

Books for Young Learners Teacher Resource

Book Notes

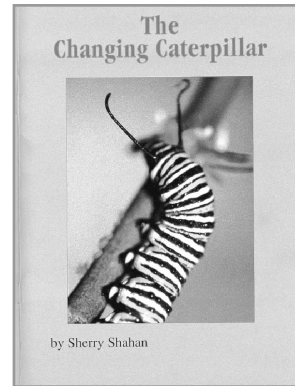


The Changing Caterpillar

Author and Photographer Sherry Shahan

8 pages ■ 56 words

Los cambios de la oruga ■ 60 words



The Changing Caterpillar

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G		I			

S = Shared G = Guided I = Independent

SYNOPSIS

A caterpillar changes into a butterfly.

WHAT THE BOOK OFFERS

- Nonfiction informational narrative
- Third person
- Present tense
- Onomatopoeia
- Concise text with little redundancy
- Repetition within sentence for emphasis and to denote the passage of time
- Two photographs and section of text on a page
- Compound words: milkweed, upside, butterfly

POSSIBLE SKILLS EMPHASIS

- Uses longer letter patterns to assist in decoding—compound words, smaller words within longer ones
- Notices repetition within a sentence—understands this gives emphasis
- Identifies sequence
- Inferential reading
- Retells sequence
- Synthesizing information from the text and photographs

S = Shared G = Guided I = Independent

	Em	Early				Fluent			
	1	2	3	4	1	2	3	4	
	S		G		I				

Books for Young Learners Teacher Resource

Book Notes



The Changing Caterpillar (continued)

INTRODUCING THE BOOK

Draw attention to the *-ing* in the title: *What does “-ing” usually indicate? . . . So the author is probably going to make us feel as if we are there watching the caterpillar change. I wonder how she will do that.*

- Establish what the students already know about the life cycle of a butterfly, but do not necessarily feed in more information. You are merely activating their background knowledge and taking care not to give away the focus or details of the book.

FOCUS OF INSTRUCTION

- Some students may be unfamiliar with the written form of some of the words. They should be encouraged to look for larger chunks of letters to decode these words, to notice compound words or smaller words or clusters within a longer word. This could then be included in the discussion about how they knew the word was caterpillar or. . .
- Although the text is short, it affords opportunity for plenty of inferential reading, thought, and discussion, so do not hurry the reading.

What did you notice or think about that was extra to the text?

How does the photograph help you think more about the text?

What information did you get from the text?

What did the photograph add to that?

FOLLOWING THE READING

Pretend that I do not know about caterpillars changing into butterflies. Use your own words to retell the information you gained from this book. You will need to use information from the text and the pictures.

The photographs in this book give a very clear picture of what a caterpillar and a chrysalis and a butterfly look like. Use your own words to describe one of the stages in the changing caterpillar's life.

- Discuss how repetition of a carefully chosen word can add emphasis to their writing.