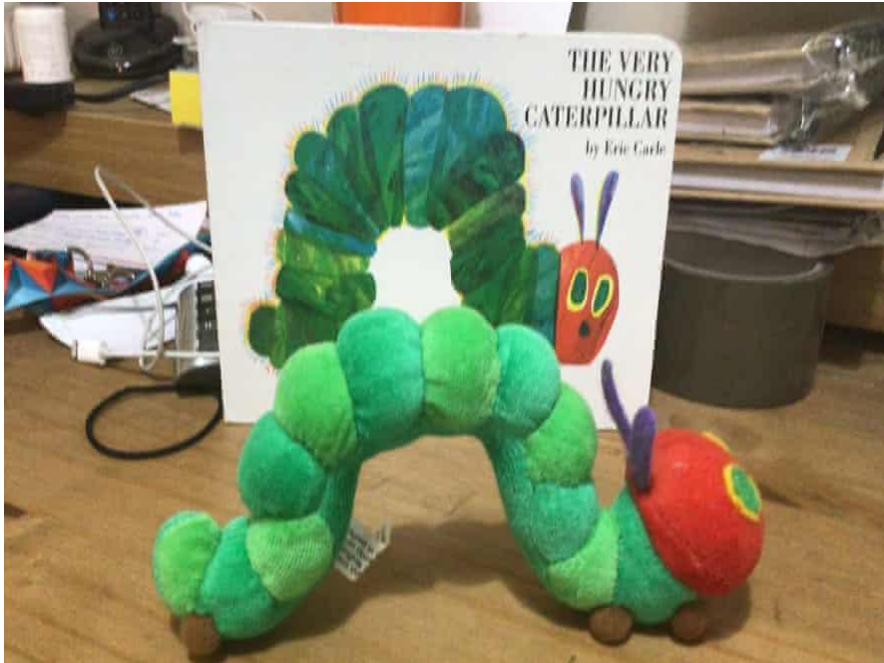
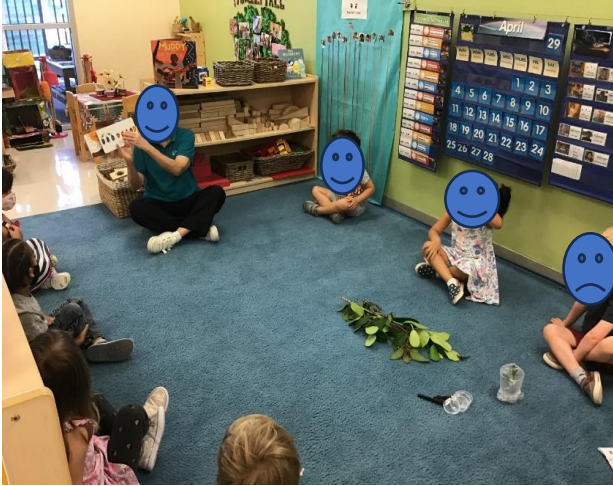


Prompting Thought Processes



- I used “***The Very Hungry Caterpillar***” book by Eric Carle.
- *The Very Hungry Caterpillar* is a great story that allows children to learn about the days of the week, numbers, colors, critical thinking, nutrition and the life cycle of a butterfly (sequence) while expanding their vocabulary. It also develops memory, comprehension and listening skills. We worked on this activity for 2 weeks because this story is rich with opportunities to extend learning in the areas of science, art, math, literacy, technology, engineering, and drama among others.

K.W.L Chart – Story Time



- During circle time, before beginning to read *The Very Hungry Caterpillar*, I asked using a KWL chart, “**What do you know about caterpillars and butterflies?**” Each child answered the question. Some of them said that they are insects, the butterflies have many colors, the butterfly can fly and has wings and the caterpillar crawls on leaves and are green. Each answer that the children gave was written on the KWL chart.

- **b.-** Then I asked them, “**What do you want to know about butterflies and caterpillars?**”

- How do butterflies eat? Do butterflies have bones? How do butterflies fly? Do butterflies have eyes?”

- Each answer that the children gave was written on the KWL chart.

- **c.-** Once the children answered the question I already had an idea of what they knew and what they wanted to know and I was ready to start with the book.

- **d.-** While reading the book, I stopped to see if they wanted to ask or answer any. At that moment the children participated in a back and forth dialogue between their teachers and friends by answering questions while using expressive language to communicate their ideas and thoughts about this topic. One of the questions I asked was what food the caterpillar ate. One of them asked me what “tiny egg meant”. He is a child who does not speak English. I replied that tiny means small.

To expand the child's thinking about their learning and to develop his language skills I asked open-ended questions that allows him to communicate their ideas and thoughts in a back and forth conversation between his teachers and friends.



Act out the Life cycle stages of the butterfly.



- The children were invited to act out the life cycle stages of the butterfly, allowing them to expand their vocabulary by using their bodies to represent it. Through this activity they demonstrated an understanding about this process: I am a tiny egg, now I am a caterpillar, I am a cocoon and then a beautiful butterfly.
- In the afternoon, during the other circle time, they were encouraged to walk on the book by describing the different images that they observed on each page. This activity was a great way for children to make connections, activate prior knowledge, generate curiosity and interest in reading and develop language and pre-reading skills.
- ***They were excited to answer the questions while demonstrating an understanding and knowledge about the topic and the new vocabulary words, like caterpillar, cocoon, butterfly, metamorphosis, that I reinforced throughout the story.***
- ***I used positive verbal phrases when they act out the story: Awesome, you did it!; Good remembering; Excellent try; Thumbs up - Fantastic; I'm proud of the way you worked today; Wow, I see you working really hard***

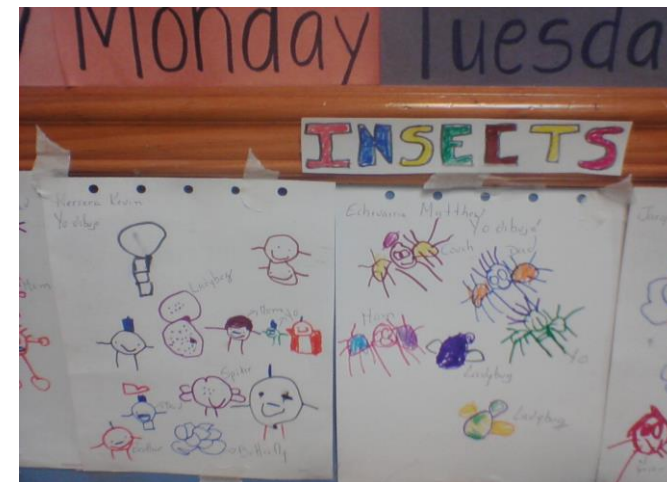
During the rest of the week we plan other activities such as **Mathematics** (sequencing); **Science** (Observing the transformation with real butterflies eggs); **Art-Language** (art materials); **Sensory activities** (colors and textures.)

All of these activities allow children to express their ideas and knowledge of this topic. This book encourages the cognitive development of a child.

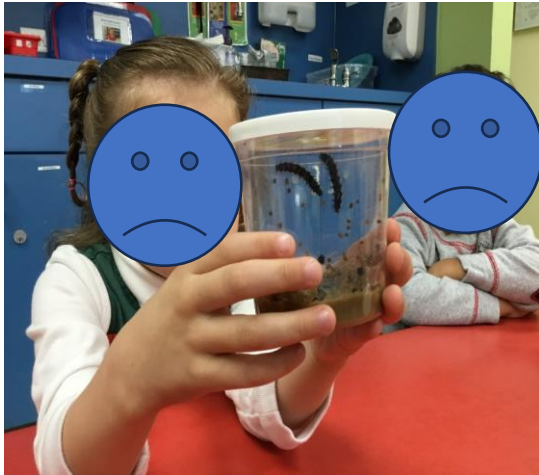
I provide motivating feedback immediately following task performance.

. I used *The Very Hungry Caterpillar* sequence cards. The children review the life cycle stages of the butterfly. Then I mixed the cards up and ask them to put them in order.

- They were provided with different art materials to draw while developing their creativity, thinking skills and expressing their ideas about this topic through their art.



The children really enjoyed working in nature for example going to the playground to look for butterflies using magnifying glasses. Even parents participated in the different activities. Many of them sent pictures of the children in the garden looking for insects. This activity was a great opportunity for the children to expand their vocabulary with science concepts such as metamorphosis, observation, predictions, cocoon, caterpillar, exploration, hypothesis, among others. ***When your prompt children's thought process, you are also creating an environment where children can show their understanding of and follow a conversation.***



During this activity I had the opportunity to observe the spontaneous participation of the children. They loved learning about butterflies. They demonstrated the ability to retell information, understood the butterfly life cycle, and how they used the new words that were introduced through the activities. I was also surprised how the parents got involved in the activities. This was a great activity that I used to motivate children to use expressive language and support them to develop their language skills and introduce new vocabulary words. This was also an excellent subject to ask open-ended questions that helps extend the conversation with the children.

I would share this experience with my co-workers because both the children and the families were involved, they were fascinated by development of this activity. A home-school teamwork was developed because they sent pictures, books, and magazines while collaborating by sending the caterpillars. Furthermore, this activity covered all areas of development, and the children were always involved from the beginning to the end of the activity process.