

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	Swiss cheese	watermelon
sun	salami	chocolate cake	strawberries
caterpillar	oranges	lollipop	cherry pie
butterfly	slice	night	day
Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	one
two	three	four	five
light	little	morning	warm
pop	tiny	hungry	food
green	inside	stomachache	inside
big	fat	beautiful	house

Phrases:

"But he was still hungry."

"He ate through...."

"One piece of..."

"The next day..."

Verbs and Action Words

lay	hungry	pop	out	looked
up	built	nibbled	pushed	ate
look	stayed	wasn't	came	started



Teachable Concepts

Reading and Phonemic Awareness:

Match, recite, and identify capital and lower case letters of the alphabet
Recite appropriate sound of each letter
Identify color words in English or Spanish
Identify significant words in the text in English or Spanish
Identify beginning and ending sounds in familiar words
Create and identify rhyming words found in the text of the story
Demonstrate concepts of print
Recognize and print letters in his/her name

Math:

Count forward to 100
Count 30 objects with one to one correspondence
Identify more than, less than, or equal amounts
Add or subtract up to 10 objects
Sort objects according to size, shape or color
Identifies, creates and extends a pattern
Identify 3-D shapes
Measures length, temperature, time, and weight with appropriate device

Science:

Use five senses to explore environment
Understand that properties can change with time or under different conditions
Recognize a variety of earth materials by observing their properties
Participate in simple investigations
Develop skills to collect, describe, predict and record information

Creative Writing:

Use imagination to expand on concepts introduced in the story
Distinguish between fantasy and reality
Use a combination of drawing, dictating, and writing to express thoughts
Understand that the printed word is used to convey meaning



Social Studies:

Describe difference and similarities in people, families, and dwellings
Identify community businesses according to the goods or services they provide
Identify community helpers located within their school
Demonstrate good citizenship in classroom behaviors

Reading and Phonemic Awareness Goals and Objectives

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

TO ENHANCE PRIMARY READING SKILLS THE CHILD WILL:

1. Match letters of the alphabet.
2. Recite letters of the alphabet in order.
3. Identify these capital letters in random order:
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
4. Identify these lower case letters in random order:
a b c d e f g h i j k l m n o p q r s t u v w x y z
5. Recite appropriate sound for each letter of the alphabet.
6. Identify color words found in the story.
red, blue, green, yellow, purple, brown, orange, black, white, gray
7. Identify significant words in the text of the story such as:

moon	apple	ice-cream cone	sausage
egg	pears	pickle	cupcake
leaf	plums	cheese	watermelon
sun	salami	house	strawberries
caterpillar	oranges	lollipop	butterfly
8. Identify these sight words for the days of the week as used in the text of the story:
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
9. Identify these number sight words as used in the text of the story:
one, two, three, four, five
10. Create rhyming words that correlate with words found in the text of

the story such as:

cake- rake

fat - bat

house - mouse

pickle - nickel

two - shoe

big - pig

egg-leg

moon-spoon

pear - bear

pie - eye

three - key

leaf - chief

cheese - bees

four - door

plum - drum

sun - run

one - bun

11. Invent rhyming words.
12. Demonstrate concepts of print:
front to back, top to bottom, left to right
title, author, illustrator
13. Point to each word while reading orally.
14. Identify beginning sounds in words.
15. Blend sounds orally to make words or syllables.
16. Identify significant sight words from the text in Spanish.
17. Recognize letters in his or her name.
18. Identify word as plural or singular by adding the letter "S" or "ies" at the end of a word.

Math Goals and Objectives

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

TO ENHANCE MATH SKILLS THE CHILD WILL:

1. Describe quantities as greater than, less than or equal to.
2. Count 30 or more objects using one to one correspondence.
3. Use numbers to identify quantities of 0 - 31.
4. Identify ordinal numbers first through thirty-first.
5. Count forward to 100.
6. Add numbers using up to 10 objects.
7. Subtract numbers using up to 10 objects.
8. Sort objects according to size, shape and color.
9. Identify, describe, extend and create a pattern.
10. Identify these 3-D shapes: cube, sphere, cylinder and cone.
11. Understand basic concepts of length and height measured by a ruler.
12. Understand basic concepts of weight measured by a scale.
13. Understand the basic concept of pattern and symmetry: having two parts (cut by an imaginary line) that are exactly the same.

Science Goals and Objectives

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

TO ENHANCE PRIMARY SCIENCE SKILLS THE CHILD WILL:

1. Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.
2. Recognize that people use their five senses to explore their environment.
3. Understand that length can be measured by a ruler or tape measure.
4. Sequence patterns of development and life cycles.
5. Recognize a variety of earth materials by observing their properties (rocks, sand, dirt, grass, plants).
6. Participate in activities introducing the concept that properties can change over time and under different conditions.
7. Describe and discuss predictions, explanations and generalizations based on class experiments.
8. Child will identify a variety of foods found on the food pyramid.
9. Child will gain knowledge of healthy eating habits.
10. Develop skills to collect, describe and record information through a variety of methods such as discussion, drawings, maps and charts.
11. Create a simple science journal using pictures or words to describe their observation of science activities throughout this unit.

Creative Writing Goals and Objectives

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

TO ENHANCE CREATIVE WRITING SKILLS THE CHILD WILL:

1. Use a combination of drawing, dictating and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic. (Common Core State Standards)
2. Use creative spelling with basic phonemic skills to form words.
3. Will organize thoughts and ideas in a sequential order.
4. Dictate words or thoughts to an adult to express ideas.
5. Understand the concept that the printed word is used to bring meaning.
6. Use imagination to expand on concepts introduced in the story.
7. Understand the purpose of writing as a means to convey thoughts and ideas.
8. Distinguish between fantasy and reality.
9. Communicate about prior events and personal experiences in a variety of ways.
10. Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.
11. Write first and last name.
12. Copy letters and words.

Social Studies Goals and Objectives

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

TO ENHANCE SOCIAL STUDY SKILLS THE CHILD WILL:

1. Identify full his/her full name.
2. Identify his/her address and phone number.
3. Accept likenesses and difference between self and others.
4. Follows social rules in classroom, school, and daily life routines.
5. Summarize the roles of people in authority in a child's life, including those of parents and teachers.
6. Identify people in the community and school who enforce the rules that keep people safe, including crossing guards, firefighters and police officers.
7. Assume some responsibility for contributing to the group life of the class.
8. Demonstrate good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems.
9. Classify several community businesses according to the goods and services they provide.
10. Demonstrate an understanding of his or her surroundings.
11. Provide examples of personal connections to places, including immediate surroundings, home, school and neighborhood.
12. Recognize natural features of the environment including mountains, bodies of water, through pictures, literature and models.

Name _____

Date _____



Dear Parents,

Our hungry little caterpillars have turned into beautiful 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 activities, pictures or projects that you will find in this envelope.

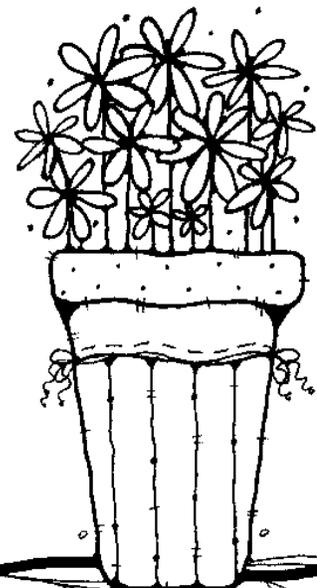
Also in this packet is the same book that we have read each day at school. Many of the words, phrases and illustrations are familiar to your child. Read *The Very Hungry Caterpillar* together and enjoy!

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
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Phrases:

"But he was still hungry."

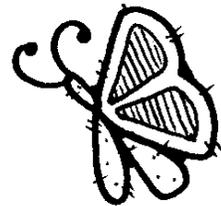
"He ate through...."

"One piece of..."

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fat - bat	moon-spoon	four - door
house - mouse	pear - bear	plum - drum
pickle - nickel	pie - eye	sun - run
two - shoe	three - key	one - bun
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- _____ 12. Recognize natural features of the environment including mountains, bodies of water, through pictures, literature and models.

Curriculum Assessment Tool

This assessment tool is provided to determine the mastery level of the goals and objectives that accompany all lessons included in this unit. It is also intended to guide teacher decisions about children's progress in a timely manner and assist the teacher/therapist in the selection of appropriate activities and experiences based on individual student needs and abilities.

Components of Assessment Tool

1. Introduction Letter
 - a. Introductory Letter
 - b. At-A-Glance
 - c. Goals and Objectives from each domain
2. Assessment/Conclusion Letter
 - a. Assessment Letter
 - b. At-A-Glance
 - c. Goals and Objectives from each domain with rating scale
3. Assessment Grid

Implementation

Beginning the Unit

1. Using the CD accompanying each unit, open the "Parent Letter/Assessment Tool" in WORD format. Select the "edit" function found at the top left corner of your screen. Choose "Select All", then "Copy". Create a new page and select "Paste" to transfer the complete parent letter assessment document to your new pages. From this point on you will be working from this document. It is yours to manipulate as needed. Name and save this file in a folder on your computer.
2. Print the Introduction Letter. The letter may be personalized to include classroom news or specific information. You may type additional words inside the text box and add or delete graphics as necessary.
3. Print the At-A-Glance. The At-A-Glance provides parents with an overview of vocabulary and concepts that will be addressed during the unit.
4. Review the goals and objectives following the At-A-Glance. Delete those goals and objectives that may not apply and add individualized goals as necessary. For children with an IEP (Individual Educational Plan), this amended list of goals and objectives should mirror their existing IEP.
5. Print a copy of amended goals and objectives.
6. Send a copy of the Introduction Letter, the At-A-Glance, and amended goals and objectives to parents as you begin a new unit. This information will provide parents with an understanding of the focus for this unit. It also helps to give meaning to some of the activities and projects that go home with the child on a daily basis.

Ongoing Assessment and Data Collection

1. Print a copy of the *Assessment Grid* found at the end of this section or go to the CD and select *Graphic/Lesson Plans/Grid*. On the assessment grid, list the student names along with goals and objectives to be covered during the week.
2. Make several copies of the completed assessment grid. The grids are designed to be placed on clipboards and positioned in strategic locations around the classroom where it is most convenient to immediately document data as it is being observed.
3. Use the 1-5 rating scale at the bottom of the assessment grid to indicate mastery level of each goal and objective. Using the assessment grid on a daily basis encourages ongoing, systematic observations as the child participates in daily activities.
4. The assessment grid should be updated weekly to adjust goals and objectives as necessary. Save past assessment grids with collected data. This observed information will be used to complete the final assessment letter.
5. On-going data collected for the final assessment letter is gathered through observation and can be recorded by teachers, therapists, or paraprofessionals.

Concluding the Unit Assessment

1. Print the concluding *Assessment Letter*. The letter may be personalized to include classroom news or specific information. You may type additional words inside the text box and add or delete graphics as necessary.
2. Print the *At-A-Glance* as a reminder of the overview of vocabulary and concepts that were addressed during the unit.
3. Print a copy of amended goals and objectives.
4. Transfer the collected data from the saved assessment grid to the amended goals and objectives.
5. Make 2 copies of the assessed goals and objectives, one to be kept in the student's file and one for the parents.
6. Send home a copy of the concluding *Assessment Letter* along with the *At-A-Glance* and assessed list of goals and objectives.

Suggestions

1. Send a copy of the storybook along with the concluding *Assessment Letter*. Providing the child with his/her own storybook to keep at home promotes literacy in the home. With the information from the assessed goals and objectives, parents are able to focus on their child's needs as they read the storybook together with their child. In this way, learning introduced in the classroom can now be continued in the home as well. Storybooks for each unit are available at a discount from Scholastic Literacy Partners (See catalog or website for ordering information).
2. Use past assessed goals and objectives along with work samples and unit activities as information showing student progress to be presented at parent teacher conferences or IEP meetings.
3. Use past assessed goals and objectives to update or create new IEP's.
4. An electronic version of the assessment grid is available on the CD for those who choose to enter and save data electronically.