

MATERIALS & SETUP

- Various percussion instruments:
 - Wood block
 - Jingle Bells
 - Hand drum
 - Güiro
 - Maracas
- **Book:** *The Very Hungry Caterpillar* by Eric Carle
- *The Very Hungry Caterpillar* Worksheet

CONNECTIONS TO OH STANDARDS

FINE ARTS

- **6PR** Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

MATHEMATICS

- **1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20
- **1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data

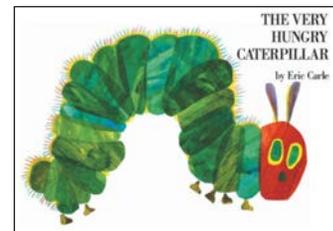
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The Very Hungry Caterpillar

Learning Objective: Students will interpret data and develop musical skills in counting and following rhythmic patterns.

ACTIVITY (25-30 minutes)

1. Read *The Very Hungry Caterpillar*.
2. Discuss with students the number of food items consumed each day, e.g. Monday=one apple, Tuesday=two pears, etc. What happens on Saturday? Does the numerical pattern continue or change? (Changes, the caterpillar doubles the Friday intake.)
3. Pass out *The Very Hungry Caterpillar* Worksheet. Ask students to fill in the graph for the first five days, drawing in each piece of fruit the caterpillar eats. Have the students then add up the fruit per day and add all five numbers together.
4. Name and play each of the percussion instruments for the students. Assign each percussion instrument a day of the week, and each note played on the instrument will represent the number of items eaten.



Percussion Instrument	Day of the Week	Number of Items Eaten/Notes Played
Wood Block	Monday	Strike wood block 1 time
Jingle Bell	Tuesday	Shake bell 2 times
Hand Drum	Wednesday	Strike drum 3 times
Güiro	Thursday	Scrape güiro 4 times
Maracas	Friday	Shake maracas 5 times
All instruments	Saturday	Play together 10 times

5. Pass out percussion instruments to students and practice each day of the week. When playing all the instruments for Saturday, focus on keeping a steady beat and ensemble (playing at the same time).
6. Re-read *The Very Hungry Caterpillar*, this time adding the instrumental effects.
7. Distribute instruments to other students and repeat as necessary until all students have the opportunity to perform.

(over)



points, how many in each category, and how many more or less are in one category than in another.

REFLECTION

1. Can the student accurately count the number of items each day and add up to fifteen?
2. Did the student identify each of the percussion instruments and play it with proper technique?
3. Could the student play in a group according to the teacher's directions?

