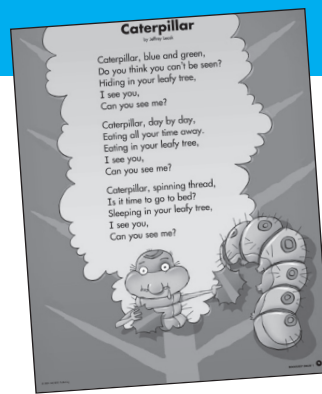


Caterpillar

By Jeffrey Leask

Illustrated by Marcelo Elizalde



SUMMARY

Someone observes a caterpillar as it goes about its day in a leafy tree and wonders if the caterpillar is watching, too.

BOOKSHOP MATERIALS

- “Caterpillar” song chart
- Chart paper
- Pointer (optional)
- Strip of paper (6 inches X 24 inches), one per student



Let's Sing About It! “Caterpillar”



Blackline masters (see pages 7 and 8)



represents possible student responses

SESSION 1

INTRODUCING THE TEXT

- Invite students to share what they know about a caterpillar. Then introduce students to the song by previewing the chart illustration. Have them make predictions and set a purpose for reading.

Let's share where we have seen a caterpillar inching along. (● on the sidewalk; on a tree branch.) How can you tell a caterpillar from an earthworm? (● a caterpillar is fuzzy and has lots of legs.) Let's look at the picture on the chart. What do you think this song will be about? (● a fat caterpillar; a caterpillar eating). Let's read to find out if your guesses are right.

READING THE TEXT



Read the song title and the name of the songwriter. Encourage students to listen and follow the lyrics as you point to each word. Discuss students' predictions. Replay the song and invite students to sing along when they feel comfortable.

Listen to “Caterpillar” by Jeffrey Leask and follow along as I point to each word on the chart. As we read, think about your predictions. Let's read to find out what the poem is about . . . Share whether your predictions were correct. (● no, it's not about a fat caterpillar; yes, it's about a caterpillar eating.) I'll play the song again. This time join in when you're ready.

TEACHING FOCUS

To help students articulate personal conclusions and compare and contrast with author's message to determine own and/or author's point of view



TEACHER TIP

After students listen to the song, you may want to read the words without playing the music, and then invite students to read and sing it together.

SHARE

Good readers look at the words as they read and match what they say to the words they are reading.

TEACHING FOCUS

To help students use photos, illustrations, and text to justify inference

DISCUSSING THE TEXT

- Help students use the text and what they know to draw a conclusion.

The poem mentioned that a caterpillar is hiding in a leafy tree. How do you think a caterpillar hides? Let's use what we know and clues in the song to figure it out. What does the first verse tell us about the way a caterpillar looks? (● it's blue and green.) Who can tell us what the song says about the caterpillar's hiding place? (● it is in a leafy tree.) So let's use what we already know about leafy trees to say how the caterpillar hides. (● leaves are green; the caterpillar is the color of the leaves so it is hard to see it.) You used what you know and clues in the song to figure out how the caterpillar hides.

- Guide students to establish the song's point of view by drawing a conclusion.

Who has looked closely at a bug? Tell us about it. (● I saw an ant carrying a crumb; I saw a bee diving into a flower.) Let's look at the words at the end of each verse. What do they tell you about who is singing this song? (● "I see you, Can you see me?"; someone who is watching the caterpillar.) How do you know? (● people like to watch bugs; people can see caterpillars, but I'm not sure caterpillars can see people.) The person singing is someone who is watching the caterpillar and wondering if the caterpillar is watching too.



Work with students to complete the blackline master on page 7. Read the sentences together and help students draw conclusions to answer the open-ended questions. Accept answers students can support with reasoning.

SESSION 2

REFLECTING ON THE TEXT

- Invite students to revisit the song chart, then state the focus of this session. To apply this focus, ask students to use the illustration to make an inference.

Now, let's look at the picture on the song chart. What do you see? (● the picture shows a caterpillar eating pieces of a leaf.) Remember that the song doesn't say a caterpillar eats leaves, but the picture gave us a clue. Today, when we sing the song again, we'll look for clues in the pictures and words to figure out more about the song.

READING THE TEXT



Invite students to sing and read along with you. Cue the CD to the beginning of the first version of the song. Also remind students to be aware of any time they feel that what they're reading does not make sense.

We're going to sing this song again. Please join in wherever you feel comfortable. As we read, raise your hand if we get to a part that doesn't make sense. We'll try and work it out together. Let's read.

PHONICS

Pause before reading the word *blue* in the first line of the first verse to model the Sound and Say strategy for reading a word.

Let's use our sound and say strategy to help us read this word. You're going to use the sounds you know to figure out words. Say the sound when I touch the letter or letters on the chart paper. Remember to say each sound for as long as I touch it. (Touch b, l, ue.) Sound the word. (/b/ /l- / /oo ->) Say the word. (blue) Remember to use this strategy when you are reading and don't know a word. Let's continue reading.

VOCABULARY

Pause at the end of verse two. Focus on the phrase *leafy tree*. Extend or clarify students' understanding of both the word *leafy* and the verse if necessary.

Who can tell us what the caterpillar is doing in this verse? (the caterpillar is eating.) When we read that the caterpillar is "eating in your leafy tree," what do you think this means? (the caterpillar is eating in a tree that has lots of leaves.) Something that is leafy can mean covered with leaves or having many leaves.

DISCUSSING THE TEXT

- Invite students to talk about a place in the song where they used an illustration or text to make an inference.

Let's talk about what we just read and sang. Think about the clues in the picture and in the words that helped you understand more about how a caterpillar eats. (I looked at the picture of the leaf; I saw how much was already eaten; it showed me that a caterpillar eats a lot.) What do you think the songwriter meant by the phrase "Eating all your time away"? (that a caterpillar spends most of its time eating.) Now, think about what you know from the picture and the words to tell more about how a caterpillar eats. (a caterpillar spends a lot of time eating leaves.)

- Discuss with students how using the pictures and words helps them make inferences.

As we read today, we found clues in the pictures and words to figure out things that were not written in the song. Good readers use picture and word clues to understand more about the song.



Have students use the song chart to sing along with the music-only version of "Caterpillar." Encourage a volunteer to point to the words so that students stay together while singing. Students may wish to pantomime the actions of the caterpillar—hiding, eating, spinning, sleeping—as they sing the appropriate verses.



TEACHER TIP

Have references available, such as primary student dictionaries, appropriately leveled online dictionaries, and *My Word Book*, for students to use.



TEACHER TIP

Remember that the lyrics to a song are poems. Discussing songs with students is another way to help them read and appreciate poetry, whether or not it has been set to a tune.

SESSION 3

TEACHING FOCUS

To help students use text structures such as repetitive language patterns, rhyme, or story structure to assist predictions

RE-ENTERING THE TEXT

- Introduce the focus of this session. Guide students to recognize the repetitive language patterns of song lyrics.

Let's look at the way the songwriter uses words in this song. What word begins each verse of the song? (● caterpillar) Yes, the songwriter repeats words. It's a pattern. When we hear the word caterpillar, we can predict that it's the beginning of a new verse.

ANALYZING THE TEXT

- Help students understand how recognizing language patterns will help them make predictions.

Let's read verses one and two and talk about the pattern you notice. (● words are the same at the end; I see you, Can you see me?) (Read the last verse, stopping before the last two lines.) What comes next? (● I see you, Can you see me?) How did you know what you would be reading? (● these words come at the end of each verse; it's a pattern.) Now let's look at the ends of lines. What word is at the end of the first line? (● green) How about the second line? (● seen) What can we say about these words? (● they rhyme) Let's see how we can use this to predict what we'll read in the rest of the song. (● we'll find more words that rhyme.) How does that help us read? (● we can think of and look for words that rhyme.) If you notice patterns and rhymes, you can make predictions about words you read.

WORD RECOGNITION

Write the words *green*, *greener*, and *greenest* on chart paper. Instruct students that they are going to look at and say parts of a word.

Look at this word and listen as I say it. (Point to green.) Say green with me. What word? (● green) Now listen as I say this word. (Slide finger across the entire word and say greener.) Say it with me. What word? (● greener) Listen to another word. (Slide finger across the entire word and say greenest.) Say it with me. What word? (● greenest)

- Remind students to use the strategy for combining words they know with *-er* and *-est*.

*We talked about how we can combine parts of words by adding endings *-er* and *-est* and how we can pronounce these words when we read and write. Let's look at how these words are written on our chart paper and try doing this again together. (Write the words *green*, *greener*, and *greenest* with student input.) What other words do we know that work the same way? (● fast, soft) Let's write these words together and then combine the parts so fast becomes faster and then fastest and soft becomes softer and then softest.*

WORD RECOGNITION FOCUS

Pronounce words formed by combining words made up of taught patterns with *-er* and *-est*.

SESSION 4

RE-ENTERING THE TEXT

- Introduce the focus of this session. Ask students to think about a descriptive phrase in the text and relate it to prior knowledge.
Let's reread the poem "Caterpillar." Let's look at the phrase, "Caterpillar, spinning thread." (● it is making a cocoon.) Who would like to share why "spinning thread" is a good way to describe what a caterpillar is doing? (● it's good because a caterpillar makes something that looks like thread.) Now let's read the song again and think about how the writer describes what happens to the caterpillar.

ANALYZING THE TEXT

- Help students use prior knowledge to analyze descriptive phrases.
Let's think about the lines, "Is it time to go to bed? Sleeping in your leafy tree . . ." What is the writer describing? (● what happens to the caterpillar after it makes a cocoon.) Do you think this is a good way to describe what happens? Why or why not? (● yes, when a caterpillar is inside the cocoon, it looks like it is still and sleeping in a bed; no, because a caterpillar really isn't sleeping inside a cocoon so it's not like a bed.) Those are good ideas. I can see that you already know that a caterpillar is growing and changing inside a cocoon.

- PHONICS** Write the words *eating* and *tree* on chart paper and underline the featured letters patterns and letters to help students isolate the most common sounds. Revisit the poem and reread verse two.
Reread verse two with me . . . Now let's look at the word eating that I have written on chart paper. (Point to the underlined letters ea.). Listen as I say the sound for these letters: /ē/. What sound? (● /ē/) Now let's look at the word tree. (Point to the underlined letters ee). Listen as I say the sound for these letters: /ē/. What sound? (● /ē/) Yes, the letters ea and ee both stand for /ē/. What sound? (● /ē/)

Corrective Feedback and Scaffolding: If students do not respond correctly, model for them again by saying the sounds as you move your finger from letter to letter. Stretch and connect continuous sounds.

- WORD RECOGNITION** Reread the song with students. Tell them they are going to look at words they have been reading in this song and practice saying them.
We have read this song together several times. Let's read the words of the song together again . . . Now we'll practice some look and say words. These words are hard to sound out, so we're going to just look at the words and practice saying them. (Point to your.) This word is your. Let's read the line again together. (Point to the word your.) What word? (● your) (Point to time.) This word is time. Let's read the line together again. (Point to the word time.) What word? (● time) Remember, some words are hard to sound out, so you need to be able to say them.

TEACHING FOCUS

To help students relate to descriptive words or phrases in the text and connect to prior knowledge/personal experience to gain understanding

PHONICS FOCUS

Say the most common sound for featured letters ea and ee.

WORD RECOGNITION FOCUS

Pronounce featured sight words *your* and *time*.

SESSION 5

RE-READING THE TEXT FOR FLUENCY

- Explain that the speed at which you read is important. Have students follow along as you read, modeling an appropriate rate. Invite the class to chorally read the last two lines of each verse. Then have students reread the song three or four times without you.

When I read, I try to read at a speed that is not too fast and not too slow—I try to sound like I am speaking. Listen and follow along as I read “Caterpillar.” Now we’ll reread the song. This time we’ll have the whole group read the last two lines of each verse together . . . Now, you can read it on your own a few times. Remember to read all the lines at a speed that sounds as if you are speaking.



- Have partners use the blackline master on page 8 to practice reading at the appropriate speed. Offer the cassette/CD to those who need support.

GRAMMAR

- **Verbs:** Introduce verbs. Help students identify and create a word web with verbs from the song. Encourage them to act out the verbs. Save the web for the writing connection below.

A verb is an action word. A verb tells what someone or something is doing. Let’s look at the first verse of the song. What is a caterpillar doing? (● hiding) The word hiding is a verb. Let’s use the word hiding to start a web on the chart. I’ll write the word Verbs in the center and hiding on a spoke. What other verbs do you notice in the song? (● eating, spinning, sleeping.) Yes, these are all action words or verbs.

WRITING CONNECTION

- **Write a Sentence:** In advance, for each student, fold a long sheet of paper accordion style to make a four page book. Have students use the Verbs web to compose a sentence for a book about a caterpillar.
On this chart, I’ll write a long sentence about a caterpillar. We’ll tell what the caterpillar in the song is doing. Let’s use our Verbs web to help us. Tell me what words to write to finish this sentence: A caterpillar is . . . (● hiding, eating, spinning, sleeping.) Let’s read the sentence together. Next, we’ll make an accordion book with this sentence. Use the chart to write on the first page: “A caterpillar is hiding.” Then, write one verb on each page. Draw a picture on each page that goes with your writing. When you are finished, draw a long caterpillar across the back of your book. We’ll put the caterpillar books on the shelf for everyone to read.



TEACHER TIP

It is important that students have the opportunity to create and share visual representations of the meaning of a song.



Name: _____ Date: _____

Read the sentences.

Write the answer to the question.

Draw a picture to go with your answer.

A brown caterpillar crawls on the sidewalk.

It needs a place to hide.

The caterpillar stops.

Where do you think the caterpillar hides?

Dan likes to look at bugs.

He sees a big caterpillar. The caterpillar is eating.

How do you think Dan feels?



Name: _____ Date: _____

Caterpillar

Caterpillar, blue and green,
Do you think you can't be seen?
Hiding in your leafy tree,
I see you,
Can you see me?

Caterpillar, day by day,
Eating all your time away.
Eating in your leafy tree,
I see you,
Can you see me?

Caterpillar, spinning thread,
Is it time to go to bed?
Sleeping in your leafy tree,
I see you,
Can you see me?