

Dear Parents,

The storybook unit for this month will be *The Very Hungry Caterpillar* by Eric Carle. Many of you may be familiar with this book. It is a favorite of young children and offers the opportunity to present many learning concepts as well as enjoyment. As the caterpillar eats his way through a variety of food, your child will be learning all about counting, food, days of the week, and the life cycle of a caterpillar.



Listed on the following pages are some of the goals and objectives that we will be striving to meet as we read about the caterpillar and all the different kinds of food it finds.

The activities and creations that your child will be bringing to you in the next few weeks will relate to the objectives listed on the following pages. Please keep in mind that your child is not expected to complete every one of these objectives. We focus on individual needs and will select the goals that are most appropriate for your child.





At - A - Glance  
Vocabulary and Teachable Concepts



These key vocabulary words and phrases are found in  
*The Very Hungry Caterpillar*

**Objects, Nouns**

moon	apple	ice-cream cone	sausage
egg	pears	pickle	cupcake
leaf	plums	cheese	watermelon
sun	salami	house	strawberries
caterpillar	oranges	lollipop	butterfly
Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	one
two	three	four	five

**Verbs and Action Words**

lay	hungry	pop	out	looked
up	built	nibbled	pushed	ate



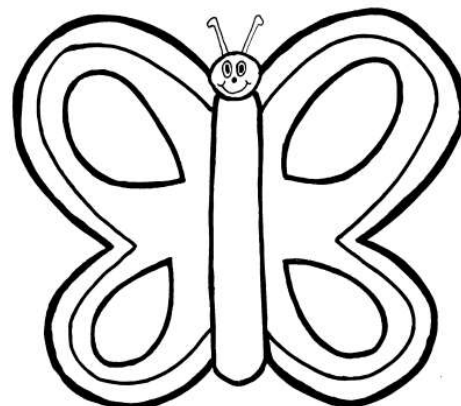
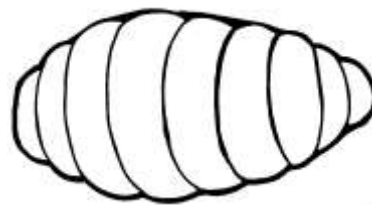
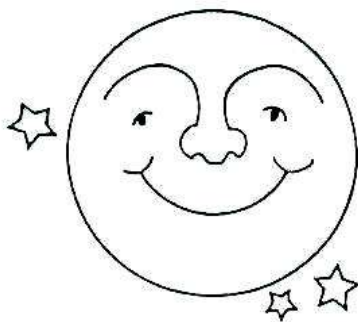
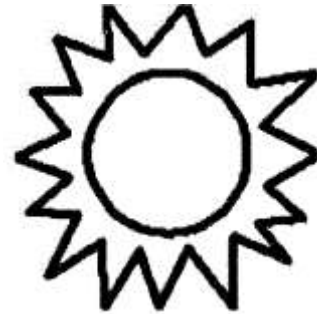
**Teachable Concepts**

Food identification	days of the week	sequencing skills
Sweet/sour	small/tiny	sun/moon
Day/night	color recognition	eggs hatching
Little/big	fat/slim	counting
One to one correspondence	eat/nibble	week/7 days
Hungry/full	beautiful	
Stages of cocoon development		



## Color Recognition

Yellow	sun/cheese
Red	strawberry/apple/watermelon/cherry pie
Green	pickle/watermelon/pears/leaf/caterpillar
Purple	plum
Orange	oranges
Blue	lollipop
Brown	cocoon/cake



## Speech and Language Goals and Objectives

These speech goals and objectives focus on language skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE SPEECH AND LANGUAGE SKILLS, THE CHILD WILL:

1. Increase the number of spoken or signed words in his/her vocabulary.

2. Use these prepositions and articles of speech:

in, the, of, a, on, and, to, but, that

3. Answer who, what, and where questions:

Who turned into a beautiful butterfly? (caterpillar)

What did the caterpillar eat on Monday? (apple)

Where was the egg laying? (leaf)



4. Use the plurals of common words by adding an "S".

pears

strawberries

plums

oranges



5. Use the past tense of common verbs:

stayed

pushed

nibbled

6. Relate experiences with some understanding of sequence, beginning and closure.

7. Tell a familiar story using picture cues.

8. Sing familiar songs and repeat rhymes or finger plays associated with the story.

9. Use these pronouns:

he, his, himself

10. Repeat familiar 3 and 4 word phrases:

He ate through...

But he was still hungry.



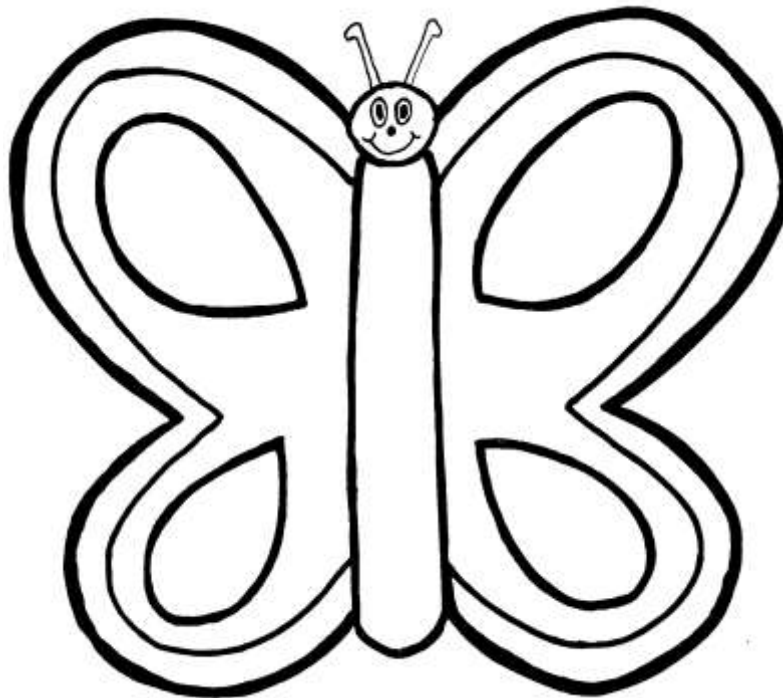
11. \_\_\_\_\_ Point to \_\_\_\_\_ Name objects that are pictured in the story:

sun	caterpillar	strawberry	pickle	cherry pie
cocoon	moon	apple	orange	cheese
sausage	butterfly	leaf	pear	cake
salami	cupcake	egg	plum	ice-cream
lollipop		watermelon		

12. Distinguish between big and little objects or pictures.

13. Demonstrate knowledge of these positional concepts:  
on, over, beside, under

14. Demonstrate knowledge between same and different.

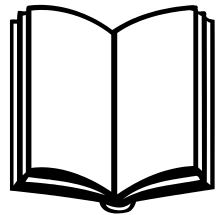


## Reading Readiness Goals and Objectives

These goals and objectives focus on cognitive skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE GENERAL KNOWLEDGE AND COGNITIVE SKILLS, THE CHILD WILL:

1. Follow along in a book as it is being read.
2. Increase attention span to remain focused on the story.

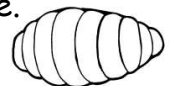


3. \_\_\_\_\_ Match \_\_\_\_\_ Sort \_\_\_\_\_ Point to \_\_\_\_\_ Name these colors:

red	red	red	red
blue	blue	blue	blue
green	green	green	green
orange	orange	orange	orange
brown	brown	brown	brown
yellow	yellow	yellow	yellow
white	white	white	white



4. Demonstrate knowledge of the abstract concepts of inside and outside.



5. Demonstrate knowledge of the days of the week:

\_\_\_\_\_ point to words in correct sequence as the weekdays are recited in song or rhyme.

\_\_\_\_\_ recite or sign days of the week in correct sequence.

6. Use visual discrimination and memory skills to predict which food item comes next.



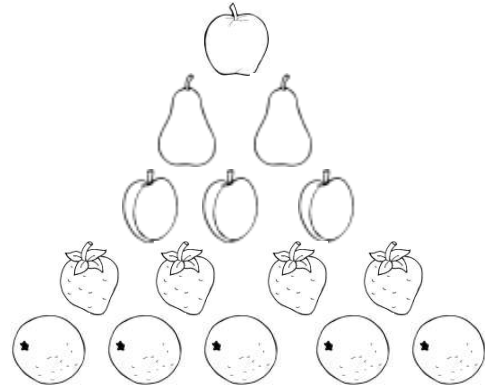
7. Use sequencing skills to demonstrate the life cycle of a butterfly. (egg, caterpillar, cocoon, butterfly)

8. Count \_\_\_\_\_ objects from the story.

1    1-3    1-5    1-10    10 or more

9. Count fruit pictured in the story:

- 1 apple
- 2 pears
- 3 plums
- 4 strawberries
- 5 oranges



10. Describe action depicted in pictures.

11. Improve memory skills and the ability to predict what will happen next.

12. Take part in reading by "filling" in repetitive familiar words and phrases.  
"but he was still hungry"

13. Use visual discrimination to match small, medium, and large.

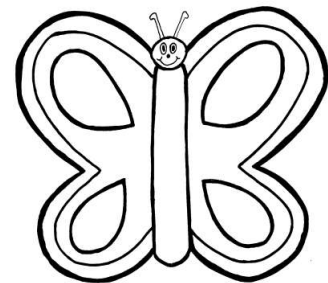
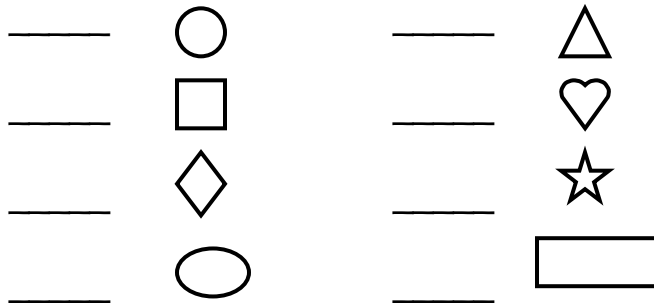
14. \_\_\_\_\_ Point to \_\_\_\_\_ Name these food items

- |            |           |            |
|------------|-----------|------------|
| apple      | cake      | lollipop   |
| pear       | ice cream | cherry pie |
| plum       | pickle    | sausage    |
| strawberry | cheese    | cupcake    |
| orange     | salami    | watermelon |



15. Demonstrate sequencing skills by placing food in correct order as eaten by the caterpillar.

16. Will identify these shapes:





## Gross Motor Goals Objectives

These goals and objectives focus on gross motor skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE GROSS MOTOR SKILLS THE CHILD WILL:

1. Demonstrate both gross and fine motor coordination when using a primary brush to apply paint to large pre-drawn object on an easel.

- \_\_\_\_\_ hand over hand
- \_\_\_\_\_ minimal assistance
- \_\_\_\_\_ independently



2. Reinforce balance and coordination by following a path using these gross motor movements:  
\_\_\_\_Walking    \_\_\_\_Hopping    \_\_\_\_Crawling    \_\_\_\_Walking on tiptoe



3. Improve gross motor skills through movements related to familiar songs and finger plays.
4. Toss plastic caterpillar eggs into a designated container.
5. Demonstrate knowledge of body awareness and spatial relationship. Child will be able to identify his/herself as being inside or outside of a specific area or space. (box, circle or pretend cocoon)
6. Demonstrate the ability to run changing directions using a coordinated gate. (imitating a butterfly)
7. Imitate a caterpillar by crawling leaf to leaf.



## Fine Motor Goals and Objectives

These goals and objectives focus on fine motor skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE FINE MOTOR SKILLS THE CHILD WILL:

1. Complete pasting activities which focus on fine motor skills necessary to appropriately complete a given project.
2. Use appropriate pencil grip when using markers, pencils or crayons to complete art or academic activities.
3. Demonstrate appropriate scissor skills by completing projects that require:
  - \_\_\_\_\_ holding a scissors correctly
  - \_\_\_\_\_ holding the paper in preparation for cutting
  - \_\_\_\_\_ snipping
  - \_\_\_\_\_ cutting 5 inch straight line
  - \_\_\_\_\_ cutting a curved line
  - \_\_\_\_\_ cutting a closed shape (circle, square, oval)
4. Complete projects that require lacing skills.
  - \_\_\_\_\_ able to lace and thread yarn or ribbon in and out of holes
  - \_\_\_\_\_ able to sequence holes in correct order
5. Use marker or crayon to trace a:
  - \_\_\_\_\_ vertical line
  - \_\_\_\_\_ horizontal line
  - \_\_\_\_\_ curved line
  - \_\_\_\_\_ closed figure (circle, square, triangle, oval)
6. Use a marker or crayon to independently copy a:
  - \_\_\_\_\_ vertical line
  - \_\_\_\_\_ horizontal line
  - \_\_\_\_\_ curved line
  - \_\_\_\_\_ closed figure (circle, square, triangle, oval)
7. Form play dough into balls (eggs) by rolling dough between palms or rolling dough between palm and table.

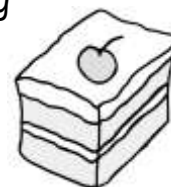


## Daily Living, Cooking and Self-Help Objectives

These self-help goals and objectives focus on daily living skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE SELF-HELP AND DAILY LIVING SKILLS THE CHILD WILL:

1. Use one to one correspondence concepts to prepare table for snack time/lunch.  
one napkin, one spoon, one cup, one bowl
2. Assist teacher in snack preparation by measuring, pouring, stirring or scooping ingredients.
3. Use spoon with minimal spilling.
4. Use knife to appropriately spread butter or food of similar consistency.
5. Drink from cup or straw with minimal assistance.
6. Tolerate a variety of food with different tastes and textures.
7. Demonstrate appropriate use of a napkin.
8. Use appropriate vocalization or gestures to ask for more food during snack or lunch time.
9. Use appropriate vocalization or gestures to indicate hunger.
10. Use appropriate communication skills to indicate that he/she is full or finished eating.
11. Clear individual area at table at the end of snack or lunch activity.



12. Wash hands before snack and after using restroom.

- hand over hand
- minimal assistance
- independently



13. Dry hands.

- hand over hand
- minimal assistance
- independently

14. Use appropriate gesture or vocalization to indicate the need to use the bathroom.

15. Uses restroom.

- maximum assistance
- minimum assistance
- independently



16. Follow classroom routine upon entering and leaving the classroom.

- hang up bag/backpack in appropriate place
- hang up jacket or sweater in appropriate place

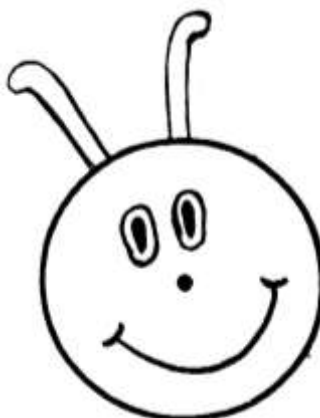
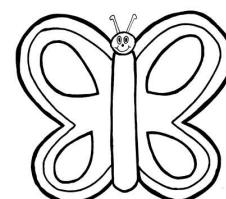
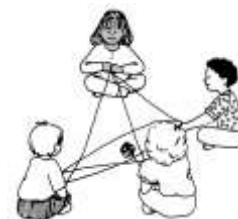


## Socialization Goals and Objectives

These social and emotional goals and objectives focus on behavior skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE SOCIAL AND EMOTIONAL SKILLS THE CHILD WILL:

1. Appropriately use clothes and props provided in dramatic play center to reenact part of the story.
2. Use appropriate verbalization to ask permission to use a toy or prop that another peer is playing with.
3. Play cooperatively with peers.
4. Demonstrate cooperation while working together and helping each other.
5. Take turns in group activities.
6. Identify the emotion of sadness (illness) as illustrated in the story when the caterpillar ate too much.
7. Demonstrate the knowledge of the abstract concept of beautiful as illustrated with the beautiful butterfly.
8. Demonstrate pride in good/beautiful work that they have created.
9. Use Velcro or felt figures to act out scenes from the story to identify different types of food.





butterflies and it is now time to complete our unit for this month. Today your child is bringing home several activities that we have created throughout this unit. Your child has worked very hard on these projects and is eager to share them with you. Please take time to talk with your child about the activities, pictures or projects that you will find in the envelope.

Also in this packet is the same book that we have read today at school. Many of the words, phrases and illustrations are familiar to your child. Read *The Very Hungry Caterpillar* together and enjoy!

Here are the goals and objectives that pertain to this particular unit with an overview of the progress that your child has made. Please note that your child was not expected to achieve each of these goals. The objectives that were not attempted are indicated by the number 5.

### Rating Scale

1. - Mastery
2. - Significant progress
3. - Some progress
4. - No Progress
5. - Not attempted







## At - A - Glance

### Vocabulary and Teachable Concepts



These key vocabulary words and phrases are found in  
*The Very Hungry Caterpillar*

### Objects, Nouns

moon	apple	ice-cream cone	sausage
egg	pears	pickle	cupcake
leaf	plums	cheese	watermelon
sun	salami	house	strawberries
caterpillar	oranges	lollipop	butterfly
Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	one
two	three	four	five

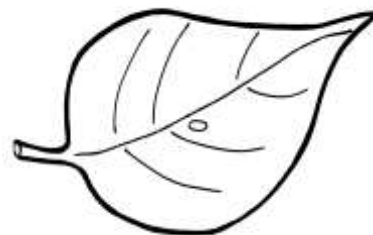
### Verbs and Action Words

lay	hungry	pop	out	looked
up	built	nibbled	pushed	ate



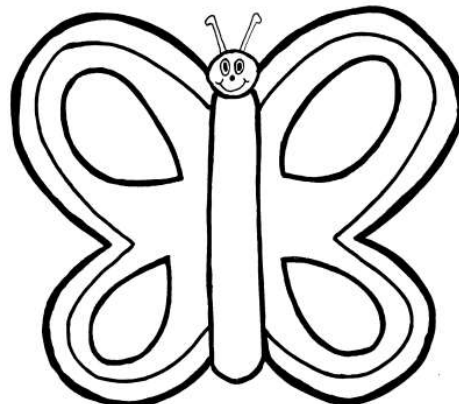
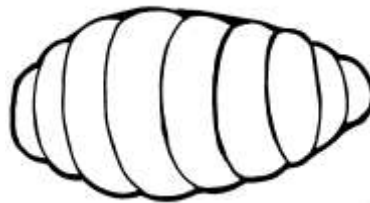
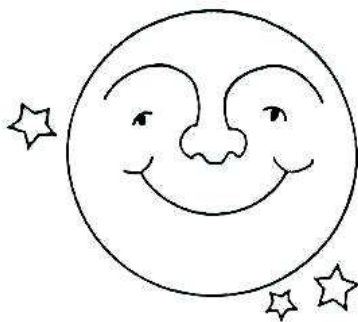
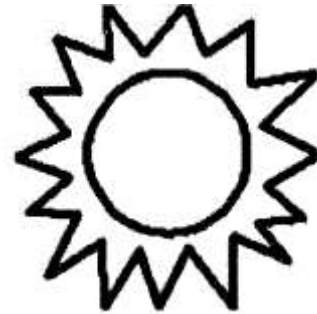
### Teachable Concepts

Food identification	days of the week	sequencing skills
Sweet/sour	small/tiny	sun/moon
Day/night	color recognition	eggs hatching
Little/big	fat/slim	counting
One to one correspondence	eat/nibble	week/7 days
Hungry/full	beautiful	
Stages of cocoon development		



## Color Recognition

Yellow	sun/cheese
Red	strawberry/apple/watermelon/cherry pie
Green	pickle/watermelon/pears/leaf/caterpillar
Purple	plum
Orange	oranges
Blue	lollipop
Brown	cocoon/cake



## Speech and Language Goals and Objectives

These speech goals and objectives focus on language skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE SPEECH AND LANGUAGE SKILLS, THE CHILD WILL:

\_\_\_\_\_ 1. Increase the number of spoken or signed words in his/her vocabulary.

\_\_\_\_\_ 2. Use these prepositions and articles of speech:  
in, the, of, a, on, and, to ,but, that



\_\_\_\_\_ 3. Answer who, what, and where questions:  
Who turned into a beautiful butterfly? (caterpillar)  
What did the caterpillar eat on Monday? (apple)  
Where was the egg laying? (leaf)

\_\_\_\_\_ 4. Use the plurals of common words by adding an "S".

pears                  strawberries  
plums                 oranges



\_\_\_\_\_ 5. Use the past tense of common verbs:  
stayed                pushed                nibbled

\_\_\_\_\_ 6. Relate experiences with some understanding of sequence, beginning and closure.

\_\_\_\_\_ 7. Tell a familiar story using picture cues.

\_\_\_\_\_ 8. Sing familiar songs and repeat rhymes or finger plays associated with the story.

\_\_\_\_\_ 9. Use these pronouns:  
he, his, himself



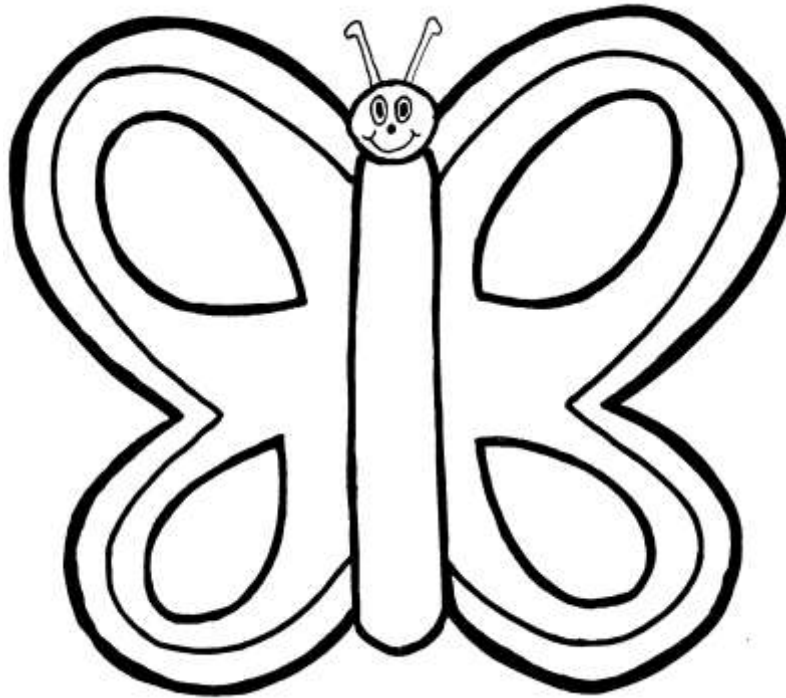
\_\_\_\_\_ 10. Repeat familiar 3 and 4 word phrases:  
He ate through...  
But he was still hungry.

\_\_\_\_\_ 11. \_\_\_\_\_ Point to \_\_\_\_\_ Name objects that are pictured in the story:  
sun caterpillar strawberry pickle cherry pie  
cocoon moon apple orange cheese  
sausage butterfly leaf pear cake  
salami cupcake egg plum ice-cream  
lollipop watermelon

\_\_\_\_\_ 12. Distinguish between big and little objects or pictures.

\_\_\_\_\_ 13. Demonstrate knowledge of these positional concepts:  
on, over, beside, under

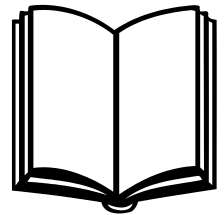
\_\_\_\_\_ 14. Demonstrate knowledge between same and different.



## Reading Readiness Goals and Objectives

These goals and objectives focus on cognitive skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE GENERAL KNOWLEDGE AND COGNITIVE SKILLS, THE CHILD WILL:



\_\_\_\_\_ 1. Follow along in a book as it is being read.

\_\_\_\_\_ 2. Increase attention span to remain focused on the story.

\_\_\_\_\_ 3. \_\_\_\_\_ Match \_\_\_\_\_ Sort \_\_\_\_\_ Point to \_\_\_\_\_ Name these colors:

red	red	red	red
blue	blue	blue	blue
green	green	green	green
orange	orange	orange	orange
brown	brown	brown	brown
yellow	yellow	yellow	yellow
white	white	white	white

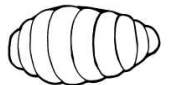


\_\_\_\_\_ 4. Demonstrate knowledge of the abstract concepts of inside and outside.

\_\_\_\_\_ 5. Demonstrate knowledge of the days of the week:

\_\_\_\_\_ point to words in correct sequence as the weekdays are recited in song or rhyme.

\_\_\_\_\_ recite or sign days of the week in correct sequence.

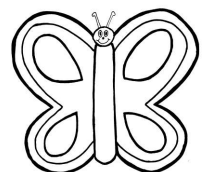


\_\_\_\_\_ 6. Use visual discrimination and memory skills to predict which food item comes next.

\_\_\_\_\_ 7. Use sequencing skills to demonstrate the life cycle of a butterfly. (egg, caterpillar, cocoon, butterfly)

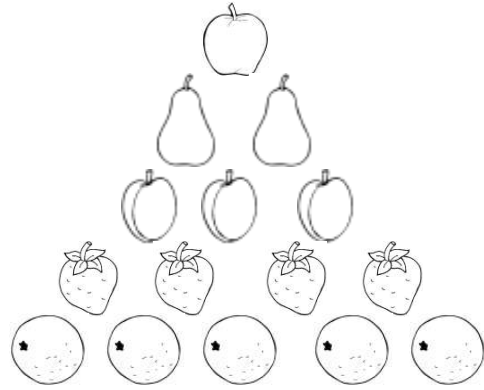
\_\_\_\_\_ 8. Count \_\_\_\_\_ objects from the story.

1    1-3    1-5    1-10    10 or more



\_\_\_\_\_ 9. Count fruit pictured in the story:

- 1 apple
- 2 pears
- 3 plums
- 4 strawberries
- 5 oranges



\_\_\_\_\_ 10. Describe action depicted in pictures.

\_\_\_\_\_ 11. Improve memory skills and the ability to predict what will happen next.

\_\_\_\_\_ 12. Take part in reading by "filling" in repetitive familiar words and phrases.

"but he was still hungry"

\_\_\_\_\_ 13. Use visual discrimination to match small, medium, and large.

\_\_\_\_\_ 14. \_\_\_\_\_ Point to \_\_\_\_\_ Name these food items

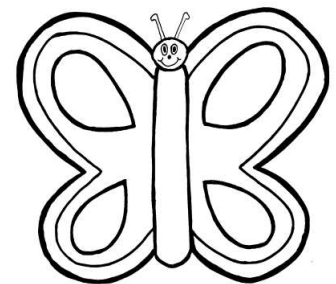
- |            |           |            |
|------------|-----------|------------|
| apple      | cake      | lollipop   |
| pear       | ice cream | cherry pie |
| plum       | pickle    | sausage    |
| strawberry | cheese    | cupcake    |
| orange     | salami    | watermelon |



\_\_\_\_\_ 15. Demonstrate sequencing skills by placing food in correct order as eaten by the caterpillar.

\_\_\_\_\_ 16. Will identify these shapes:

- |       |   |       |   |
|-------|---|-------|---|
| _____ | ○ | _____ | △ |
| _____ | □ | _____ | ♥ |
| _____ | ◇ | _____ | ☆ |
| _____ | ○ | _____ | ▭ |



## Gross Motor Goals Objectives

These goals and objectives focus on gross motor skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE GROSS MOTOR SKILLS THE CHILD WILL:

\_\_\_\_\_ 1. Demonstrate both gross and fine motor coordination when using a primary brush to apply paint to large pre-drawn object on an easel.

- \_\_\_\_\_ hand over hand
- \_\_\_\_\_ minimal assistance
- \_\_\_\_\_ independently



\_\_\_\_\_ 2. Reinforce balance and coordination by following a path using these gross motor movements.

- \_\_\_ Walking
- \_\_\_ Hopping
- \_\_\_ Crawling
- \_\_\_ Walking on tiptoe

\_\_\_\_\_ 3. Improve gross motor skills through movements related to familiar songs and finger plays.



\_\_\_\_\_ 4. Toss plastic caterpillar eggs into a designated container.

\_\_\_\_\_ 5. Demonstrate knowledge of body awareness and spatial relationship. Child will be able to identify his/herself as being inside or outside of a specific area or space. (box, circle or pretend cocoon)

\_\_\_\_\_ 6. Demonstrate the ability to run changing directions using a coordinated gate. (imitating a butterfly)

\_\_\_\_\_ 7. Imitate a caterpillar by crawling leaf to leaf.



## Fine Motor Goals and Objectives

These goals and objectives focus on fine motor skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE FINE MOTOR SKILLS THE CHILD WILL:

- \_\_\_\_\_ 1. Complete pasting activities which focus on fine motor skills necessary to appropriately complete a given project.
- \_\_\_\_\_ 2. Use appropriate pencil grip when using markers, pencils or crayons to complete art or academic activities.
- \_\_\_\_\_ 3. Demonstrate appropriate scissor skills by completing projects that require:
  - \_\_\_\_\_ holding a scissors correctly
  - \_\_\_\_\_ holding the paper in preparation for cutting
  - \_\_\_\_\_ snipping
  - \_\_\_\_\_ cutting 5 inch straight line
  - \_\_\_\_\_ cutting a curved line
  - \_\_\_\_\_ cutting a closed shape (circle, square, oval)
- \_\_\_\_\_ 4. Complete projects that require lacing skills.
  - \_\_\_\_\_ able to lace and thread yarn or ribbon in and out of holes
  - \_\_\_\_\_ able to sequence holes in correct order
- \_\_\_\_\_ 5. Use marker or crayon to trace a:
  - \_\_\_\_\_ vertical line
  - \_\_\_\_\_ horizontal line
  - \_\_\_\_\_ curved line
  - \_\_\_\_\_ closed figure (circle, square, triangle, oval)
- \_\_\_\_\_ 6. Use a marker or crayon to independently copy a:
  - \_\_\_\_\_ vertical line
  - \_\_\_\_\_ horizontal line
  - \_\_\_\_\_ curved line
  - \_\_\_\_\_ closed figure (circle, square, triangle, oval)
- \_\_\_\_\_ 7. Form play dough into balls (eggs) by rolling dough between palms or rolling dough between palm and table.





## Daily Living, Cooking and Self-Help Objectives

These self-help goals and objectives focus on daily living skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE SELF-HELP AND DAILY LIVING SKILLS THE CHILD WILL:

\_\_\_\_\_ 1. Use one to one correspondence concepts to prepare table for snack time/lunch.

one napkin, one spoon, one cup, one bowl

\_\_\_\_\_ 2. Assist teacher in snack preparation by measuring, pouring, stirring or scooping ingredients.

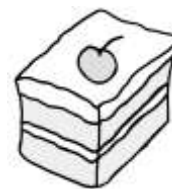
\_\_\_\_\_ 3. Use spoon with minimal spilling.



\_\_\_\_\_ 4. Use knife to appropriately spread butter or food of similar consistency.

\_\_\_\_\_ 5. Drink from cup or straw with minimal assistance.

\_\_\_\_\_ 6. Tolerate a variety of food with different tastes and textures.



\_\_\_\_\_ 7. Demonstrate appropriate use of a napkin.

\_\_\_\_\_ 8. Use appropriate vocalization or gestures to ask for more food during snack or lunch time.

\_\_\_\_\_ 9. Use appropriate vocalization or gestures to indicate hunger.

\_\_\_\_\_ 10. Use appropriate communication skills to indicate that he/she is full or finished eating.

\_\_\_\_\_ 11. Clear individual area at table at the end of snack or lunch activity.



\_\_\_\_\_ 12. Wash hands before snack and after using restroom.

- \_\_\_\_\_ hand over hand
- \_\_\_\_\_ minimal assistance
- \_\_\_\_\_ independently



\_\_\_\_\_ 13. Dry hands.

- \_\_\_\_\_ hand over hand
- \_\_\_\_\_ minimal assistance
- \_\_\_\_\_ independently

\_\_\_\_\_ 14. Use appropriate gesture or vocalization to indicate the need to use the bathroom.

\_\_\_\_\_ 15. Uses restroom.

- \_\_\_\_\_ maximum assistance
- \_\_\_\_\_ minimum assistance
- \_\_\_\_\_ independently



\_\_\_\_\_ 16. Follow classroom routine upon entering and leaving the classroom.

- \_\_\_\_\_ hang up bag/backpack in appropriate place
- \_\_\_\_\_ hang up jacket or sweater in appropriate place.



## Socialization Goals and Objectives

These social and emotional goals and objectives focus on behavior skills that are emphasized when reading *The Very Hungry Caterpillar*.

TO IMPROVE SOCIAL AND EMOTIONAL SKILLS THE CHILD WILL:

- \_\_\_\_\_ 1. Appropriately use clothes and props provided in dramatic play center to reenact part of the story.
- \_\_\_\_\_ 2. Use appropriate verbalization to ask permission to use a toy or prop that another peer is playing with.
- \_\_\_\_\_ 3. Play cooperatively with peers.
- \_\_\_\_\_ 4. Demonstrate cooperation while working together and helping each other.
- \_\_\_\_\_ 5. Take turns in group activities.
- \_\_\_\_\_ 6. Identify the emotion of sadness (illness) as illustrated in the story when the caterpillar ate too much.
- \_\_\_\_\_ 7. Demonstrate the knowledge of the abstract concept of beautiful as illustrated with the beautiful butterfly.
- \_\_\_\_\_ 8. Demonstrate pride in good/beautiful work that they have created.
- \_\_\_\_\_ 9. Use Velcro or felt figures to act out scenes from the story to identify different types of food.

