






Book Title: The Very Hungry Caterpillar

Author: Eric Carle

Grade Level: PK-2

Brief Plot Synopsis: A young caterpillar eats its way through many different foods, winding up with a tummy ache.

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
Pipe cleaner 	When the caterpillar hatches from the egg.	<p><u>Motor:</u> The student can reach for/feel the pipe cleaner, running their hands up and down it. Student can bend the pipe cleaner to move like a caterpillar.</p> <p><u>Academic:</u> Student can identify the main character using the pipe cleaner.</p>
The following food items: *allergies permitting* -apple -pear -plum -strawberry -Orange -lollipop -cherry pie -salami -cupcake -watermelon	To be used each time the caterpillar eats a new food. 	<p><u>Motor:</u> Student can reach for/feel each food. Allergies permitting, student can taste each food according to their ability (licking, swallowing, smelling, etc.).</p> <p><u>Academic:</u> Student can rank the foods they taste by placing them in order of least to most favorite. Students can discuss whether it's a food a human can eat or a caterpillar can eat.</p> <p><u>Communication:</u> Student can comment on what each food tastes/smells/feels like, if they like it or not, etc.</p>
Leaf 	When the caterpillar eats a leaf and feels better	<p><u>Motor:</u> Student can reach for/feel the leaf.</p> <p><u>Academic/Communication:</u> When observing the leaf, student can note whether it is a food a human can eat or a caterpillar can eat.</p>
Butterfly wings (From the dollar store) 	When the caterpillar turns into a butterfly	<p><u>Motor:</u> Student can reach for/feel the butterfly wings, or, put them on. Student can imitate the motion of flapping their wings.</p>
Sheet/blanket or tunnel 	When the caterpillar makes a cocoon.	<p><u>Motor:</u> Teacher can place the blanket over the student and the student can "push" their way out of the "cocoon". Student can go inside the tunnel.</p> <p><u>Academic/Auditory/Visual/Communication:</u> Student can discuss what feel, hear, and see in the "cocoon".</p>