

# The Caterpillar

🗣 = Language comprehension

📖 = Word recognition

## Group/Guided reading

### Introducing the story

- 🗣 (Questioning, Clarifying) Look at the title picture. Ask the children: *What is in the picture? What do you think will happen in the story?*
- 🗣 (Prediction) Ask: *What do you think Kipper will do with the caterpillar?*
- 📖 Point to the word *caterpillar* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together, *c-a-t-er-p-i-ll-ar*. Talk about the grapheme "t" and ask the children to look through the book to find other words that have this grapheme in them (*put, it, not*).
- 📖 Pay attention to the tricky words (the, he, then, we, was, see) used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.

### Strategy check

Remind the children to sound out the letters from left to right when working out unfamiliar words.

### Reading the story

- Ask the children to read the story aloud and help where

necessary. Praise and encourage them as they read.

- (Clarifying) Pause at the end of page 71-④ and ask: *What do you think has happened to the caterpillar?*
- W On page 71-⑤, point to the word *chrysalis* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together, *ch-r-y-s-a-l-i-s*.
- (Clarifying) Pause at the end of page 71-⑥ and ask: *What do you think is in the box now?*
- W On page 72-⑦ point to the word *butterfly* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together, *b-u-tt-er-f-l-y*.
- (Questioning) Pause at the end of page 72-⑦ and ask: *How do you think did the caterpillar change into a butterfly?*

**Observing** Did the children use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words?

### **Returning to the story**

- (Summarising) Ask the children to re-tell the story in their own words.
- (Clarifying) Look again at page 70-③ and ask: *Why did Kipper put leaves in the box?*
- (Imagining) Look again at page 70-④ and ask: *How do you think Kipper feels when he can't see the caterpillar in the box?*
- (Imagining) Look again at page 72-⑦ and draw attention to the children's expressions. Ask: *How do you think the children feel when the butterfly flies out of the box?*

### **Independent reading**

**Objective** Read a range of familiar and common words and simple sentences independently.

- W As they read, encourage the children to sound out and blend new words, for example *h-a-d, b-u-t, n-o-t, c-a-n*.
- W Support children with reading challenge words:  
*Kipper caterpillar box leaves chrysalis butterfly*  
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech bubbles shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

**Observing** Did the children read independently from left to right? Did they read with emotion and confidence?

## **Speaking, listening and drama activities**

- Objective** Speak clearly and audibly with confidence and control and show awareness of the listener.
- Ask the children to recall what they can about how the caterpillar turns into a butterfly in the story.
  - Tell them that you want them to explain to children from another class about the different stages a caterpillar goes through before it turns into a butterfly.
  - Arrange a short visit to another class to allow the children to tell others about how a caterpillar transforms into a butterfly..

## **Writing activities**

- Objective** Write captions for pictures and drawings in playing situations; write in the correct sequence.
- Provide the children with paper and a variety of pencils, crayons and coloured pencils.
  - Ask the children to show the sequence of changes from a caterpillar to a chrysalis to a butterfly using drawings and

adding labels. Encourage children to use the story they have just read to help them to remember the sequence.

- Write some of the challenge words down for the children to copy.

### **Cross-curricular suggestion**

Science – Help the children to find out more about the lifecycle of a caterpillar/butterfly. As a class, create a lifecycle using the information the children have found out.