

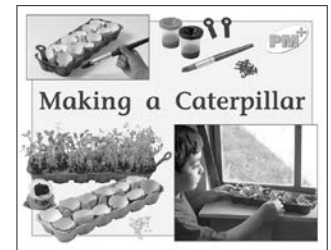
# Making a Caterpillar

PM Level 8/9

Yellow

**Text Type** Procedure

**Running Words** 118



## Preparing for Guided Reading

### Prior Knowledge

- Show students a bean seed that has sprouted and talk about the germinating process. List on a chart the important elements that allow a seed to grow into a plant.

### Orientation to the Text

- This text gives clear instructions for growing small plants from seeds. The simple sentence structures with repeated high-frequency words are reinforced by photographs and smaller vignettes.

### Key Language Structures

- Present tense verbs, e.g. *Make, Plant, Water, Paint* tell the reader what to do.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*here, making, some, with*

#### Content Words

*beans, caterpillar, eyes, grow, mouth, plant, shells*

### Decoding

- Remind students of the importance of recognising high-frequency words quickly.
- Teach students to apply their phonological knowledge to articulate and blend the sounds of unknown words, e.g. *b-ea-n-s, gr-ow, m-ou-th*

### Fluency and Phrasing

- Explain how to read and follow instructions.
- 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.
- Reinforce the positioning and purpose of full stops.

### Focusing on the Book – Guided Reading

- Read the title and discuss the photographs. Have students explain why the book is entitled *Making a Caterpillar*.
- Read each instruction carefully with students. Show them some plant mix and some little bean seeds similar to those in the vignettes.

- Break down the word *caterpillar* into its parts and write them on the board to help students with decoding.
- Explain that the process for making the caterpillar begins on pp. 4–5. Link details in the photographs with the text. Point out the title in bold and note the replacement of the word *a* with *the*.
- Read and discuss each sentence, ensuring that students can follow each step in the procedure.
- Study the photographs and explain why water and warmth from the sun are necessary for small plants to grow.

### Comprehension

- What do you need to make a caterpillar? (*Literal*)
- What will happen If you look after the beans? (*Inferential*)
- Why do beans like the sun? (*Inferential*)

### Follow-up Activities

- Re-read the text. List the materials required to make a caterpillar. Supervise students as they follow the procedure. Display the caterpillars in a sunny area of the classroom. Set up a simple form to record the growing process.
- Encourage students to sprout their own runner bean seeds at home. Make a simple diary for them to record the growth pattern.
- Take students for a walk around the school environment. Look for seeds and discuss how they might be spread. Tape these seeds on to a wall chart under the headings *Wind, Animals* and *People*. Collect samples for further discussion about size and shape.

# Making a Caterpillar

Date \_\_\_\_\_

PM Level 8/9

Yellow

- We are learning that the steps need to be completed in the correct order to achieve the goal.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

• \_\_\_\_\_

## Success Criteria

- I can complete the steps in the correct order to reach the goal.
- I can decode unknown words using my knowledge of letter-sound relationships.

• \_\_\_\_\_

## Guided Reading Notes

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