

Title: The Very Hungry Caterpillars

link: <https://mscastillosmath.wordpress.com/2016/09/18/3-act-the-very-hungry-caterpillars/>

Big Idea: Numbers represent quantities that can be decomposed into smaller parts

Curricular Competencies:

- *estimating reasonably*
- *developing mental math strategies and abilities to make sense of quantities*
- *visualizing to explore mathematical concepts*
- *model mathematics in contextualized experiences*

Content: number concepts beyond 10, composing and decomposing numbers, determine the missing part of a total

ACT ONE:

Establishing a Need to Know:

What did you notice?	What do you wonder?

Driving Question: How many caterpillars were black?

Estimating:

A too low estimate:	A too high estimate:

12 Caterpillars were in my garden

ACT TWO:

What information would be useful to know for solving this problem?

How many caterpillars were in the garden?

Show top of slide. Revisit/revise the too low/too high estimates.

ACT THREE:



Reflection:

Strengths: What worked (What strategies did you use to work toward a solution)?

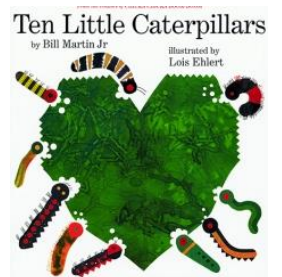
Stretches: What was difficult?

Next steps: What would you do differently next time?

Extension:

Explore the math concepts in [Ten Little Caterpillars](#) by Bill Martin

Explore ordinal and play with the doubles and the ten dots in the text (i.e. wings of the butterfly)



Name: _____

Draw pictures and use numbers to show your math thinking: