

Crunch!

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the book

- W** Can children read the title? Help them to blend the adjacent consonants to read the title: *C-r-u-n -ch!*
- C** (*Clarifying*) Talk about the exclamation mark. What does it tell the reader about how to say the word?
- W** Turn to page 1. Which pairs of adjacent consonants can the children identify? Remind them that *ch*, *sh* and *ng* are not adjacent consonants. Can they explain why?
- C** (*Predicting*) Encourage children to use prediction: *What might go crunch!?*
 - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

Strategy check

Remind the children to sound the words out carefully, remembering that sometimes two letters can represent one sound. If they can't sound out a word, do they already know it from memory?

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask children to tell you how the children got to know Greg.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- distinguish adjacent consonants (e.g. *lf*, *-pt*) from consonant digraphs (*sh*, *ch*, *th*, *ng*).
- use comprehension skills to work out what is happening.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- W** How many words with two sets of adjacent consonants can the children find (e.g. *cr-a-sh*)?

Assessment Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Read and spell phonically decodable two syllable and three syllable words.

- W** Show children a two syllable word from the book (e.g. *shopping*, *present*, *traffic*, *electric*, *glinting*, *windscreen*).

- Talk about the word. Do the children recognize it or do they need to sound it out? Are there any tricky bits? Which strategies can they use to work out the tricky bits?
- Once you have looked at a word for reading, ask children to spell it. Again, discuss strategies of segmenting the words into syllables and phonemes in order to spell them correctly.
- Talk about the tricky bits and strategies for working them out.

Assessment Can children use a range of strategies to read and spell the words?

Objective Apply phonic knowledge and skills as the prime approach to reading.

- W** Write one syllable words with two sets of adjacent consonants (e.g. *crunch, crept, glint, drink*) on strips of paper.
- Cut the words up so that you have a mixture of adjacent consonants and vowels.
 - Can the children identify which sets of adjacent consonants must be word final (e.g. *nch, pt, nt, nk*) and which can only be word initial (*dr, cr, gl*). Can they think of any adjacent consonants which can be either? (*sp, st* and *sk*).
 - Put the word pieces in three piles: beginning, middle, end. Randomly pick one piece from each pile to make a nonsense word. Ask children to silently sound out and then read the nonsense word.

Assessment Can children accurately sound out and read the word each time?

Objective Recognize automatically an increasing number of familiar high frequency words.

- W** Make pairs of high frequency words that have something in common. E.g. *some, come; so, no; do, to; were, there; when, what; like, have*.
- Ask children to tell you what is the same and what is different each time. E.g. *some* and *come* rhyme and look the same except for the *s* and the *c*. The tricky bits in both words are the *o* that sounds like /u/ and the *e* which doesn't make any sound.
 - *Were* and *there* look like they should rhyme, but they don't. In both words the *ere* is the tricky bit because it doesn't sound as it looks.
 - Continue to identify similarities, differences and tricky bits in pairs of words. Looking carefully at the words and explaining them like this will help children to know and recognize the words.

Assessment Can the children identify similarities, differences and tricky bits in each pair of words?

Objective Identify the main events in the story.

- C** (*Summarizing*) Re-read the book together.
- Give each child a piece of paper and ask them to draw the most important or interesting event in the book.
 - Clarify that the answer will be different for different children, so each child will have to think for themselves.
 - When they have finished, encourage the children to talk to the rest of the group about why they chose this particular event.

Assessment Can the children select an appropriate event and justify it?

Speaking, listening and drama activities

Objective Re-tell stories, ordering events using story language.

- C** (*Questioning*) Re-read the book to establish the events in the children's minds.
- Put a policeman's hat on one child – or an armband saying 'POLICE'.

- Ask the child to imagine that they are a police officer who has heard, but not seen, the crash. The police officer should interview the characters to find out what happened and what might happen next.

Assessment Can the children ask and answer questions in role?

Writing activities

Objective Use capital letters and full stops when punctuating simple sentences.

- **C** (*Imagining*) Prepare a writing frame on the computer for children to write into.
- The writing frame should be presented like a police report with space to write the character's name, together with what they saw, heard and did.
- Let children select any character and complete their police report, adding any details which seem relevant.

Assessment Can the children punctuate their writing correctly?

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Crunch! (Oxford Level 4) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words in simple texts. (RCS Grade 1,14)
- Can notice interesting words. (RCS Grade 1,16)
- Can use knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Grade 1,19)
- Can read YR and some Y1/2 high frequency words. (RCS Grade 1,18)
- Can retell known stories, including significant events/main ideas in sequence. (RCS Grade 1,20)

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:

Predicting, Clarifying, Questioning, Summarizing, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 4/5	Adjacent consonants: tr, gr, pr, cr, dr, str, scr, cl, gl, pl, st, nt, fr, -pt, -st, -nt, -sk, -nk, -nd, -mp, -lk Phonemes revisited: ee, ar, ow, ear, sh, ck, oa, ch, th, ll	High frequency words: children, were, what, there, just, come, have, like, said, out, do, went
Spoken language	Pupils should be taught to ask relevant questions to extend their understanding and knowledge (SpokLang.2) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
Reading: Word reading	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (ReadWord.3) Pupils should be taught to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (ReadWord.4) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6)		
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories ... retelling them and considering their particular characteristics (ReadComp.1iii) Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say (ReadComp.3)		
Writing: Composition	Pupils should be taught to write sentences by sequencing sentences (WriteComp.1iii)		

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

Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a) I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions (LIT 1-07a)
Reading	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a / LIT 2-11a) I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) 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) 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)

Writing	<p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a)</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a)</p>
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WALES Literacy and Numeracy Framework: Year 1

Oracy	<p>Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)</p> <p>Learners are able to show understanding of what they have heard by asking questions to find out more information (Y1_OracList.4)</p> <p>Learners are able to adopt a role using appropriate language (Y1_OracSpea.5)</p>
Reading	<p>Learners are able to apply the following reading strategies with increasing independence</p> <ul style="list-style-type: none"> – phonic strategies to decode words (Y1_ReadStrat.2i) – recognition of high-frequency words (Y1_ReadStrat.2ii) <p>Learners are able to express a view about the information in a text (Y1_ReadResp.1)</p> <p>Learners are able to explore language, information and events in texts (Y1_ReadResp.2)</p>
Writing	<p>Learners are able to sequence content correctly, e.g. instructions, recipes (Y1_WritStru.1)</p> <p>Learners are able to understand different types of writing, e.g. records of events, descriptions, narrative (Y1_WritStru.3)</p>

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

Talking and listening	<p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</p> <p>Pupils can ask and answer questions to develop understanding (L2_com_talk.2ii)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p>
Reading	<p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</p>
Writing	<p>Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p> <p>Pupils can show a sense of structure and organisation (L2_com_writ.2ii)</p> <p>Pupils can write using a given form (L2_com_writ.3)</p>