

CLIL LESSON PLAN

The Very Hungry Caterpillar

LESSON OVERVIEW

Subject(s)	English + Literature
Age Group	7–10 years
Duration	90 minutes
CEFR Level	A1 / pre-A1

LEARNING OBJECTIVES

Content Objectives

Students will:

- identify common foods from the story
- understand and sequence the days of the week
- match foods to days ('On Monday he ate...')
- compare sizes (big, medium, small circles)
- identify and describe the basic stages of the butterfly life cycle: egg → caterpillar (larva) → chrysalis/pupa → butterfly
- compare the butterfly life cycle in the story with a real butterfly life cycle using visuals and discussion

Language Objectives

Vocabulary (review and extension):

- foods: apple, pear, plum, strawberry, orange, chocolate cake, ice cream, pickle, cheese, salami, lollipop, pie, sausage, cupcake, watermelon
- days of the week
- colours: green, red, yellow, brown
- size adjectives: big, small, medium
- body-related vocabulary: head, body, circles
- classroom action vocabulary: cut, glue, colour, show

Students are expected to have some prior familiarity with basic food and colour vocabulary. The lesson focuses on reviewing, recycling, and using vocabulary in context through storytelling, sequencing, and speaking activities.

Skills:



reading short sentences and labels (days, foods, numbers), listening to the simplified story and to each other's caterpillar descriptions, writing simple labels (foods, colours, days).

Note: The teacher may use the original picture book or prepare a simplified/adapted version appropriate to learners' English proficiency level (A1/pre-A1). The simplified text may be teacher-created or generated/adapted using AI-supported tools such as ChatGPT, while ensuring age-appropriate vocabulary and sentence length.

COMMUNICATION SKILLS

- Reading (reading labels for foods, colours, and days of the week, reading short story sentences and sequencing cards)
- Listening (listening to the teacher's read-aloud of the simplified story, listening to partner explanations during pair role-play and gallery walk)
- Writing (writing labels for their caterpillar (head/body, colours, foods), writing simple sentences for the exit ticket). Example: writing labels for foods, colours, days, and caterpillar body parts; writing simple supported sentences, for example: 'My caterpillar is green.'
- Speaking (describing their caterpillar using simple sentences, sharing ideas and participating in BICS dialogues during role-play ('What do you eat?' 'What day is it?'))

GRAMMAR, VOCABULARY & PRONUNCIATION

Language for Learning (BICS)

- class language used for cooperation between students and exchanging ideas, with useful phrases displayed through visuals or icons illustrating the activities. Examples: 'Can you help me?' 'Let's work together.' 'I think this goes here.' 'My caterpillar eats...'
- giving instructions supported with pictures and labels (cut, glue, colour, show), helping students understand the steps of each activity.

COGNITION

LOTS — Remembering, Understanding, Applying

- 'What food is this?'
- 'How many did he eat?'
- 'What colour is your caterpillar?'
- 'What day is this?'
- 'Is this everyday food or special occasion food?'
- 'Why did you choose this food?'

HOTS — Analysing, Evaluating, Creating

- 'How is your caterpillar different from the story caterpillar?'
- 'What foods give us energy?'

- 'Why do you think the caterpillar eats more each day?'

GUIDING QUESTIONS FOR TEACHERS

- Are students able to confidently identify foods and days of the week? Can they sequence story events using visuals?
- Do they use simple BICS phrases during pair work? Have I provided enough visual support (food cards, day cards)?
- Are students able to describe their caterpillar using colours and size vocabulary?

CULTURE

How does this topic relate to everyday life or current events? Introduction to everyday themes such as eating habits, daily routines, days of the week, and healthy vs. special-occasion food; connecting the story to children's real-life experiences with food, meals, and weekly routines.

Are there intercultural, citizenship, or global perspectives included? Presentation of food as a universal aspect of everyday life across cultures; opportunities for learners to share and compare foods they know from their homes, cultures, or daily routines during speaking and collage activities, encouraging curiosity and respect for diversity. Students may also include foods from their own culture, home, or favourite meals when designing their caterpillar.

Are life skills (e.g. collaboration, decision-making) addressed? Pair and group work during sorting, sequencing, and role-play activities; decision-making when choosing foods, colours, and designs for the caterpillar; sharing ideas and cooperating during creative and discussion-based tasks.

★ 21ST-CENTURY SKILLS

BICS-Related Skills

- Communication
- Collaboration
- Flexibility & Adaptability
- Social & Cross-Cultural Skills
- Time Management
- Initiative

CALP-Related Skills

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METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
5-10'	Warm-up Activities 15'	<p>Warm-Up: Food Sorting Game (10 minutes)</p> <p>Students sort food pictures into:</p> <ul style="list-style-type: none"> • fruit / vegetables / sweets • everyday foods / special occasion foods <p>Before and after sorting, the teacher leads a short choral and individual repetition activity:</p> <ul style="list-style-type: none"> • teacher shows a food card; • students repeat the word together; • individual students volunteer to say the word independently. <p>Optional extension:</p> <ul style="list-style-type: none"> • students clap syllables or repeat using different voices/emotions (happy, sleepy, giant voice, tiny voice) to support pronunciation and engagement. <p>Act it out game (5 minutes)</p> <ul style="list-style-type: none"> • Teacher introduces each day and movement one at a time using visual cards, gestures, and modelling. • Students first watch and repeat the movement together. <p>Examples:</p> <ul style="list-style-type: none"> • Monday → jump • Tuesday → clap • Wednesday → turn • Thursday → stretch • Friday → march • Saturday → wiggle • Sunday → relax • Teacher checks understanding by asking: 'What do we do on Monday?' 'Can you show me 'stretch'?' 'Which day do we march?' <p>Students practise through choral and individual repetition:</p> <ul style="list-style-type: none"> • repeating days of the week; • repeating movement/action vocabulary; • saying and performing the action at the same time. 	<p>food picture cards</p> <p>sorting mats or table space labelled with categories</p> <p>word cards (optional support)</p> <p>days of the week cards</p> <p>space in the classroom for movement</p>	<p>Canva AI / DALL·E: create clear, child-friendly food images</p>

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		Visual support (movement icons/cards) remains displayed during the activity to support memory and comprehension.		
55'	Main Activities	<p>Activating Prior Knowledge – Butterfly Life Cycle (5 minutes)</p> <ul style="list-style-type: none"> Teacher shows simple visuals of a butterfly life cycle: egg → caterpillar → cocoon/chrysalis → butterfly Students discuss what they already know: in L1, English, or using gestures/keywords. Teacher introduces or reviews key vocabulary with visuals and repetition. <p>Possible questions:</p> <ul style="list-style-type: none"> 'What happens first?' 'What does the caterpillar become?' 'Have you seen a butterfly life cycle before?' <p>Story Input – Reading the Hungry Caterpillar Story (15 min)</p> <p>Pre-Listening Vocabulary Preparation</p> <ul style="list-style-type: none"> Students work in pairs or small groups. Each pair receives a set of: food cards from the story, number cards, and key vocabulary picture cards. Students practise saying the words together and matching pictures with words. <p>Teacher monitors and clarifies pronunciation or meaning when needed.</p> <p>Target listening vocabulary includes: apple, pears, plums, strawberries, oranges, chocolate cake, ice cream, pickle, cheese, salami, lollipop, pie, sausage, cupcake, watermelon</p> <p>First Listening</p> <ul style="list-style-type: none"> Teacher reads the original or simplified version of the story aloud. 	<p>story book or printed simplified story text</p> <p>food cards</p> <p>number cards (1–5)</p> <p>days of the week cards</p> <p>sentence starter strips displayed or on desks</p> <p>large and medium paper circles (pre-cut)</p> <p>glue</p> <p>crayons / markers</p> <p>food pictures (optional cut-outs)</p> <p>sentence support cards</p> <p>completed caterpillar collages</p> <p>question prompt cards (example at the end of the lesson)*</p>	Canva AI: create clear collage templates or example models

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		<ul style="list-style-type: none"> Students hold up the correct food or number card when they hear the target word. <p>Second Listening</p> <ul style="list-style-type: none"> Students mix/shuffle their cards. Teacher reads the story again. Students: reorder cards, match food + number combinations, or place cards in sequence. <p>Optional Third Listening (support/differentiation)</p> <ul style="list-style-type: none"> Students repeat key phrases chorally: 'On Monday he ate one apple.' 'On Tuesday he ate two pears.' Pairs rehearse sequences together before sharing with the class. <p>Food Sequencing Activity (10 min)</p> <p>The teacher distributes cards to small groups or pairs. Each group receives three types of cards:</p> <p>Days of the Week Cards — Monday–Sunday</p> <p>Food Cards — food cards include only foods from the story: apple, pears, plums, strawberries, oranges, chocolate cake, ice cream, pickle, cheese, salami, lollipop, pie, sausage, cupcake, watermelon</p> <p>Most food words are review vocabulary; several new words (e.g., pickle, salami, lollipop, cupcake, watermelon) are introduced through visuals, repetition, and partner work before listening activities.</p> <p>Number Cards — numbers 1–5</p> <p>Students build sequences by matching: Day → Food → Number</p> <p>Examples:</p> <ul style="list-style-type: none"> Monday — 1 apple Tuesday — 2 pears Wednesday — 3 plums Thursday — 4 strawberries Friday — 5 oranges 		

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		<p>Language Support</p> <p>Pairs read their sequences to each other using sentence starters in the Present Simple:</p> <ul style="list-style-type: none"> • 'On Monday he eats one apple.' • 'On Tuesday he eats two pears.' • 'On Wednesday he eats three plums.' <p>Teacher checks understanding using Present Simple questions:</p> <ul style="list-style-type: none"> • 'What food is this?' • 'How many apples does he eat?' • 'What day is it?' • 'What does he eat on Monday?' <p>Creative Task: Mixed-Size Caterpillar Collage (30 minutes)</p> <p>Students receive: 1 large circle (head); 5–7 medium circles (body). They choose: colours; food items their caterpillar eats; name of their caterpillar.</p> <p>Sentence supports:</p> <ul style="list-style-type: none"> • 'This is the head.' • 'It is big.' • 'These are the body circles.' • 'My caterpillar eats...' <p>Pair Role-Play: Interview the Caterpillar (15 minutes)</p> <p>Language Preparation Before Role-Play — before the pair role-play, teacher leads whole-class choral repetition of: key vocabulary; question structures; answer structures; full model sentences.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 'What does your caterpillar eat?' • 'My caterpillar eats apples.' • 'What colour is your caterpillar?' • 'It is green.' <p>Students practise pronunciation and rhythm through: choral repetition; pair repetition; teacher modelling with gestures and visuals. Visual language support</p>		

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		<p>remains displayed during the role-play activity.</p> <p>Students work in pairs using their caterpillar collages. Students ask and answer questions about their partner's caterpillar.</p> <p>Questions:</p> <ul style="list-style-type: none"> • 'What does your caterpillar eat?' • 'What colour is your caterpillar?' • 'How does your caterpillar feel?' • 'What day does it eat apples?' <p>Sentence support:</p> <ul style="list-style-type: none"> • 'My caterpillar eats...' • 'It is green.' • 'It feels happy.' • 'It eats apples on Monday.' <p>Real-World Connection: Butterfly Life Cycle (Optional Extension / Follow-Up)</p> <ul style="list-style-type: none"> • Teacher presents a simple visual diagram of the butterfly life cycle: egg; caterpillar/larva; chrysalis/pupa; butterfly • Students compare: the story version; and the real scientific life cycle. <p>Possible questions:</p> <ul style="list-style-type: none"> • 'Which stages are in the story?' • 'Which stages are missing?' • 'What happens before the caterpillar?' • 'What happens after the chrysalis?' • Students sequence visuals or match labels to pictures. <p>Language support:</p> <ul style="list-style-type: none"> • 'First there is an egg.' • 'Then the caterpillar grows.' • 'Next it becomes a chrysalis.' • 'Finally it becomes a butterfly.' 		
5-10'	Wrap-Up & Reflection & Sharing	<p>Gallery Walk (10 minutes)</p> <ul style="list-style-type: none"> • Students walk around in pairs or small groups and observe each other's caterpillar collages. 	stickers or smiley stamps space to display caterpillars	—

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		<ul style="list-style-type: none"> Learners help each other read labels, understand vocabulary, and discuss food and colour choices. <p>Students leave stickers or smiley stamps for:</p> <ul style="list-style-type: none"> clear labels and vocabulary; creative colours/designs; interesting caterpillar ideas; good teamwork or effort. <p>Teacher models simple feedback language:</p> <ul style="list-style-type: none"> 'I like your colours.' 'Your caterpillar is creative.' 'Good job!' 'I can read the words clearly.' 	food and action flashcards	
5-10'	Evaluation & Feedback	<p>Teacher Assessment (Observation)</p> <ul style="list-style-type: none"> vocabulary use (foods, days of the week, colours, size words) participation in pair and group activities correct use of basic structures ('On Monday he eats...'; 'My caterpillar eats...') <p>Student Self-Assessment</p> <ul style="list-style-type: none"> 'I can...' reflective statements (oral or card-based) completed caterpillar collage (circles and labels) <p>Examples:</p> <ul style="list-style-type: none"> 'I can name foods.' 'I can say the days of the week.' 'I can describe my caterpillar.' <p>Follow-Up / Real-World Connection (Optional Extension)</p> <ul style="list-style-type: none"> Teacher introduces a simple butterfly life cycle diagram: egg → caterpillar → chrysalis/cocoon → butterfly Students compare the real butterfly life cycle with the story. Students sequence the life cycle visuals and describe them using simple words or gestures. <p>Optional discussion:</p>	'I can...' cards or board prompts	—



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• 'What changes?'• 'What does the caterpillar become?'• 'Is this part real or fictional?'		



ATTACHMENT

Question	Answer
What does your caterpillar eat?	My caterpillar eats ____
What colour is your caterpillar?	It is ____
How does your caterpillar feel?	It feels ____
What day does it eat apples?	It eats apples on ____

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them. *Project number: 2024-1-PL01-KA220-SCH-000256498*