

## Creepy-crawly!

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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: <i>Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>Biff, Chip, Dad, get, had, in, it, Mum, put</p>
	<p><b>Tricky words</b></p> <p>a, bath, called, couldn't, creepy-crawly, easy, everyone, Kipper, out, said, she, the, ugh, Wilf, Wilma</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- Read the title and show the cover. Point out the words on the side of the box.
- C** (**Prediction**) Ask the children: *What do you think is going to happen?*
- Look briefly at the illustrations to confirm the children's predictions.
- W** Point out the word 'Ugh' and discuss how the characters might say this when they see a creepy-crawly in the bath. If necessary, pronounce it for the children.

#### Strategy check

Remind the children to look at the first letters of the words and sound them out to help them read. Point out that the hyphenated title words have the same 'cr' sound at the beginning.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** As you listen to individual children, ask them to use letter sounds and the pictures to help them read any difficult words, e.g. 'couldn't'.

**Assessment** Check that the children:

- point to the words as they read, making one-to-one correspondence
- use the context to work out new and unusual words, e.g. 'Ugh'.

#### Returning to the text

- C** (**Questioning**) On pages 2 and 3, ask the children why they think Wilma and Wilf are pointing to the bath?
- C** (**Clarifying**) Ask the children: *Why does everyone say, 'Ugh! I couldn't'?*
- C** (**Summarising**) Look at page 8. Ask: *Can you say which of the people in the picture didn't want to pick up the creepy-crawly?*

### Group and independent reading activities

**Objective** Speak clearly and audibly with confidence and control and show awareness of the listener. Interact with others, negotiating plans and activities and taking turns in conversation. Retell narratives in the correct sequence, drawing on the language patterns of stories.

- C (Summarising)** In pairs, one child tells the story without referring to the book, then both children look through the text to compare the 'told' story with the written version.

**Assessment** Can the children tell the story in their own words, or do they repeat parts of the story from memory?

**Objective** Know that print carries meaning and, in English, is read from left to right.

**You will need** large word cards of the following words: She, put, it, in, the, bath.

- W** Give six children a word card each. Ask them to stand in a line quickly, without looking at the person's cards next to them. Read out the 'sentence'. Ask them whether it makes sense.

- Now ask the children to move into position so that the words can be read as a sensible sentence.

**Assessment** Do the children reread the words before deciding where they fit in the sentence?

**Objective** Recognise letter shapes and say a sound for each. Read texts compatible with their phonic knowledge and skills.

**You will need** sets of the following word cards: Wilma, Dad, Wilf, Mum, Chip, Biff, Kipper, Floppy.

- W** Give out three sets of words cards to each group of three children. The children deal out five cards each and place the rest in the centre.

- Children collect as many pairs of cards as possible by asking 'Have you got...?' (saying the name of the character).
- The child gives away the card, if he/she has it. If not, the first child picks up a card from the pile. The winner is the child with the most pairs.

**Assessment** Do the children get quicker at reading the names as the game goes on?

## Speaking, listening and drama activities

**Objective** Speak clearly and audibly with confidence and control and show awareness of the listener. Use language to imagine and recreate roles and experiences.

**You will need** toy spiders.

- Discuss how the characters in the story react to the creepy-crawly in the bath.

- C (Summarising)** Ask the children, in small groups, to take the roles of the characters and to act out the story, using the toy spiders as props. Encourage them to use actions and facial expressions to give meaning to the words from the story.

**Assessment** Check that the children read the book to find out how their character reacts and use the information to interpret their role.

## Writing activities

**Objective** Write labels and captions and begin to form simple sentences. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

**You may need** reference books on mini-beasts.

- Discuss real creepy-crawlies that the children have seen. Draw up a list of mini-beasts with the children. You could refer to reference books to find more.
- Ask the children to draw a mini-beast and write a label for it. Some children might like to write a caption about their mini-beast.

**Assessment** Check that the children have a correct approximation of spelling for their captions.

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