

# Katie's Caterpillar

PM Level 8

Yellow

**Text Type** Narrative

**Running Words** 149



## Preparing for Guided Reading

### Orientation to the Text

- Have students re-read *The Big Yellow Castle* (PM level 7). Remind students that Katie is their age and her brother Joe is about two years older.
- Identify Katie in the illustration. Encourage students to look closely at the visual pattern of the word *Caterpillar* as well as the illustration for clues. Some children may notice the small word *cat*, others may see the letters *er*. Read the title together.
- Study the cover illustration and vignette on the title page. Discuss caterpillars and note that Katie is in her school uniform. Have students talk about any pets they have looked after.

### Prior Knowledge

- Discuss animals that make suitable classroom pets. Talk about how these animals need to be cared for.
- Explain what happens to the pets in school holidays so they continue to receive good care.

### Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. “No,” said Katie. “I’m not going back to school.”

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*after, came, going, home*

#### Content Words

*caterpillar, school, teacher*

### Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *b-a-ck*, *st-ay*, *t-ea-ch-er*

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

## Focusing on the Book – Guided Reading

- **Cover**
- After reading pp. 2–3, ask students to predict why Katie is so unhappy.
- Discuss the contraction *I’m*, explaining that it is the shortened form of the words *I am*.
- Use *pl* and *st* (**PM Library Alphabet Blends**) to develop an awareness of: *pl* – *play*, *st* – *stay*.
- Break the word *caterpillar* into syllables and write these on the board to help students decode the word. Have students clap and/or count the syllables.
- Discuss how big brother Joe tries to reassure Katie.
- Talk about the cause of Katie’s unhappiness and how Joe shows concern for his little sister. Ask students to recall occasions when they haven’t wanted to go to school and why.
- Discuss the way Katie solves her own problem successfully.

## Comprehension

- What did Katie want to do instead of going to school? (*Literal*)
- Why did Katie not like school? (*Inferential*)
- Why did Katie change her mind about going back to school? (*Inferential*)

## Follow-up Activities

- Discuss the four stages in the monarch butterfly’s life cycle. Show students how to record these stages on a folded strip of paper.
- Explore the school environment for insects and small creatures. Assist students to write simple explanations about their discoveries. Use the school camera to record the event. Make a wall story using the photographs.

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## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up