

Dear Parents/Guardians,

We hope all our Junior Infants are getting on well and that you and your families are safe and sound.

This is a pack of work for the coming fortnight (4th May – 15th May 2020). You will find plenty of resources that we have put together for you within the link below. These will help with your child's learning.

<https://padlet.com/ruthshannon/bi4mq4cpzct25yns>

Again, you are under no obligation to complete this work. We are fully aware that many of you are working from home and it may not be possible to dedicate a lot of time to your child's school work. We will not be looking for this work when we get back to school.

Thank you to all those who have emailed us photographs/videos of their children and their work/baking/gardening/play etc. We really love to get these as we miss the children a lot. Feel free to continue doing this and interacting with us on ClassDojo.

Letter sounds, tricky words and word boxes do need to be revised daily which is what you would normally be doing with your child as their everyday homework. This pack includes two new letter sounds and Word Box 4. We have also included some extra Word Boxes for those children who would like an extra challenge! They are not compulsory.

We teach one sound a week in school so we suggest you continue with that practice. Do letter 'z' this week (May 4th) and letter 'w' next week (May 11th). If you can print/write out Word Box 4 that would be great. This way your child can add these words to their bag/box of other words. We also do one handwriting sentence weekly and you will see these are also dated May 4th and May 11th. Ultimately, it is up to you how and when some or all of this work is done.

We have tried to make this pack as user friendly as possible. If you have any queries please do not hesitate to email us and we will do our best to help.

The Junior Infant Team

Please remember that learning doesn't always have to take place sitting at a table.

- Playing board games, doing jigsaws, playing in the garden, building forts – all these things are valuable learning opportunities so please don't feel like you have to be sitting down at a table in order for your child to be learning.
- If they are watching TV/YouTube, engage them in conversation after the show they've watched. Ask them to retell you the story – what happened? Who was in it? How did they feel when something happened? How would you feel if the same thing happened to you? What was your favourite part and why? etc. Can they draw what happened in the show in the correct order or draw their favourite part. You could write the title of the show for them and they could copy it using their cursive handwriting. Just because they're watching TV doesn't mean you can't extract some kind of learning out of them!
- Chatting to your children is extremely important – don't accept a simple yes/no answer. Always push for more information. They're well able!
- Continue reading to your child regularly.
- In order to continue our efforts to maintain a sense of connection with our school community, we are suggesting a "One school, One book" focus. The story chosen is 'James and the Giant Peach'.

This is a link to the audio version of the story 'James and the Giant Peach'.

<https://www.youtube.com/playlist?list=PLNWB9LCZQNVyKMw2WgoJzH1IOs45YCL5U>

Responses to the text if you have the book at home, or the above audio version, will be collated and uploaded to the school website. Junior Infants could write the title in their cursive handwriting and draw their favourite part of the story. They could even try to add in some simple words to describe their picture.

- Maths can be taught through board games – rolling the dice, adding two numbers on the dice. Counting how many forks/knives are needed for dinner. Matching socks after the washing. Make patterns with your Lego blocks. Two, three, four coloured patterns. Can they use something else to make patterns? Look in the garden – stones/leaves/sticks. Look in the kitchen – pasta/fruit/cutlery. How long is your bed? Use spoons to measure. Can you sort out the clothes – by size/colour/type. Maths doesn't need to be a worksheet. Go on a 2D shape hunt in your kitchen. Go on a 3D shape hunt in the garden. Make some shapes using garden materials – stones/leaves. Make shapes using playdoh/pasta. Practice number formation using stones/playdoh/pasta and then practice writing them.
- Get some exercise during the day.

This is how we teach a new letter in school.

Monday – Introduce the name and sound of the reading letter. Listen to the jingle. Give your child one or two words that start with the sound. Can you think of anymore? Do any of our friends begin with this sound? Can you find 2/3 things in the house that start with the sound? Throughout the day in conversation if a word comes up that starts with the sound of the week, emphasise it to your child. Keep encouraging them to think of new words that begin with the sound. Fill in the worksheet of 6 things that begin with the sound. Listen to the jingle again. Encourage your child to sing along. Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Tuesday – Go back over what you did on Monday. Can they think of any new words that start with the sound. They could add these to the 6 on their worksheet from yesterday. Introduce the writing letter. Look at it beside the reading letter. Even though it is the writing letter, it still sounds the same as the reading letter. Look at how the letter is formed on the video. Then say the rhyme as the letter is formed again. Watch it a few times. Then get your child to try – on the table, in the air, on your back with their finger. Then it's time to practice – on paper/whiteboard etc. Finally they can try it on the website that is linked, with/without lines. While you're having dinner, you can always ask your child to remind you or a sibling of the new letter and what sound it makes. Can they say the rhyme for writing it? Can they teach a younger sibling what sound it makes/how to write it? Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Wednesday – Do the same as Monday. Then do the activity sheet – colour the pictures that begin with the sound of the week. Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Thursday – Back to handwriting. Go back over the rhyme/letter formation from Tuesday. Can they write the letter on a plate of rice/sand? Can they make the writing letter with playdoh/stones/leaves from the garden. Practice it on paper/whiteboard and on the suggested website. Do the 'read the sentences/words' worksheet. Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Friday – Have a look at the website <https://slp.cjfallon.ie> and let your child revise the letter sound through some of these activities. Practice the writing letter too. Revise all letter sounds to date in your sound copy. Don't forget tricky words too.

Tricky word work should be done throughout the week. Start with where your child is at. If they know 10 words, add in two new ones for the week. The most simple way to do this is to stick the words around the house and anytime your child passes them they need to say the word. Or have them go on a tricky word hunt. Hide the words around the house, let your child find them and write them down. When they have them all, they read them back to you.

May 4th.

Our new letter!

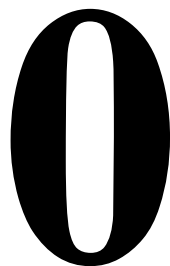
Here is our reading letter:

A large, bold, black letter 'Z' is centered on the page.

To hear the 'z' jingle and sound, start at 7:17 mins and end at 7:30 mins
<https://www.youtube.com/watch?v=euxN7LGOoLc>

If you have Spotify, you can listen to each sound individually, just find 'z'.

Some words that begin with the 'z' sound are:

A large, bold, black letter 'Z' is centered on the page.

zero



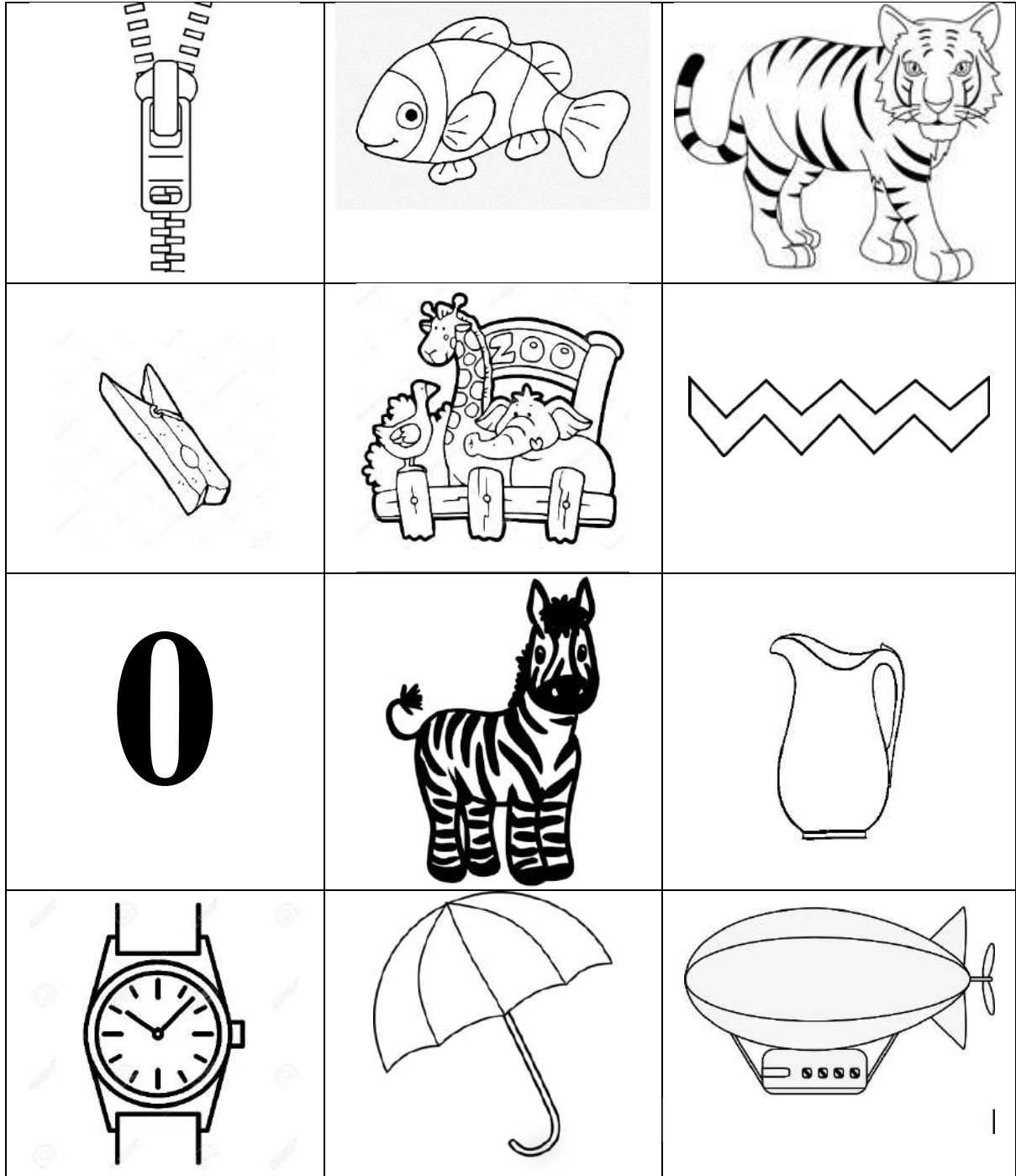
zig-zag

Can you think of 6 more words that start with the sound 'z'?

Draw a picture in the boxes below. Try sounding out your words and writing them too (in cursive!).

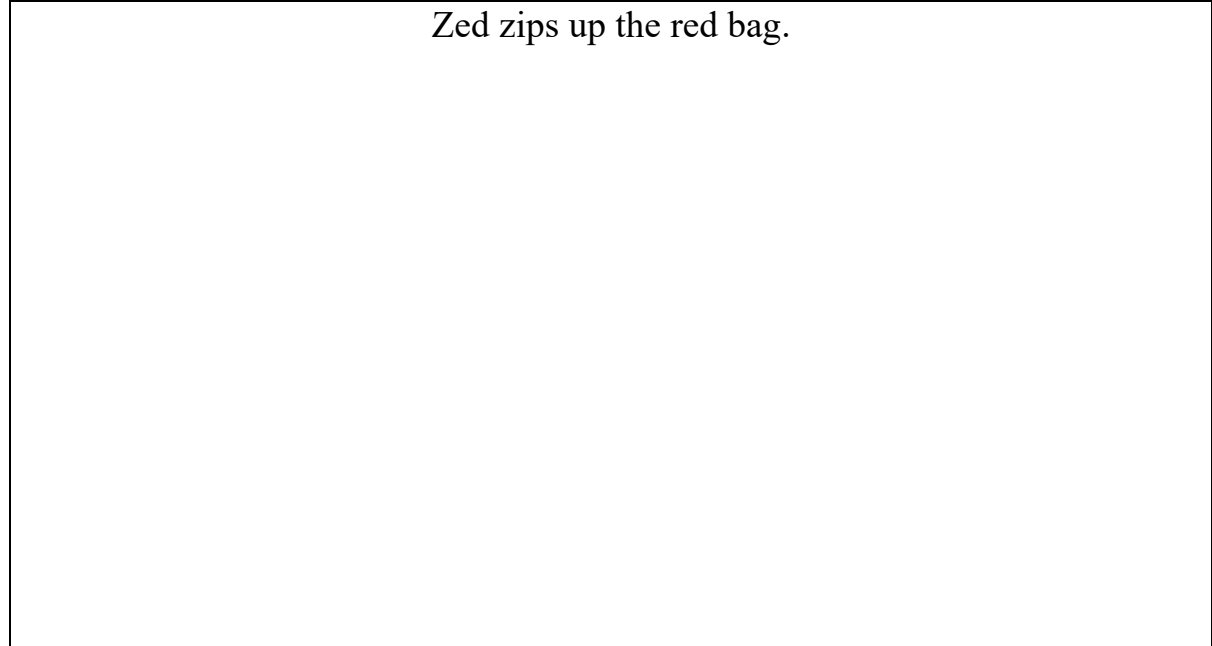
Activity Sheet

Find things that start with the 'z' sound and draw a circle around them.
Colour the 'z' pictures. Find 6 items in your house that start with 'z' if you can't print this page.



Read the sentence and draw a picture. If you can't print, use a spare piece of paper. Write the sentence.

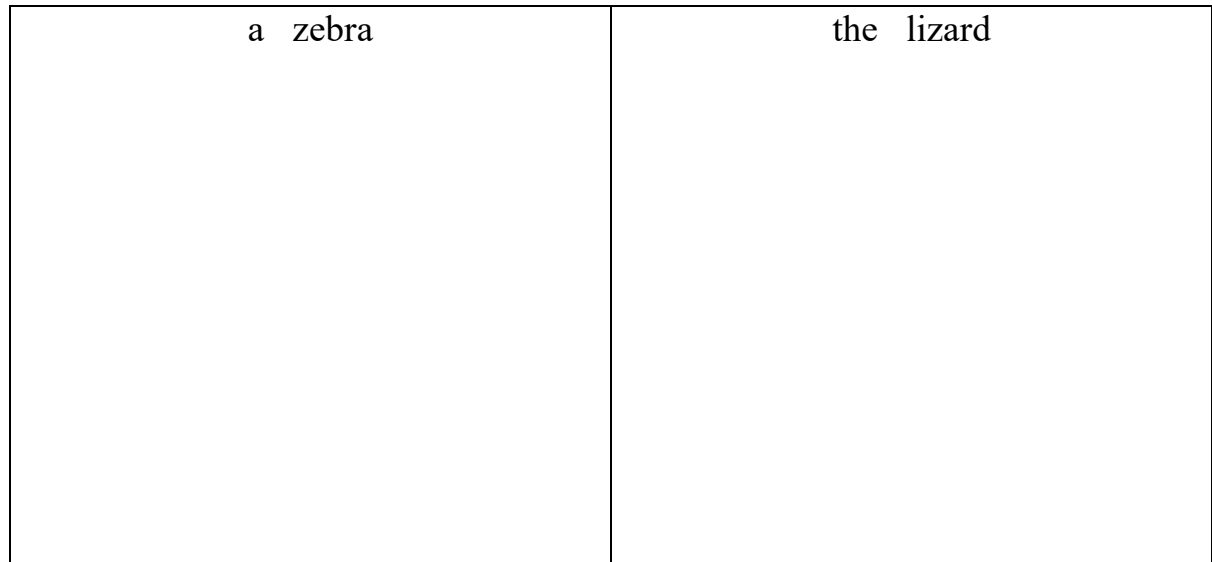
Zed zips up the red bag.



Read the words and draw them.

a zebra

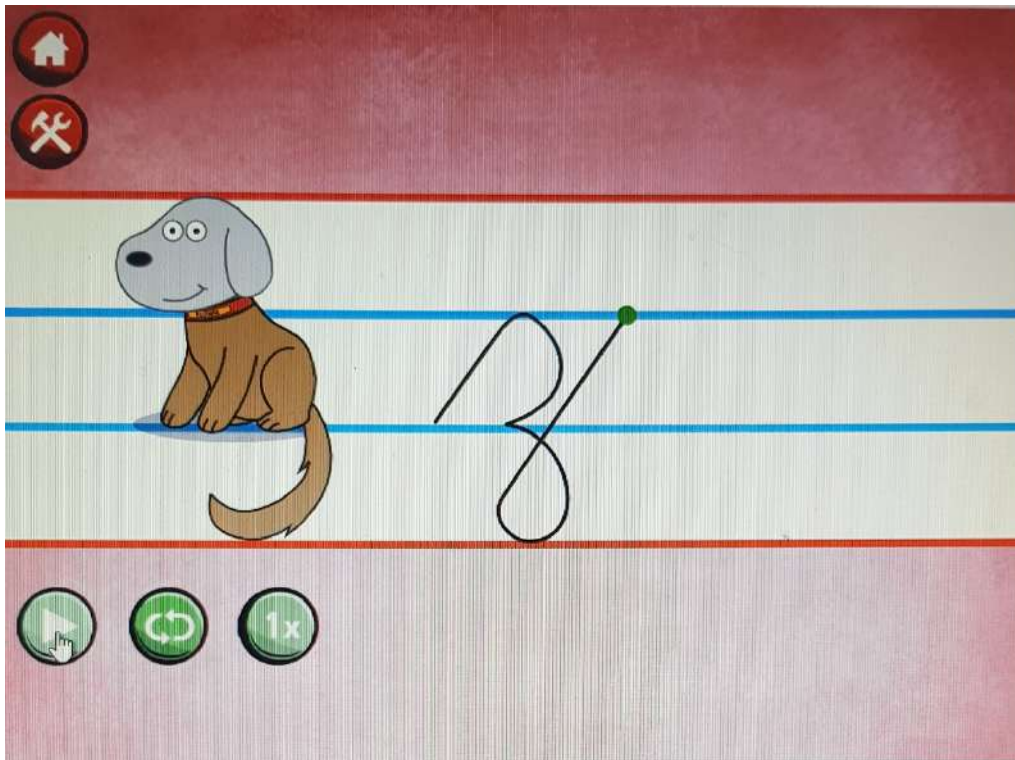
the lizard



Click on the website below. Click Sounds Like Phonics Activity Book A. Click Unit 4. Click the letter 'z'. Go through all the boxes there.

<https://slp.cjfallon.ie>

Here is our writing letter 'z'. This is a body and tail letter so you can tuck your head down (not a tall head letter) and stretch your feet to the floor to show how long 'z' is.



This is the way we form our letter 'z':

<https://www.youtube.com/watch?v=oNYR8wIYR1E>

The rhyme for writing 'z' is:

Slanty '3', loop back.

Remember not to lift your pencil!

Now it's your turn to write 'z':

- Write it using your finger 3 times in the air
- Write it using your finger 3 times on the table
- Write it using your finger 3 times on someone's back
- Use a whiteboard/ blackboard/ sand/ rice/ paper to practise 'z' every day.

Don't forget posture, pencil grip and to warm up those fingers!

Use a white board, chalk board or plain paper to get practicing. Make sure you practice writing 'z' every day. Don't forget to warm up your fingers!

I stretch my hands, I squeeze my hands, I give a little clap.

I clap my hands, I stretch my hands, I put them on my lap.

Wriggle little fingers, wriggle wriggle wriggle,

Twiddle little thumbs, twiddle twiddle twiddle,

Tap little fingers, tap tap tap.

Hide little hands, hide behind my back.

I roll my shoulders round and round,

I move my elbows up and down,

I shake my wrists to and fro,

I wriggle my fingers and I'm ready to go.

Make sure all six legs are on the floor – chair and children's feet! Bum needs to be at the back of the chair. One hand on the pencil and one hand on the whiteboard/paper.

Parents – ensure children are holding their pencil correctly. See below.

Posture



Correct Left-handed Pencil Grip



Correct Right-handed Pencil Grip



This website will allow children to write their letters on a computer screen. They can practise with/without lines.

<https://www.ictgames.com/mobilePage/writingRepeater/index.html>

May 11th.

Our new letter!

Here is our reading letter:

W

To hear the 'w' jingle and sound, start at 6:09 mins and end at 6:28 mins

<https://www.youtube.com/watch?v=euxN7LGOoLc>

If you have Spotify, you can listen to each sound individually, just find 'w'.

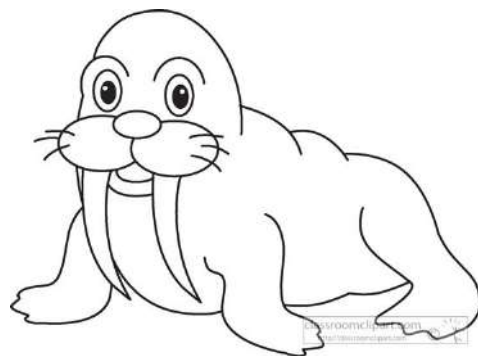
*Although 'w' and 'wh' are technically different sounds, we do allow junior infants to use them interchangeably at this stage (the American way: whale, white, etc.) they will look into differentiating further in senior infants.

<https://youtu.be/ltkezcJAp3k>

Some words that begin with the 'w' sound are:



walk



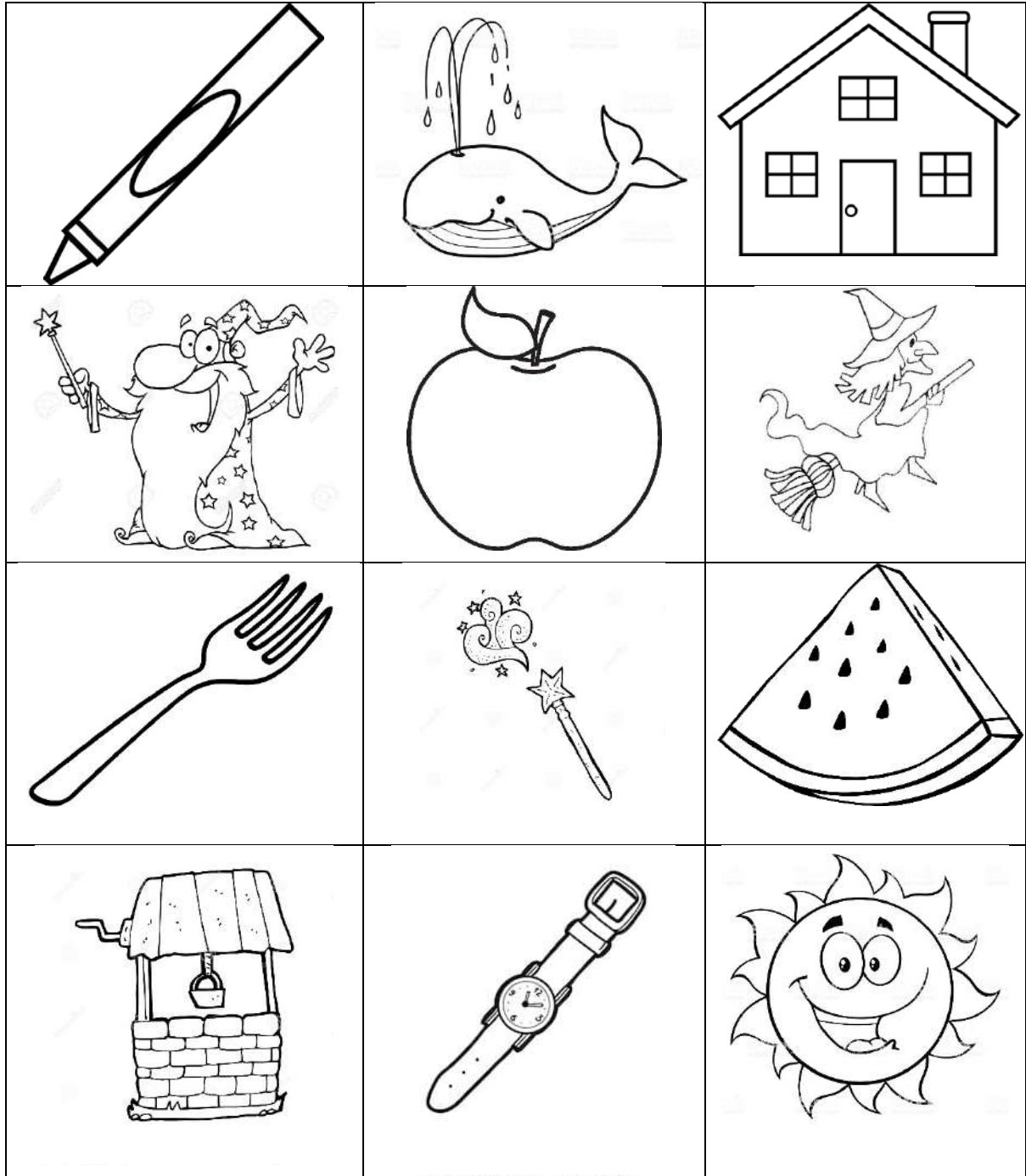
walrus

Can you think of 6 more words that start with the sound 'w'?

Draw a picture in the boxes below. Try sounding out your words and writing them too (in cursive!).

Activity Sheet

Find things that start with the 'w' sound and draw a circle around them.
Colour the 'w' pictures. Find 6 items in your house that start with 'w' if you can't print this page.



Read the sentence and draw a picture. If you can't print, use a spare piece of paper. Write the sentence.

What will we get from the well?

Read the words and draw them.

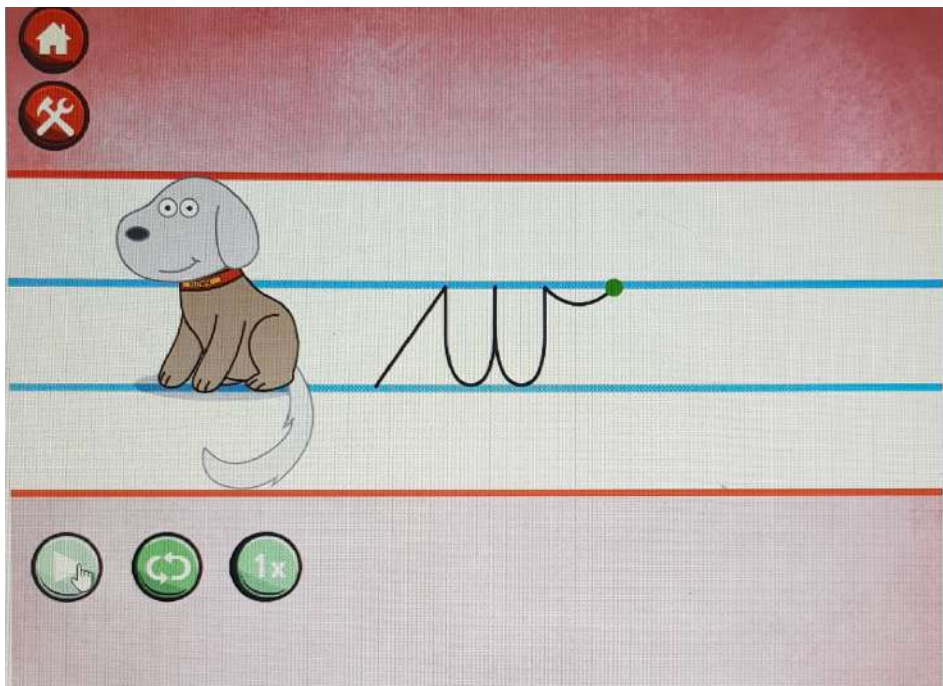
a windmill

the wizard

Click on the website below. Click Sounds Like Phonics Activity Book A. Click Unit 3. Click the letter 'w'. Go through all the boxes there.

<https://slp.cjfallon.ie>

Here is our writing letter 'w'. This is a body letter so you can tuck your head down (not a tall head letter) and tuck your feet up onto your chair (not a long tail letter).



This is the way we form our letter 'w': (stop at 1:21 mins)

<https://www.youtube.com/watch?v=a4Y4YvhdChk>

The rhyme for writing 'w' is:

Slanty line, straight down, curve up, straight down, curve up, flick straight.

Remember not to lift your pencil!

Now it's your turn to write 'w':

- Write it using your finger 3 times in the air
- Write it using your finger 3 times on the table
- Write it using your finger 3 times on someone's back
- Use a whiteboard/ blackboard/ sand/ rice/ paper to practise 'w' every day.

Don't forget posture, pencil grip and to warm up those fingers!

Use a white board, chalk board or plain paper to get practicing. Make sure you practice writing 'w' every day. Don't forget to warm up your fingers!

I stretch my hands, I squeeze my hands, I give a little clap.

I clap my hands, I stretch my hands, I put them on my lap.

Wriggle little fingers, wriggle wriggle wriggle,

Twiddle little thumbs, twiddle twiddle twiddle,

Tap little fingers, tap tap tap.

Hide little hands, hide behind my back.

I roll my shoulders round and round,

I move my elbows up and down,

I shake my wrists to and fro,

I wriggle my fingers and I'm ready to go.

Make sure all six legs are on the floor – chair and children's feet! Bum needs to be at the back of the chair. One hand on the pencil and one hand on the whiteboard/paper.

Parents – ensure children are holding their pencil correctly. See below.

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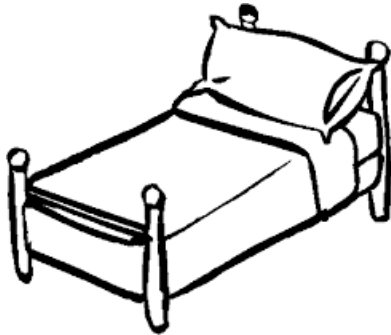
<https://www.ictgames.com/mobilePage/writingRepeater/index.html>

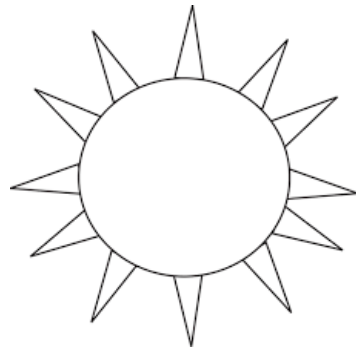
Read, Write and Draw

Read the word given. Write the **word** in each of the boxes using cursive handwriting and then draw a picture for this word in the last box.

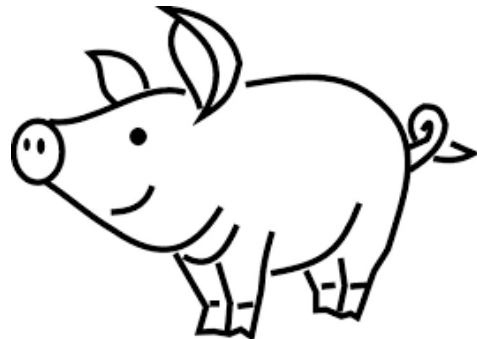
dig <i>dig</i>	<hr/>	<hr/>	<hr/>	
pot <i>pot</i>	<hr/>	<hr/>	<hr/>	
tap <i>tap</i>	<hr/>	<hr/>	<hr/>	
bin <i>bin</i>	<hr/>	<hr/>	<hr/>	

Fill in the missing letters in cursive handwriting.









Handwriting

Here are our letters in cursive handwriting. Try to say the rhyme for each letter that we already know as you write it.



1. **May 4th** When you have read or listened to the story *The Very Hungry Caterpillar*, get a piece of paper and write the title of the story in cursive handwriting. Draw a picture to go with the sentence, perhaps your favourite part of the story.

The Very Hungry Caterpillar.

2. **May 11th** Later on you will learn about the lifecycle of the butterfly. When you have completed some of the activities around that, you can write,

The lifecycle of the butterfly.

Draw a picture of the lifecycle. Try to label your picture with some of the words you will learn such as,

egg, caterpillar, cocoon, butterfly

Our tricky words are:

1-5

6-10

11-15

16-20

I	we	are	some
the	be	all	said
he	to	you	here
she	do	your	there
me	was	come	they

Remember these are words that cannot be sounded out. Children must learn them by sight. Unfortunately we have not had a chance to teach all of these words to your children yet.

We suggest that you take two new words a week for as long as we remain closed. Start where your child is at. Check which ones they do know first and then move on to the next two.

This is word box 4 which JI are expected to do.

Word Box 4

cat

hen

can

hat

neck

camp

kick

met

pen

deck

These are extra work boxes for those who are interested.

Word Box 1a
nap
tan
set
hill
hand
sand
men
elf
snip
ram

Word Box 2a
egg
end
imp
sack
den
fist
bin
fed
lock
hop

Maths

COUNTING: (A selection of activities to be completed most days ideally- as before)

- Counting forwards- 1-10
- Counting backwards- 10-1
- Counting from different starting points going forwards- 1-10 (e.g. start counting at 4 and stop at 9)
- Counting from different starting points going backwards- 10-1 (e.g. start counting from 8 and stop at 2)
- Identifying the number before a given number (e.g. what number is before eight?)
- Identifying the number after a given number (e.g. what number is after two?)
- Recognising numbers 1-10
- Ordering numbers 1-5, make sets for each numeral
- Count sets without touching (up to 5)

Some actions for counting activities (the children are very familiar with this so ask them to think of more)

- Clapping
- Jumping
- Slapping our knees
- Tapping our shoulders
- Tapping our head
- Sitting/standing

CLASSIFYING:

What we do in school-

- The children should be able to sort and classify objects on the basis of one or more attributes such as; colour, shape, length, width, height, weight, quantity, thickness or size.
- The children should be able to identify the complement of a set- categorise objects such as; I like/don't like, red things/things that are not red etc.



- The children have had opportunities to sort various sets **three** different ways in school- for example with the above vehicles the children sorted them by colour, by type of vehicle/shape of vehicle and finally by how the vehicles travel- some travel on the road, some travel on tracks, some travel on water and some travel in the air.

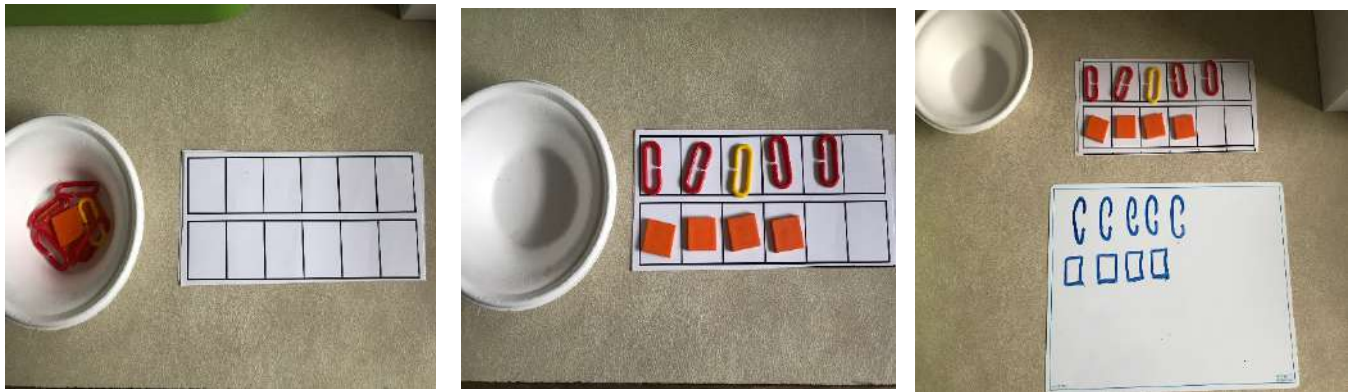
How to implement at home-

- Use any set of toys that you have around the house. It is vitally important that the children can sort the set of toys you/they choose at least three ways (as mentioned above). The children might need a little help to figure out the third way they could sort their set of toys. The children are becoming very familiar with the idea of sorting and they may come up with ideas that you had not envisaged! If they can justify their reasoning then this is more than satisfactory. For example if you have a collection of farm animals at home, they may be sorted by colour of animal, colour of tail, type of animal, has/has not a white spot on face etc. The sorting possibilities are endless!
- It is important to emphasise that the children should be sorting for one property only at a time- e.g. the children could sort the farm animals by type of animal first, mix all the animals up, then sort by colour of animal, mix all the animals up and finally sort by colour of tail.
- Encourage the children to use the relevant language associated with sorting the collection- i.e. "I am **sorting** the farm animals **by colour**. I am putting all the brown animals together because they are the **same** colour. I made a **set** of animals that are brown". You might have to model the language/ ask probing questions to elicit this language from the children.

COMPARING AND ORDERING:

What we do in school-

- The children should be able to compare equivalent and non-equivalent sets 1-5 by matching.
- The children should be able to use one-to-one matching to determine equality and inequality (more than/less than/same as).
- The children should also be able to record the comparison by drawing on paper/whiteboard.



How to implement at home-

- The children have already spent time focusing on comparing non-equivalent sets and determining inequality in sets (more than/less than) in school this year therefore this content is not new. The children have yet to experience comparing equivalent sets (equal/same as).
- Use any objects/toys at home that the children can easily draw. Use no more than 5 of any set initially so the children gain confidence when comparing sets. Ensure that some sets have more, some sets have less and some sets are equal. You can also easily draw the grid as shown above on paper for the children to engage with when trying to match if necessary.
- Initially encourage the children to use one-to-one matching to determine equality and inequality. The above example shows how you would match one link to one square until all the links and squares are gone. By looking, the children should be able to tell that there are more links than squares as there is one link without a partner of a square. The children can record their work by drawing the sets as shown above.
- When the children are comfortable with this concept, try to remove the crutch of the grid, if using one, and instead ask the children to count the set of links and count the set of squares (or whatever sets you are using at home). They do not need to line them up but they can do this if it is helpful to them. With the above example, the children should count five links and four squares. Ask the following questions “Is five more or less than four?” “Which set has more/less?” “Which set is bigger/smaller?” The children should be able to recognise that there are more links, ie: 5 is more than 4.
- With equivalent sets, ask the same questions as above. The children should be able to say that neither set has more/less. The sets are equal/ the same. If they do not have the language, share it with them.

- When recording their sets by drawing on paper/on a whiteboard encourage the children to write the correct numeral beside each set. With the above example, the children could write the number five beside the set of links remembering the number formation rhyme for five and the number four beside the set of squares. On your instruction, the children could circle the set that has more/the set that has less etc.

Number formation rhymes 1-5 (from previous work):

If you haven't had a chance to practise the numeral formation, please do so this coming fortnight.

- Number 1- "A straight line one, it is fun"
- Number 2- "Around and back on the railway track makes two, two, two."
- Number 3- "Around the tree and around the tree, this is the way you make a three."
- Number 4- "Down and across and down some more, this is the way you make a four".
- Number 5- "With a straight neck and a round tummy, put his hat on five sure looks funny".
- Number 6 (if needed) - "Down to a loop, the six rolls a hoop".

SPATIAL AWARENESS:

What we do in school-

- The children should be able to explore, discuss, develop and use the vocabulary of spatial relations
 - Position: over (above), under (below), up, down, on, beside, in
 - Directions: moving in straight/curved lines, in a circle, moving forwards/backwards, moving sideways, finding their own space
- In school, we explore and discuss “position” as a whole class activity initially. It is important to demonstrate understanding of the vocabulary of spatial relations with the children prior to them using the relevant vocabulary (see above).
- We explore, discuss and use the vocabulary of “directions” in open spaces e.g. the P.E hall, the Junior Infant yard etc.

How to implement at home-

- Use any household object/toy to elicit any prior knowledge the children may have when it comes to the vocabulary of spatial awareness. For example, put their favourite teddy on their bed and ask the children where the teddy is. Next, put their favourite teddy under the bed and ask the children where the teddy is etc. If the children are unaware of some spatial awareness vocabulary, explain what it means to the children and demonstrate with the household object/toy. When the children have grasped the concept, ask them to put their toy somewhere and tell you where it is. If the children have any older or younger siblings at home they can practise with them too while you put the kettle on!
- Use your garden/any open space to practise the spatial awareness vocabulary of directions with the children. Like before, elicit any prior knowledge the children may have by asking them to move in different ways (see above). We have worked on “directions” and the related vocabulary under the gymnastics strand in P.E so this content should not be new to the children. If the children are unaware of some spatial awareness vocabulary, explain what it means to the children and demonstrate. When the children have grasped the concept, ask them to give you/their siblings’ directional instructions.
- Once sufficiently exhausted, here are some worksheets you could do at home to consolidate the vocabulary of spatial relations!
- <https://www.greatschools.org/library/cms/09/23609.pdf>
- <https://www.greatschools.org/library/cms/12/23612.pdf>
- <https://www.greatschools.org/library/cms/92/23592.pdf>

The Life Cycle of a Butterfly- Integrated Learning

See the following link for more resources.

<https://padlet.com/ruthshannon/bi4mq4cpzct25yns>

English - Rhyme

‘The Fuzzy Little Caterpillar’ (to the tune of The Itsy Bitsy Spider)



*The fuzzy little caterpillar curled up on a leaf,
Spun her little chrysalis and then fell asleep.
While she was sleeping, she dreamed that she could fly,
And later when she woke, she was a butterfly!*

- Practise saying this poem each day.
- Make up actions to go along with the poem.

Handwriting – in cursive please!

- On a piece of paper or in a copy write:

This is a caterpillar.

Draw a picture of a caterpillar underneath!

- Later on when you learn about the lifecycle of the butterfly, you can write:

The lifecycle of a butterfly.

Draw a picture of the lifecycle too. Number the steps in the correct order!

- When you have read/watched the story below, The Very Hungry Caterpillar, write;

The Very Hungry Caterpillar

and draw your favourite part of the story!

Story

- The Very Hungry Caterpillar

<https://www.youtube.com/watch?v=75NOK-Sm1YY>

- Predict what the story will be about before you listen to/read it.
- Listen to and talk about the story – what happened each day? what did the caterpillar eat? What was your favourite part? What happened to the caterpillar? Etc.
- Handwriting, as above.

Maths

- Song: Five little Caterpillars <https://www.youtube.com/watch?v=v5ZCw9cUEq0>
- Draw a caterpillar and create your own 2/3 colour pattern on it.

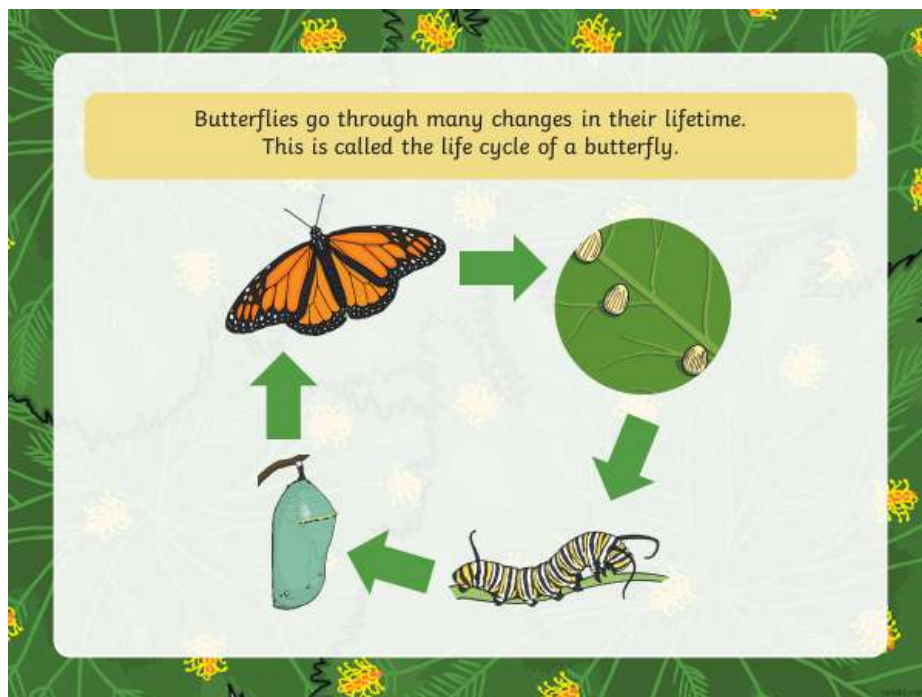
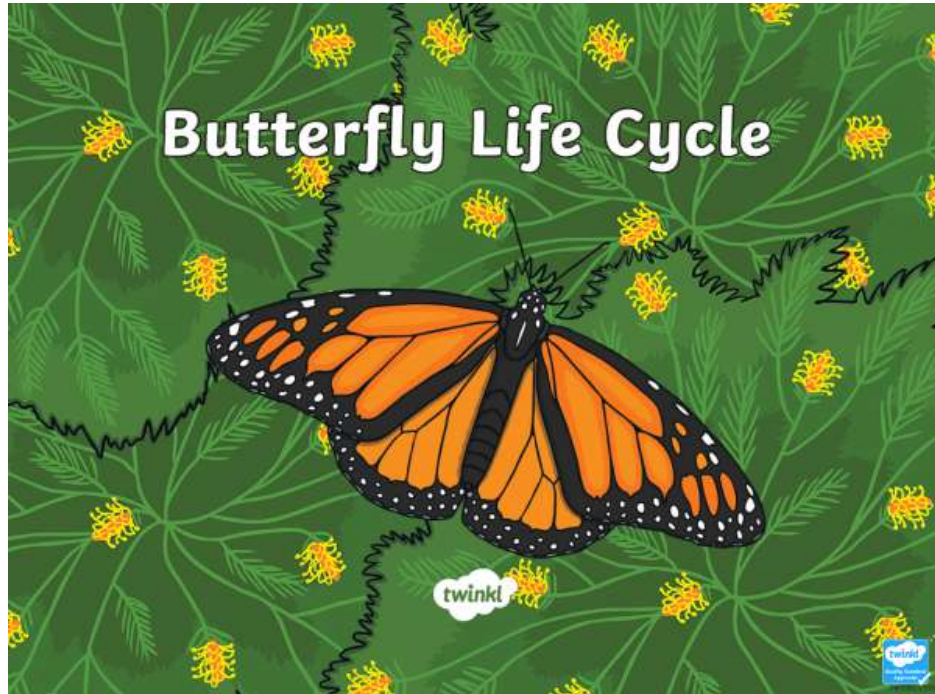
Counting activities

- Count the fruit in the story ‘The Very Hungry Caterpillar’.
- Using your fingers show how many of each fruit the hungry caterpillar ate.
- Draw pictures of the fruit and count them.
- Use playdough to make and show and count how many different fruits the caterpillar ate.
- Use the story to learn and recall the days of the week.

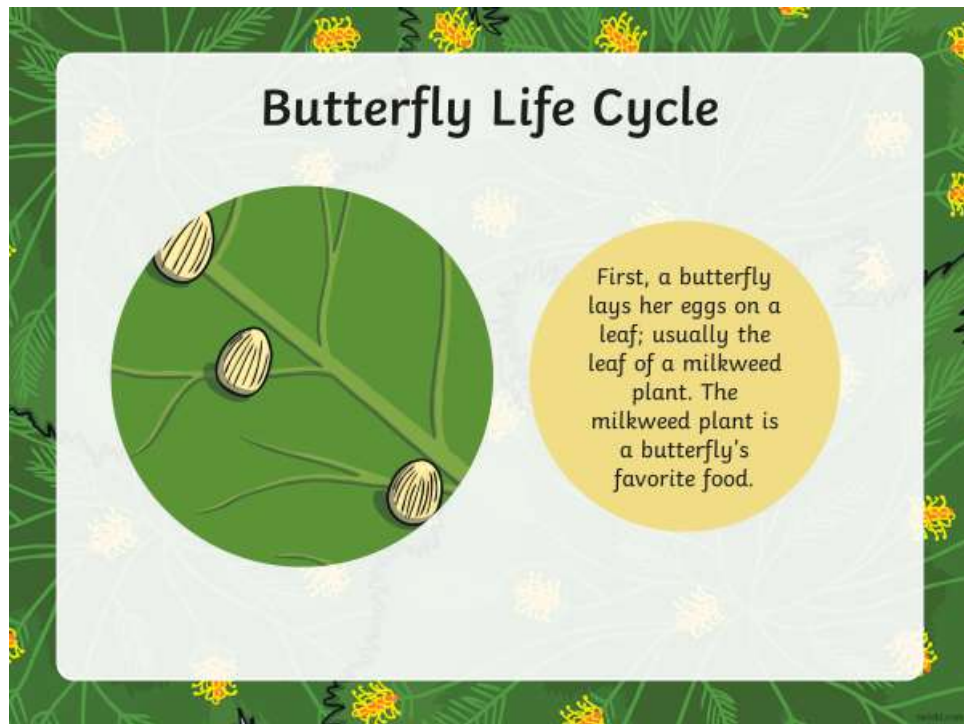


Science

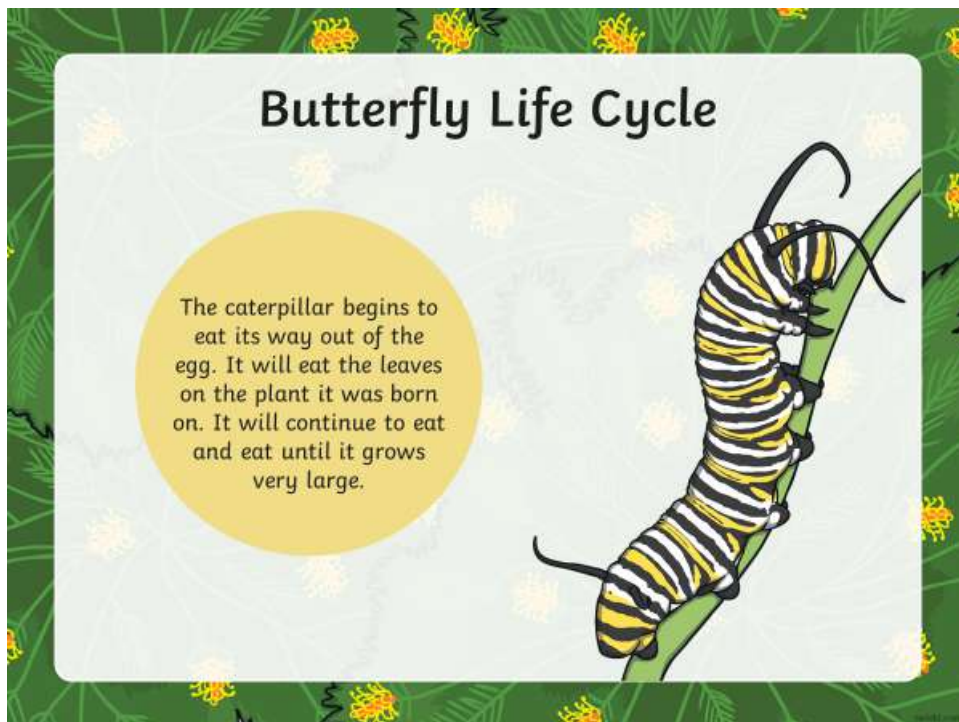
Learn about the life cycle of a butterfly



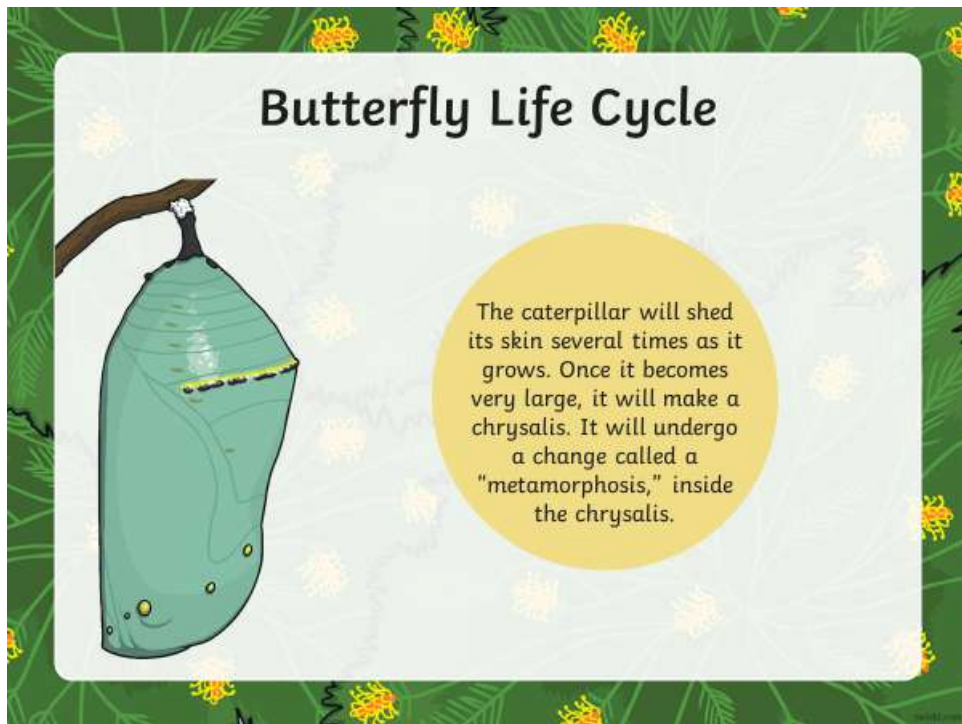
1. The eggs are laid on a leaf.



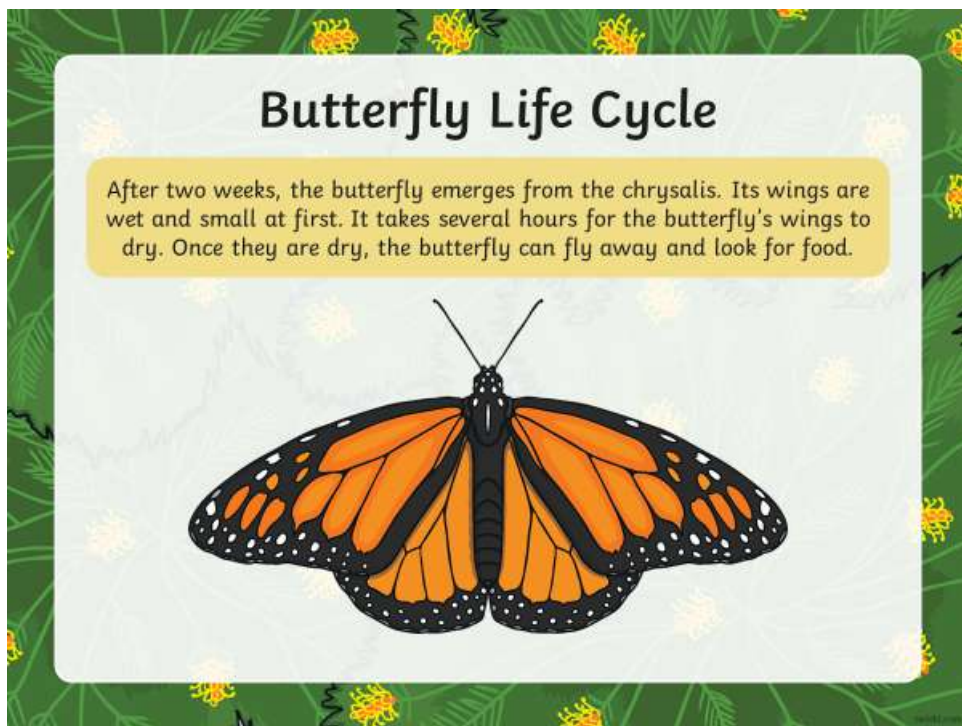
2. A tiny caterpillar eats its way out of the egg.



3. The caterpillar turns itself into a chrysalis (or pupa).



4. A butterfly comes out of the chrysalis!



- This is a cut and stick activity for the life cycle of a butterfly– Twinkl <https://www.twinkl.ie/resource/t-t-12809-eyfs-butterfly-life-cycle>
- If you do not have access to Twinkl you can draw the four stages in the life cycle in the correct order and colour them in. You can also do this as well as the cut and stick activity if you like.

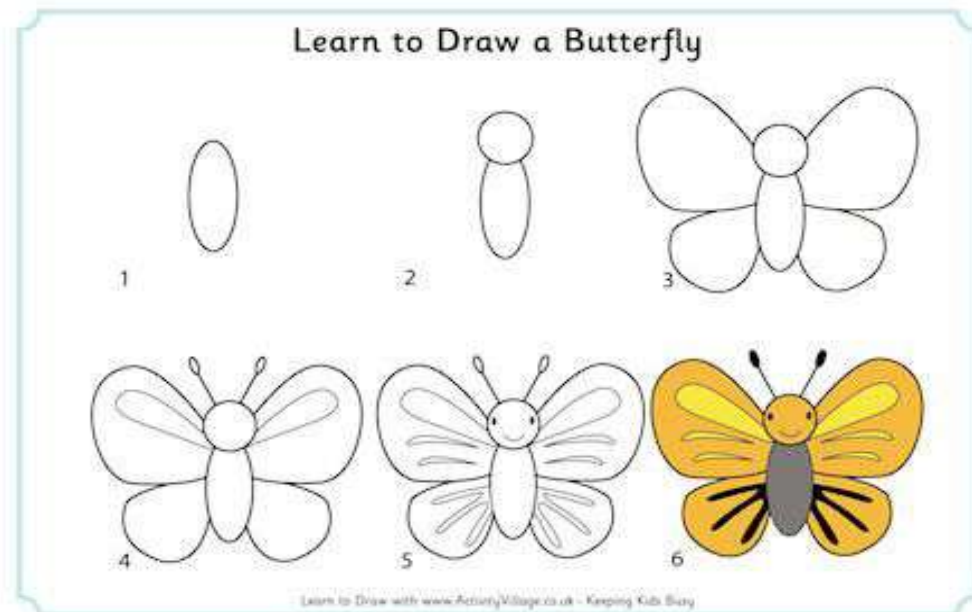
SPHE

- Use the story ‘The Very Hungry Caterpillar’ to discuss healthy and unhealthy foods.
- Look around the house and find different types food that you think are healthy and unhealthy – you could even sort them into categories! Perhaps sorting by healthy/not so healthy, types of food etc. A great way to link to categorising in maths!

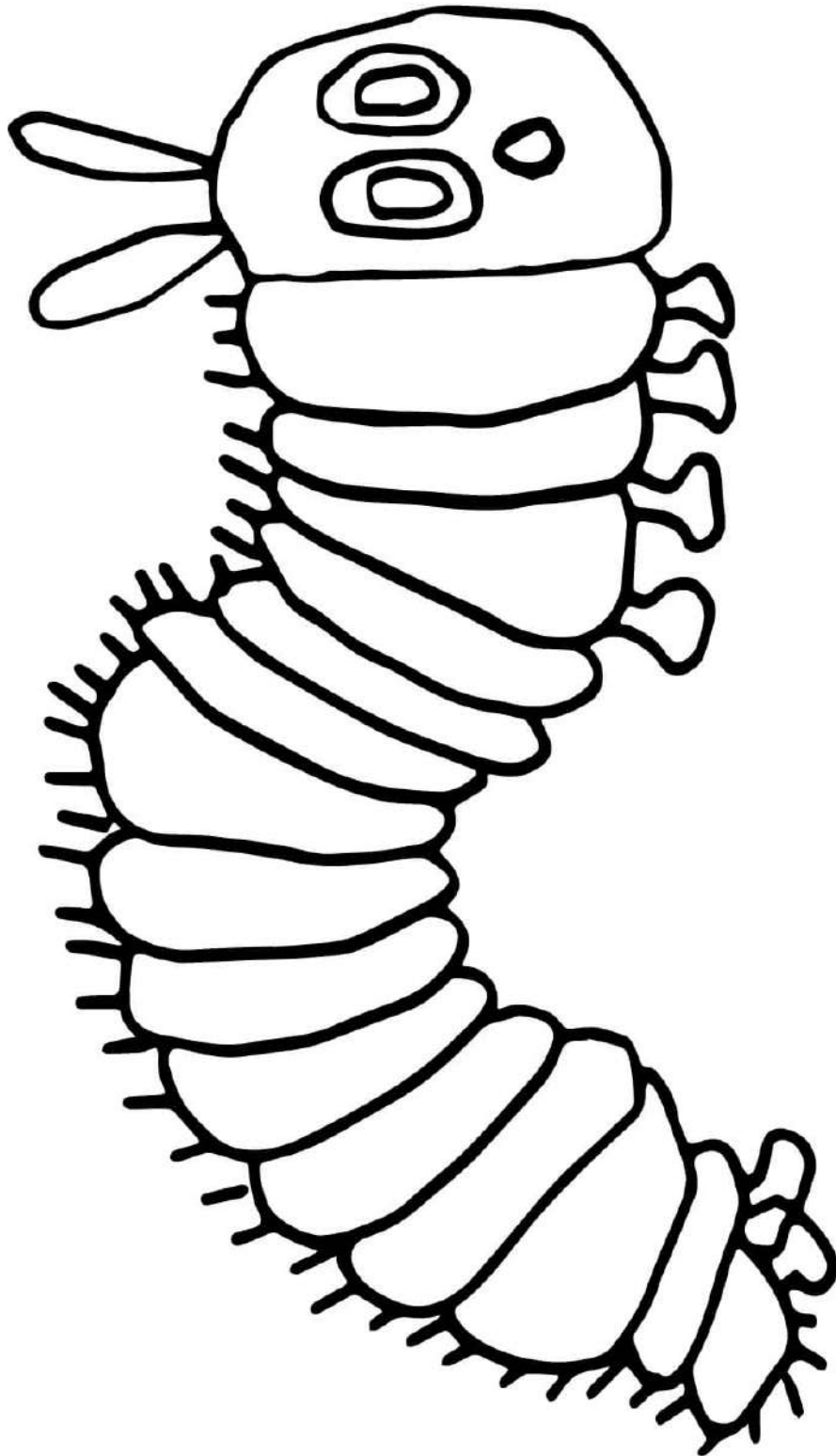
Art



Create a very hungry caterpillar using green and red paint and toilet paper rolls. This could also be done using green and red crayons/markers/chalk etc.



Create a butterfly by tracing around your hands and cutting them out. You can use white paper/card for this and colour it in.



Colour me in!

Music

- Play some music and pretend to be a caterpillar in your chrysalis. When you are ready you can come out of your chrysalis and pretend to be a butterfly learning to fly for the first time. You could try this piece by Chopin – Nocturne <https://www.youtube.com/watch?v=bVeOdm-29pU>

An educational and recommended watch!

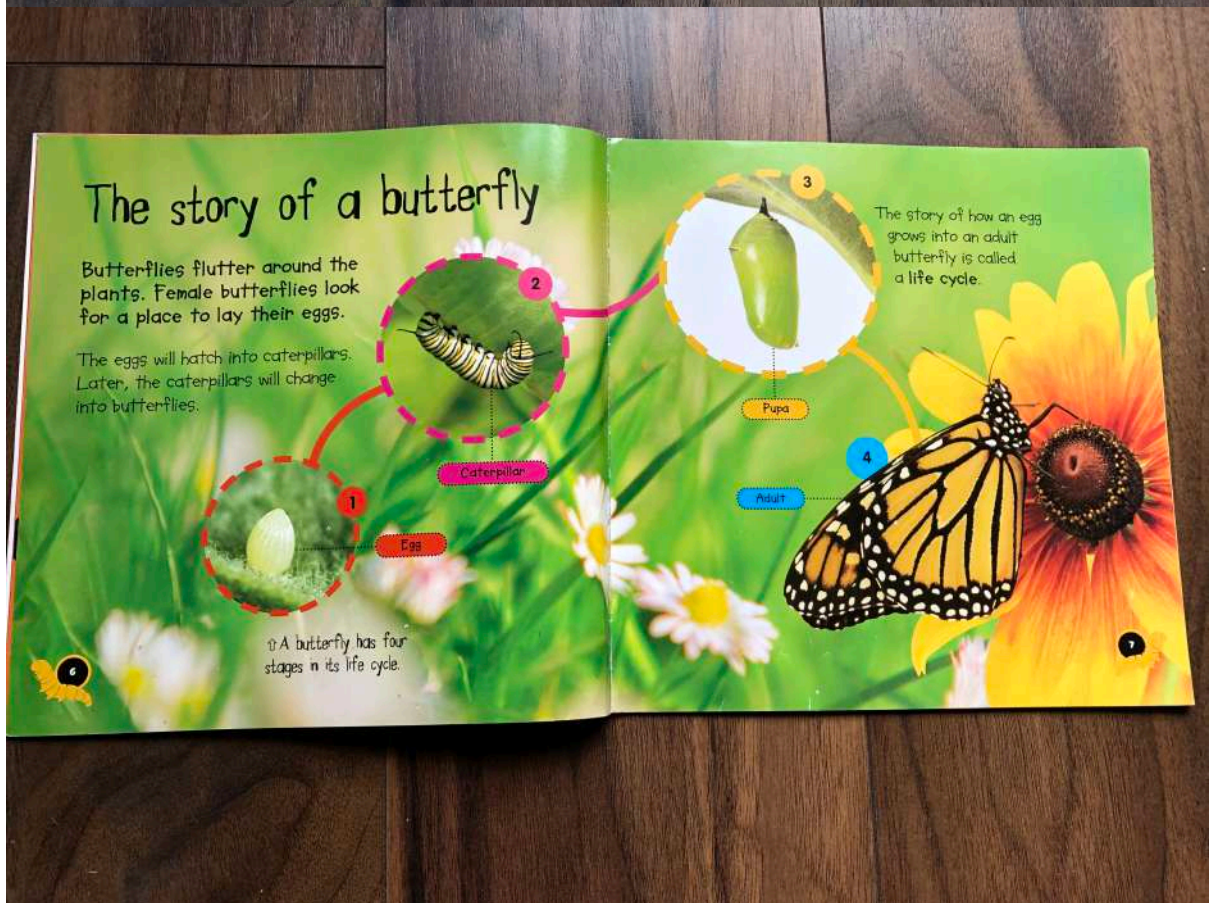
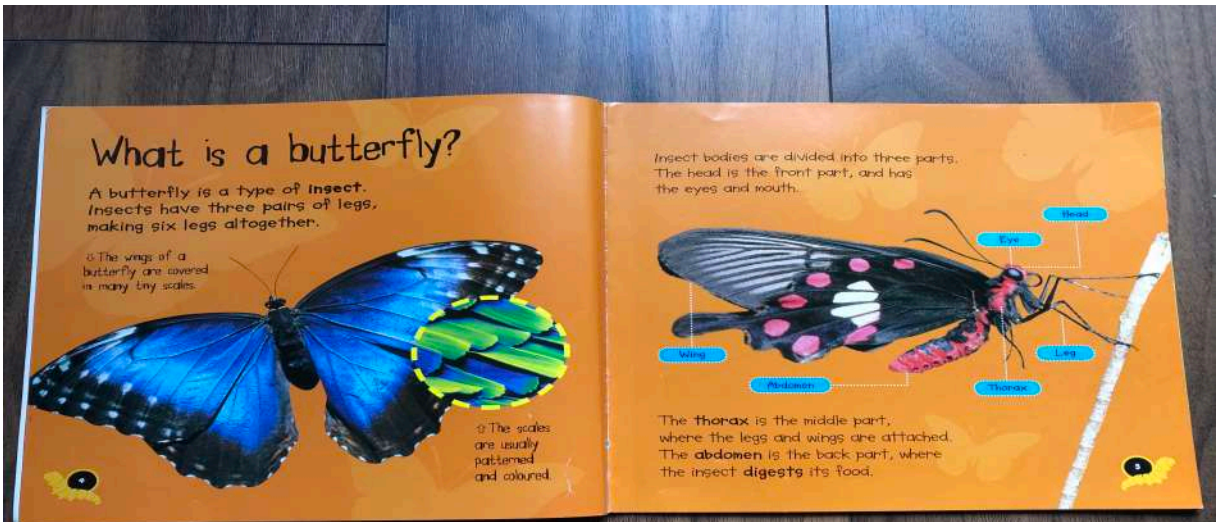
- Come Outside: Butterflies

https://www.google.com/search?q=come+outside+butterfly&rlz=1C1DIMC_enIE826IE826&oq=come+outside+butterfly&aqs=chrome..69i57j46j0l2.8710j0j4&sourceid=chrome&ie=UTF-8

Resources

- Type Caterpillar or Butterfly in the search bar on <https://www.twinkl.ie/>
There are lots of interesting resources and they have nice activities to tie in with ‘The Very Hungry Caterpillar’.
- This is another nice caterpillar story called ‘Caterpillar Shoes’:
<https://www.youtube.com/watch?v=tYa6OLQHrEc>

Pictures from my information book

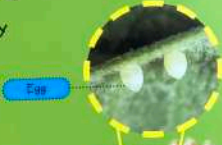


A new life begins

In spring, a female butterfly searches for somewhere safe to lay her eggs.

She lays them under the leaves, where they are hidden from view.

⇒ Monarch butterflies lay their eggs on milkweed plants. The eggs stick to the leaves.



Different types of butterfly lay their eggs on different plants. Peacock butterflies choose nettles. These plants have stinging hairs. The stings stop animals from eating the nettles and the eggs.



⇒ Nettles are a safe place for peacock butterflies to lay their eggs.



The eggs hatch

A few days later, the eggs hatch, and a tiny yellow caterpillar comes out of each one.

Caterpillars spend most of their time eating, so they grow quickly.

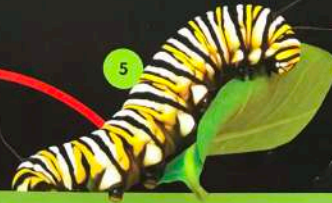
⇒ Monarch caterpillars become striped as they grow older.



As a caterpillar grows, its skin becomes too tight, and splits. The caterpillar sheds its skin, revealing a new one underneath. This is called moulting.

A caterpillar is also known as a larva.

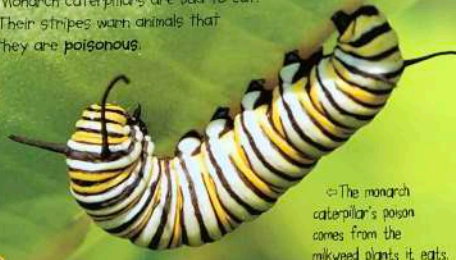
⇒ When a caterpillar moults, it wriggles out of its old skin.



Staying alive

Caterpillars are soft and juicy - so lots of other animals want to eat them. Many caterpillars have special ways of staying alive.

Monarch caterpillars are bad to eat. Their stripes warn animals that they are poisonous.



↳ The monarch caterpillar's poison comes from the milkweed plants it eats.

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Many caterpillars are green, so they blend in with their surroundings. This is called **camouflage**.

↳ Some caterpillars have sharp spines on their bodies.

↳ A green caterpillar on a green leaf can be hard to see.



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Making a pupa

Caterpillars grow fast. After about 14 days, a caterpillar is ready to change into a pupa. This is the next stage of its life cycle.

1 A caterpillar makes a silk thread, and uses it to hang from a leaf.

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2 It molts for one last time. The pupa is already formed under the caterpillar's skin.

3 Once the skin is shed the pupa hardens.

A pupa is usually green or grey, so it is difficult to see on a plant. This is another example of camouflage.

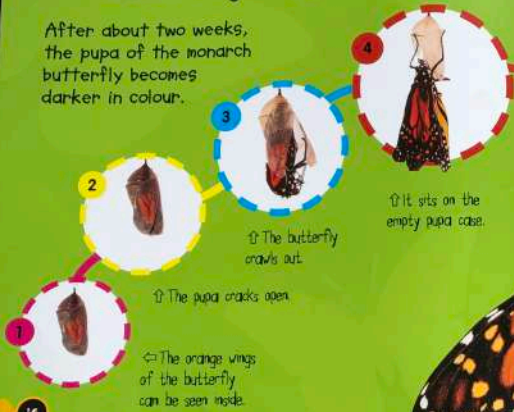
↳ Inside the pupa, the caterpillar gradually changes.

↳ The pupa is tough on the outside to protect the insect inside.

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A butterfly appears

After about two weeks, the pupa of the monarch butterfly becomes darker in colour.



5



Then it spreads its wings so they can dry.

Male's dark spot

6



It has to rest for a few hours before it can fly.

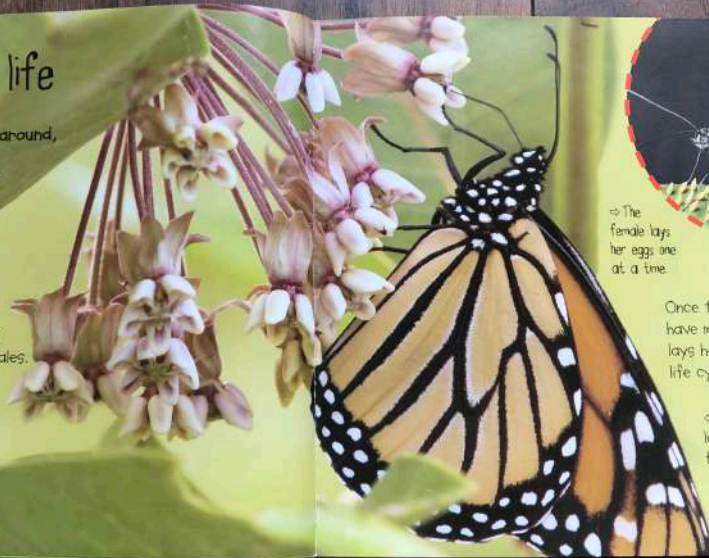
An adult butterfly does not grow any more. Male and female monarchs look similar, but males have small dark spots on their back wings.

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Butterfly life

Butterflies flutter around, searching for food. They feed on sweet sugary **nectar** inside flowers.

When it is time to mate, the males follow the females. They fly around the females and push them to the ground.



The female lays her eggs one at a time.

Once the butterflies have mated, the female lays her eggs. A new life cycle then begins.

Adults usually live for only two to five weeks.

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