



Oxford Level 6

Grub Up

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.
Teaching notes written by Liz Miles.

Text type: fiction

Topic: minibeasts and why they are useful

Synopsis

When Dad gives the children macaroni cheese for dinner, they refuse to eat it. So when the magic key takes the children to the Australian outback, they are still hungry. They meet a boy called Dalman who offers them bush tucker – honey ants and witchetty grubs. But, despite being hungry, the children refuse to try the bush tucker. When they get back home, they apologise to Dad and eat the macaroni cheese!

There is a topic-linked non-fiction book to partner this title, which is called *Minibeasts Matter!*

Group/Guided reading

Introducing the story

- ➔ Look together at the front cover and read the title together. Ask: *What do you think 'grub' means?* Encourage the children to share suggestions. If necessary explain that it can mean 'food' and that 'grub up' means a meal is ready. Explain that a 'grub' is also a type of minibeast.
- ➔ (*Predicting*) Look together at the cover picture and ask: *How do you think Kipper feels about the food he is about to eat? Does he like it?*
- ➔ Read the back cover blurb together and ask the children if they have ever heard of 'the bush'. If necessary explain that the 'the bush' can mean wild countryside in Australia.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *u-n-f-air, p-i-ck-i-ng*.
- ➔ This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:
their asked water any
- ➔ There are a number of story words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these

words for the children if necessary, to help build familiarity before they read the story.

macaroni Australia sac witchetty grubs does

Reading the story

- ➔ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- ➔ *(Summarizing)* After reading p5, ask: *Why do the children look so fed up?* Encourage the children to summarize what has happened in the story so far.
- ➔ *(Predicting)* After reading p9, say: *I wonder why the boy is picking ants out of a hole.* Encourage the children to make predictions.
- ➔ After reading p13, ask: *Would you try the bush tucker? Why? Why not?*
- ➔ *(Questioning)* After reading page 17, ask the children to think of some questions to ask Dalman about bush tucker.
- ➔ Read to the end of the story then discuss the ending. Ask: *Why have the children changed their minds and decided to eat the macaroni cheese?*

Returning to the story

- ➔ *(Questioning)* Ask the children to think of some questions they would like to ask Biff, Chip and Kipper about the Australian outback.
- ➔ Ask: *What would you do if you were lost in the outback in Australia?*
- ➔ *(Predicting)* Re-read p16 and say: *I wonder how the children feel when Dalman offers them a witchetty grub to eat.* Encourage the children to make predictions.
- ➔ *(Clarifying)* Re-read p21 and ask: *Why does Chip say the macaroni cheese must be 'Dad's tucker'?*
- ➔ Look together at the story map on p22. Encourage the children to take turns to suggest what the characters are thinking and/or saying in each picture. Ask the children to use the story map to retell the story in their own words.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *b-u-sh-e-s, h-o-n-ey.*
- ➔ This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organise the children into small groups. Give one child the role of Dalman and ask the other children to take on the roles of Biff, Chip and Kipper.
- ➔ Ask the children to role-play the point in the story when the children realise that Dalman is collecting the ants so he can suck the honey from their sacs.
- ➔ Encourage the children to use facial expressions and body language, as well as speech, to show how the children feel about bush tucker.

Writing activities

- ➔ Ask: *What other creatures do you think Dalman might eat in the outback?* If necessary provide the children with books or print-outs to help them answer this question.
- ➔ Ask the children to work in pairs to create a bush tucker menu to show what foods Dalman might eat in the bush.
- ➔ Encourage the children to talk about what they will write, make phonetically plausible attempts to spell any new words, and to re-read their menus to check they make sense.

Cross-curricular activity

Geography

- ➔ Ask the children to use books and child-friendly sites on the Internet to find out more about the bush in Australia. Prompt them with questions such as: *What is the weather like? What types of animals live there?*

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read phonically decodable two and three syllable words, e.g. photograph, collector. (READ) (ORCS Standard 2, 20)
- Can locate specific information on a given page in response to a question. (R) (ORCS Standard 2, 21)
- Can relate stories/texts to their own experiences, including story settings and incidents. (D) (ORCS Standard 2, 22)
- Can comment on obvious characteristics and actions of characters in stories. (D) (ORCS Standard 2, 23)

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children take on the role of one of the characters from the story and use facial expressions and body language, as well as speech, to show how they feel at a key point in the story.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1 ReadWord.5)	Check the children can read words with different endings, e.g. pushed, pulled, picking, learning, plates, bushes, dinner.
Reading: Comprehension	discussing word meanings, linking new meanings to those already known (Y1 ReadComp.1vi)	Check the children can explain the two different meanings of the word 'grub'.
	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Check the children are able to make predictions about why the boy might be picking ants out of the hole.
Writing: Composition	re-reading what they have written to check that it makes sense (Y1 WritComp.1iv)	Check the children re-read their menus to check they make sense.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. (ENG 1-03a)	Check the children take on the role of one of the characters from the story and use facial expressions and body language, as well as speech, to show how they feel at a key point in the story.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1-13a)	Check the children can explain the two different meanings of the word 'grub'.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children are able to make predictions about why the boy might be picking ants out of the hole.
Writing	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children re-read their menus to check they make sense.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	adopt a role using appropriate language (Y1_OracSpea.7)	Check the children take on the role of one of the characters from the story and use facial expressions and body language, as well as speech, to show how they feel at a key point in the story.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	use personal experience to support understanding of texts (Y1_ReadComp.4)	Check the children can explain the two different meanings of the word 'grub'.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Check the children are able to make predictions about why the boy might be picking ants out of the hole.
Writing	write words, phrases and simple sentences and read back own attempts (Y1_WritMean.5)	Check the children re-read their menus to check they make sense.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum:
Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) use body language to show engagement (L2_com_talk.6)	Check the children take on the role of one of the characters from the story and use facial expressions and body language, as well as speech, to show how they feel at a key point in the story.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	express opinions and make predictions (L2_com_read.5ii)	Check the children are able to make predictions about why the boy might be picking ants out of the hole.
Writing	talk about what they are going to write (L1_com_writ.1)	Check the children talk about what they are going to write and how they will present their writing before they begin their menus.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check the children take on the role of one of the characters from the story and use facial expressions and body language, as well as speech, to show how they feel at a key point in the story.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Recognise common word endings, e.g. -s, -ed and -ing. (1Ws4)	Check the children can read words with different endings, e.g. pushed, pulled, picking, learning, plates, bushes, dinner.
	Anticipate what happens next in a story. (1Ri1)	Check the children are able to make predictions about why the boy might be picking ants out of the hole.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to spell new words when writing their menus.