

Close Reading Strategy with: The Hungry Caterpillar by Eric Carle

1st Reading:

Sit on the carpet and read together, looking at a “big book.” Read all the way through the first time. At this point in the year, this is taking the place of the first independent reading.

Read again, this time, giving students a purpose for listening. (What do you want them to notice, look for, be aware of?) Allow them to tell you when they find these things in the text. At this point in the year, this is taking the place of “reading with a pencil” for now. The idea is that after reading the text once, students are learning to go back and read more closely.

1st Discussion: Partner talk. (Model first and go over expectations). Let them turn and talk about whatever they were looking for in the reading above.

(Teacher listens in to conversations).

5 minutes

2nd Discussion: Share out. “What were you or your partner talking about?” Observe level of engagement, judge level of students’ understanding of the reading. Are there misconceptions?

5 minutes.

2nd Reading: : Read one more time to address anything that came up from the 1st or 2nd discussions.

5-7 minutes

3rd Discussion: Start with telling students that they will need to answer with text evidence (this is new!). Explain what text evidence is (proving it from the text).

These are the questions/levels from the **SJSD Text Complexity PD Powerpoint**:

1. **General Understandings** (overall view, sequence of information, story arc, main claim and evidence, gist of passage). **Retell the story in order using the words beginning, middle, and end.**

2. **Key Details** (search for nuances in meaning, determine importance of ideas, find supporting details that support main ideas, answers who, what, when, where, why, how much, or how many). How long did it take to go from a hatched egg to a butterfly?

What is one food that gave him a stomachache? What is one food that did not give him a stomachache?

3. **Vocabulary and Text Structure** (bridges literal and inferential meanings, denotation, connotation, shades of meaning, figurative language, how organization contributes to meaning). How does the author help us to understand what cocoon means?

4. **Author's Purpose** (Genre—Entertain/Explain/Inform/Persuade, Point of View—1st person, 3rd person, limited, omniscient, unreliable narrator, Critical Literacy: Who's story is not represented?) Who tells the story—the narrator or the caterpillar?

5. **Inferences** (probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole). The title of the book is *The Very Hungry Caterpillar*. How do we know he is hungry?

6. **Opinions, Arguments, and Intertextual Connections** (author's opinion, claims, evidence, counterclaims, ethos, pathos, logos, rhetoric, link to other texts throughout the grades). Is this a happy story or a sad one? How do you know?

(after reading Gail Gibbons Monarch Butterfly) How are these two books similar? How are they different?

15 minutes

Journal Writing: Ask a question here. Provide a sentence frame for students to copy. On Monday the caterpillar ate _____. The idea is to reinforce students going back to the text for their answer.

15 minutes