**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.

<table>
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<th>Object to Be Used</th>
<th>What part/page of the story does it apply to?</th>
<th>What are possible learning objectives?</th>
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| Pipe cleaner      | When the caterpillar hatches from the egg.   | **Motor:** 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.  
**Academic:** Student can identify the main character using the pipe cleaner. |
| 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. | **Motor:** Student can reach for/feel each food. Allergies permitting, student can taste each food according to their ability (licking, swallowing, smelling, etc.).  
**Academic:** 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.  
**Communication:** Student can comment on what each food tastes/smells/feels like, if they like it or not, etc. |
| Leaf             | When the caterpillar eats a leaf and feels better | **Motor:** Student can reach for/feel the leaf.  
**Academic/Communication:** When observing the leaf, student can note whether it is a food a human can eat or a caterpillar can eat. |
| Butterfly wings (From the dollar store) | When the caterpillar turns into a butterfly | **Motor:** Student can reach for/feel the butterfly wings, or, put them on. Student can imitate the motion of flapping their wings. |
| Sheet/blanket or tunnel | When the caterpillar makes a cocoon. | **Motor:** 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.  
**Academic/Auditory/Visual/Communication:** Student can discuss what feel, hear, and see in the “cocoon”. |