

# Carlos the Caterpillar

by

Fiona Murray

Illustrated by Dinalie Dabarera

## A read aloud and read along book for early literacy learning

\* Enjoy reading this book aloud to the children. Use rhythm and phrasing to have fun with the words. Read the book slowly with intonation and expression. 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).

\* Focus on one skill a day, even if it is repetitive, as long as the children are enjoying the tasks.

\* 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)

\* If the children have listened to the book many times, try to get them to recite the words with you as you read. Then get them to recite the book on their own, like they would do a Nursery Rhyme. This is why the books are short and simple. Children love to recite rhyming stories and love hearing and saying rhythmic language.

## TEACHER GUIDE: PAGE by PAGE

### 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 each child's name. Do the whole group.

Group the children into categories of 1 syllable names (Tom), 2 syllable names (Le/on), 3 syllable names (Ma/ri/a) etc. You clap a certain number of times and the children have to respond to the number of claps if it is the same as their name. This activity is a great lesson break. E.g. lining up to go out for recess; moving from the floor to tables etc.

Hearing beginning sounds that match: '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).

Hearing beginning sounds that do not match:

Say

'sunny/day' "Do these words start with the same sound?" No, 'sunny' starts with 's' and 'day' starts with 'd'.

Note: Pronounce the s' sound as 'sss' not 'seh'. It is a long sound not a short sound with a vowel attached ('eh').

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 the children. 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 but leave off the last word 'way'.

Say

Get the children to predict what the rhyming word is going to be ('way').

## **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). It is a long word.

### **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 the children memorise the whole book. This is a good pre-reading strategy but it does not mean that they are 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 the children'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 the children explore what they think 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:

Read the sentence.

Say the word 'merrily'.

Ask

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

Read the sentence again with the new word instead of 'merrily'.

## **PAGE 6**

Articulation: 'f' and 'th'

Articulation is pronouncing sounds correctly.

Say the words 'leaf' and 'underneath'. Use your mouth to show the children how you say the 'ffffff' 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.

Read the sentence again substituting 'til' with 'until'.

## **PAGE 9**



Diagraphs: 'ch'

Diagraphs 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).

Ask

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.

Vocabulary: 'nibbled'

Say the word 'nibbled'

Say

Let's find this word on the page. How many times is this word on the page (2)?

'Nibbled' means 'to take small bites at'. Discuss the fact that Carlos is now only nibbling the leaves, not munching and crunching. Act out 'munching and crunching food' with your mouths. Act out 'nibbling' with your mouths. Talk about what other animals nibble at leaves (rabbits, horses, cows, deer).

Ask the children why Carlos is just nibbling the leaves now not munching and crunching.

This increases the children's vocabulary and gets them to start thinking about the text and choice of words.

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