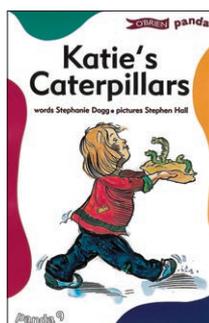


KATIE'S CATERPILLARS – PANDA 9



by Stephanie Dagg, illustrated by Stephen Hall

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Katie has no time for fluffy bunnies or cuddly kittens. Her pets are caterpillars – twenty of them! In this story, Katie has to cope with leaving her beloved pets in a neighbour's care while she goes on holiday to Auntie Susan. Will her pets be all right on her return, or will they have changed beyond all recognition?

LANGUAGE – ENGLISH

- ◆ Language of movement: Stroke, chomp, carry, wriggle, scuttle, lift.
- ◆ Dramatic language and exclamation: 'Goldfish are silly!'; 'Rotten old butterflies!'
- ◆ Descriptive language: 'Cool caterpillars'; 'grotty old weeds'; 'soppy, daft butterflies'.
- ◆ Insect expressions: 'Busy as a bee'; 'ants in his/her pants'. Children create similes and metaphors relating insect characteristics.
- ◆ Insects on film: Children discuss treatment of insects in films such as *Antz*, and on National Geographic channel.
- ◆ Discussion: Favourite holiday locations, staying with relatives on holiday.
- ◆ Creative: Children list imaginative and appropriate names for caterpillars.

SESE – SCIENCE

- ◆ Living things: Life cycle of a butterfly, introducing words such as chrysalis and metamorphosis; predators and threats to caterpillar and butterfly.
- ◆ Beetles and insects, definition of an insect.
- ◆ Practical: Attract butterflies to school garden by planting buddleia, Michaelmas daisies, catmint, aubrietia and marjoram. Examine different stages of development of caterpillars.

SPHE

- ◆ New life: Understanding that birth, life, growth and death are all part of a life cycle.
- ◆ Feelings and emotions: Exploring various ways in which feelings can be expressed and choosing the most acceptable, discuss Katie's rudeness to her mother (pp. 17–19); feelings of loss and anger, recognising that individual feelings can affect others; expressing thanks to those who help us.
- ◆ Taking care of my body: Personal hygiene, making sure we wash our hands having handled

animals or insects, having been in the garden.

- ◆ Myself and others: Recognising that homes and families may vary, accepting different rules in different homes; treating people with dignity and respect; practising care, consideration and good manners when interacting with others.
- ◆ Circle time: 'I was very sad when I said goodbye to ...'

MATHEMATICS

- ◆ Counting and numeration: The story of twenty. Groups of caterpillars which make twenty. Using *unifix* cubes to represent caterpillars in different colours, making patterns with available colours.
- ◆ Data: Representing pictorially the sets of pets of children in class, sets of favourite insects, favourite animals.

PHYSICAL EDUCATION

- ◆ Warm-up activities: Growing from tiny insect wriggling on ground into butterfly which flutters around the room (to music). Chasing game: Children pretend to be butterflies flying around; on signal form groups of 4, 5 and 6.
- ◆ Movement activities: Caterpillar wriggling on floor, walking, curling into cocoon, sleeping, emerging slowly, stretching out wings to dry, then flying off.
- ◆ Mime: Katie's reaction when she finds her caterpillars have vanished.
- ◆ Cool-down: Beetles crawling around, then hiding in safe place.

VISUAL ARTS

- ◆ Colourful caterpillars: Trace circles in different colours, cut out and stick in long line for body. One large circle with face, add feet.
- ◆ Butterfly mobiles: Four or five butterflies on card, coloured and suspended on thread.
- ◆ Foldies: See *Starting Art*, Book 1, pp. 14–15.