds of activities they like to do with friends or family. *Elmer and Butterfly* can be used to emphasise that sometimes people who are different from us make fantastic friends. The children can paint a picture of an activity they’ve enjoyed with family or friends and the teacher can scribe.

*Create a story map. Begin by asking the children to retell the story; what happened at the beginning? Who visited Caterpillar first? Who came next?*

*Discuss the lifecycle of a butterfly. Silkworms are a great class pet and allow children to see the entire lifecycle. You can purchase eggs from: [www.aussiesilkworms.com](http://www.aussiesilkworms.com)*

*Examine the butterflies in the picture on pages 29-30. They are (from R-L); Yellow Spotted Blue, Cairns Birdwing, Wattle Blue, Monarch, Common Grass Blue, Ulysses.*

*Help them to label the parts of the butterfly: antennae, body, wings, tongue, eyes and legs.*

*Go on an excursion to the see butterflies at Perth Zoo or the WA Museum.*

*For more information about butterflies and caterpillars go to Britannica Junior on Encyclopaedia Britannica Online.*

*Ambelin Kwaymullina uses black to draw the outlines and then uses gouache paint to create the illustrations. Discuss her use of colour with reference to both her texts. Encourage the children to use the same design principles to create their own butterfly. This could also be used to springboard into a maths lesson on symmetry!*

*Wendy Notely’s book *Insects* contains illustrations by students from a Queensland community school. They have used crayon, watercolours and Edicol to create the illustrations. Compare these illustrations to the illustrations in *Caterpillar and Butterfly*. The children could illustrate a class book featuring the insects/minibeasts in your area.*