

Books for Young Learners Teacher Resource

Book Notes

**The Changing Caterpillar / Los cambios de la oruga**

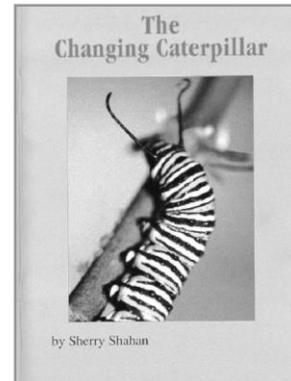
Author and Photographer Sherry Shahan

8 pages ■ 56 Eng. words ■ 60 Spn. words

Fountas and Pinnell Level G

Reading Recovery Level 15

Descubriendo la Lectura Level 7



The Changing Caterpillar

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

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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?

Pretend that I do not know about caterpillars changing into butterflies. Use your own words to retell the information you gained

FOLLOWING THE READING

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.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>After caterpillars hang upside down, they . . . If I could be a butterfly, I would . . .</i>
USE YOUR MEMORY	<i>What did the caterpillar eat? What sound did he make when he ate? What kind of butterfly was in this story? If you forgot, check the inside back cover.</i>
WHAT'S YOUR OPINION?	<i>Why do you think the author chose The Changing Caterpillar for the title and not just The Caterpillar? Why do you think caterpillars have to hang upside down before they change into a chrysalis? Would you want to be a caterpillar or a butterfly? How come?</i>
BE CREATIVE	<i>Pick one of these titles and write a story to go with your title: The Silly Caterpillar My Pretty Butterfly Facts About Caterpillars and Butterflies</i>
VOCABULARY AGENT	<i>Read the sentence on page 2. Now read it again and put in a different word for the word, 'creeps.' Read the first sentence on page 4. Now read it again and put in a different word for the word, 'day.' Read the first sentence on page 5. Now read it again and put in a different word for the word, 'little.'</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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