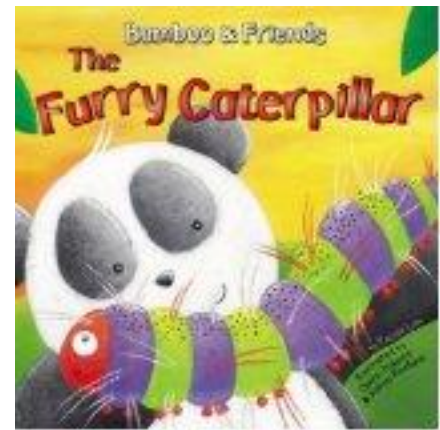


The Furry Caterpillar

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Beak, Bamboo and Velvet find a caterpillar but each of them has a different idea about what it will be used for. Will the caterpillar be breakfast, a pillow, or something else?

Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - Use this strategy to get students to relate to the text. Before reading look at the cover, ask students “What do you already know about caterpillars?” Have them share their knowledge of the content with an elbow buddy.
 - On p.5 pause and reflect, “Does this part of the story remind you of something we have read before?” (Information text).
 - P. 12 & 16 “Does what we already know about caterpillars help us understand this section? What is happening here?”
- **Determine and analyze author’s purpose and support with text:**
 - After viewing the cover and reading the blurb ask students if they think the author’s purpose is to entertain, inform or persuade? Ask students to look for clues to support this inference as you begin reading.
 - After reading pages with factual information (p.5, 9, 13, 16, 19) ask students “After reading this page do you still agree with your inference about why the author wrote this story? Why/ Why not? What evidence/text supports this new conclusion?”
- **Compare and contrast within and between text:**
 - This text is great to compare to simple information texts about the life cycle of a butterfly.
 - *If strategy has not already been introduced: Compare two students – “What similarities can they see? What differences are there?” Record in a Venn diagram.
 - Create a Venn diagram comparing the two texts. Ask students “How are these books the same? How are they different?” Compare text type, author’s purpose, language, illustrations (realistic) etc.

Accuracy:

- **Skip the word, the come back:**
 - Before reading cover a few words in the text. Whilst reading pretend it is a word you don’t know, skip it and read the rest of the sentence before coming back to it.

- Using the context of the sentence, uncover the first letter and try to work out the unknown word using the context clues.
- This will work for many words such as:
 - Breakfast (p.2), hatched (p.5), 'moults' (p.13), 'quarrelling' (p.17)
- **Use the pictures . . . Do the words and pictures match?:**
 - Model stopping to view the pictures to help gain information as we read. Think aloud as you make connections between the words you read and the picture on the page.
 - This also links with comprehension as we check that the words we are reading match the pictures.

Fluency:

- **Use punctuation to enhance phrasing and prosody:**
 - Model using intonation as you read.
 - Have students use their hands to monitor the ups and downs of your voice. As your voice goes up at the end of a question their hand moves upwards before dropping back down again (p. 2, 3, 16)
 - Create a hand signal for when our voice needs to be stronger/ louder e.g. "It's MY furry caterpillar. It hatched out of MY egg" (p. 5) – Explain that our voice needs to be louder here, ask "How do I know my voice needs to change?"
 - Review this with "'It's not!" says Beak, "It is!" says Bamboo' (p. 7) – "This time there are no capitals but our voice is still stronger/louder because of the exclamation marks. The context also tells us they are arguing."

Expand Vocabulary:

- **Use prior knowledge and context to predict and confirm meaning:**
 - For many of the technical words within this text there are clear context clues given through the pictures and narrative so it is a good starting point to model this strategy.
 - When reading the factual text (p. 5, 9, 13, 16, 19) have students look for context clues to work out the unknown word – "What does the narrative say is happening? What can we see happening in the pictures?" Then reread the factual text with those clues in mind. Think aloud for students, modelling how to make connections between the clues and the meaning of the word.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.