

# Carlos the Caterpillar

by

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**A read aloud and read along book for preschoolers**

\* Enjoy reading this book aloud to your child. Use rhythm and phrasing to have fun with the words. Read the book like you would say or read a Nursery Rhyme. After you have read it, go back and look at some of the words.

\* Remember you are focusing on sounds ('a' as in 'apple'; 'b' as in 'book'; 'c' as in 'cat') NOT the letter names (ABC).

\* Just do one activity a day, even if it is repetitive, as long as your child is enjoying the task.

\* If your child achieves the skill that you are working on, confidently and quickly, move on to another skill. The skills are not sequential. You can do them in any order.

\* If you would like to hear the sounds of the alphabet and more information about the sounds in words go to:

[http://www.phonicsinternational.com/hear\\_the\\_sounds/hear\\_the\\_sounds\\_1.htm](http://www.phonicsinternational.com/hear_the_sounds/hear_the_sounds_1.htm)

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| <b>PARENT GUIDE: PAGE by PAGE</b> |
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## **PAGE 1**

### **Syllables:**

Syllables are 'chunks' or 'beats' of sounds in words. Each chunk or beat has to have a vowel sound in it.

Ask

What is the caterpillar's name? Clap the syllables of his name. Car/los (2); the (1); Cat/er/pill/ar (4).

Clap the syllables in your child's name. Do the whole family!

Hearing beginning sounds: 'c'

Hearing beginning sounds means hearing the beginning sound of a word that matches the beginning sound of another word.

Say

'Carlos' starts with the short sound 'c'. 'Caterpillar' starts with 'c'. They sound the same. What other words can we say that start with 'c' (cat, car, kitten etc).

Rhyming:

Rhyming words sound the same at the end.

Read the sentence again.

Say

'Play/day' When we say these words, they rhyme. They sound the same at the end.

What other words rhyme with 'play' and 'day' (may, say, way, hay etc)?

Words and spaces:

Read the sentence and point to each word.

Count the number of words in the sentence with your child. Point to each word as you count them (10 words).

Touch each space or gap between the words (9 spaces).

Say

These spaces show where the words end and begin. When we write we need to have spaces between words.

## **PAGE 2**

### Rhyming:

Read the sentence again.

Say

'munch/crunch' These words rhyme too. What other words rhyme with 'munch' and 'crunch' (lunch, bunch, punch etc)?

### Not Rhyming: 'fun/long'

Read the sentence again emphasising the words 'fun' and 'long'.

Say

'fun'/'long'

These words do *not* rhyme. They do not sound the same at the end.

## **PAGES 3 & 4**

### Rhyming:

Read pages 3 and 4.

Ask

Can you hear the rhyming words at the end (plant, ant)? Can you think of any other words that rhyme with ant (pant, rant)?

### Hearing beginning sounds: 'a'

Say

'Andrea the Ant' Can you hear they start with the same sound? What sound is that ('a' as in apple, axe, ambulance)?

## **PAGE 5**

### Rhyming:

Read the sentence again.

Say

'G'day/way' These words rhyme. They sound the same at the end.

What other words rhyme with 'G'day' and 'way' (play, day, spray etc)?

## **PAGE 6**

Close Rhyming: 'leaf/underneath'

Close rhyming is when words nearly rhyme.

Read the sentence again.

Say

'leaf/underneath' These words nearly rhyme. Look at the last letters. Even though they are different they sound similar at the end.

Syllables:

Say

Look at the word 'underneath'. Let's clap it out. Un/der/neath Let's count the syllables (the beats) in this word (3).

## **PAGE 7**

Rhyming:

Read the sentence again.

Say

'green/seen' These words rhyme. What other words rhyme with 'green' and 'seen' (clean, bean, mean etc)?

## **PAGE 8**

Rhyming:

Read the sentence again.

Say

'bite/might/fright' These words rhyme. Look at the last letters. Even though they are different they still *sound* the same at the end.

## **PAGE 9**

Hearing beginning sounds: 'c'

Ask

What words start with the *sound* 'c' on this page (Carlos, Caterpillar)?

Note: The words chew and chilli start with the letter 'c' but the two letters 'ch' are said together as one sound.

## **PAGE 10**

Close Rhyming: 'funny/tummy'

These words nearly rhyme. They have nearly the same sounds at the end.

Read the sentence again.

Say

'funny/tummy' They have the same syllables. Let's count them (fun/ny - 2; tum/my - 2). They are close rhyming words.

## **PAGE 11**

Rhyming:

Say

You tell me the words that rhyme on this page (way/day).

Not Rhyming: 'leaf/there'

Read the first two sentences again. Emphasise the words 'leaf' and 'there' (the last words at the end of each sentence).

Say

'leaf/there'

These words do *not* rhyme. They do not sound the same at the end.

## **EXTENSION**

\* It is fine if your child memorises the whole book. This is a good pre-reading strategy but it does not mean that your child is really reading. Reciting each page and touching each word as they say it, is great for their 1:1 word correspondence.

\* Discuss the fact that Carlos found the chilli, hot and spicy. Talk about the sense of taste. What else tastes hot and spicy? Talk about our 5 senses (taste, smell, sight, sound, touch).

This increases your child's vocabulary. Talk about other meanings for 'hot' for example (a very hot, sunny day).

## **PAGE 1**

Read this page again.

Ask

How else can Carlos the Caterpillar play? Let your child explore what he/she thinks about how caterpillars 'play'. Let them use their imagination!

## **PAGE 2**

Not Rhyming: 'fun/long'

Say

You tell me the words that *do not* rhyme on this page.

Rhyming:

Say

You tell me the words that rhyme on this page (munch/crunch).

## **PAGE 5**

### Contractions:

Contractions are two words changed into one word.

Say

'G'day' is short for two words 'Good Day'. In Australia we say this to say "hello".

### Words with the same meaning:

Say the word 'merrily'.

Read the sentence again.

Ask

What other word, with the same meaning, could we say instead of 'merrily' (happily, gaily, nicely etc)?

## **PAGE 6**

### Articulation: 'f' and 'th'

Articulation is pronouncing sounds correctly.

Say the words 'leaf' and 'underneath'. Use your mouth to show your child how you say the 'fffff' sound (blow through your lips with your teeth on your bottom lip). Now say the *long* 'th' sound (use your tongue between your teeth in the 'th' sound). Try making different sounds with your lips and tongues. Have fun!

### Contractions:

Say

'didn't' is short for two words 'did not'. Two words changed into one word.

## PAGE 7

### Contractions:

Say

'I've' is short for two words 'I have'. Two words changed into one word.

## PAGE 8

### Abbreviation:

Abbreviation means not writing the whole word.

Read the sentence again.

Say

Look at the word 'til'. It is short for 'until'. We can read the sentence again and replace 'til' with 'until' and it means the same thing.

## PAGE 9

### Diagrams: 'ch'

Diagrams are two letters that are said together to make one sound.

Look at the words 'chilli' and 'chew'. They start with the 'ch' sound not 'c'. What other words do we know that start with 'ch' (chicken, church, chop etc)?

Some words have the 'ch' sound at the *end*. Let's think of some (munch, bench, catch, witch etc). What sound do they have at the end (ch)?

## PAGE 11

### Not Rhyming: 'leaf/there'; 'here/there'

Read the first two sentences again. Emphasise the words 'leaf' and 'there'.

Say

'leaf/there' (the last words at the end of each sentence). Do these words rhyme?

Look at the words 'here/there'. Even though they have the same letters at the end, they sound different ('here' as in 'ear'; 'there' as in 'air'). They do not rhyme.

**Don't forget to read this book with rhythm and expression. Have fun with the words, story and language!**