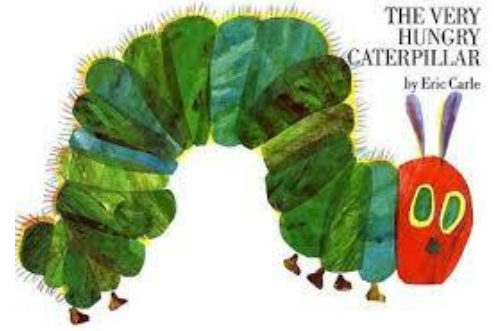


The Very Hungry Caterpillar

Written by: Eric Carle



A baby caterpillar hatches from an egg and goes out to look for food. Each day of the week it eats a little more than the day before. By the end of the week, the caterpillar has eaten so much that it had a stomachache and wraps himself in a cocoon. What will happen to the caterpillar?

Possible strategies for instruction:

Comprehension:

- **Check for understanding:**
 - Use this strategy to see if students understand what is being read. Stop after each page and then ask, “Who is the story about and what is happening? When you get to the part where the caterpillar is eating through the fruit, you could stop to check for understanding after 2 or 3 pages since the text is repeating itself. Continue to check for understanding throughout the rest of the book.
- **Use prior knowledge to connect with text:**
 - This book would be great to use for connecting with text. We have all seen caterpillars and butterflies before, so I think it would be easy for children to relate to. After reading page 3, ask the students, “What do we already know about caterpillars?” Make a list on chart paper so the children can see all the things they already know.

Accuracy:

- **Use the pictures...do the words and pictures match?**
 - There are a lot of places in the text to see if the words match the pictures. When the caterpillar starts eating through the fruits it starts with one apple and there is a picture of just one apple. When the students come to the words one and apple, they can look at the picture to see if the words match.

Fluency:

- **Reread text:**
 - There is a lot of repetitive text throughout the book that make it a great book for teaching fluency. To teach this strategy, first demonstrate what a good reading pace should sound like. Then read part of the text too slow and then too fast. Ask the class which way sounds the best. Last we will read the text all the way through, and then reread it three or four times until we think we have read the text smoothly and with expression.

- **Use punctuation to enhance phrasing and prosody:**
 - Model how your voice should sound with the different types of punctuation at the end of sentences. Throughout the text, there are places where the author uses an exclamation point. Talk to your class about what your voice should sound like if the sentence ends in an exclamation point. Model a few different ways; monotone, softly, and excited. Page 16 gives a good example of this: “That night he had a stomachache!”

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - This strategy helps children pay attention to the words they are reading. Find words in the story that students may not know. Read the text and stop at the words you do not know. Model to your class what you do when you come to a word you do not know. “Class I am not sure what this word means.” Then take out your word collector book and write it down so you can review it later.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.