

Bug Hunt

Q = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- Q** (*Questioning, Prediction*) Read the title and look at the picture. Ask: *What is in the picture? What do you think will happen in the story?*
- W** Remind them to sound out and blend new words, such as *h-a-pp-e-n-s* and *j-ar*. Ask the children what they think might happen to the bug in the jar.
- W** Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
*the to I put she was you they are went said
have out what*

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- Q** (*Questioning*) Pause at the end of page 81-①, and ask: *What is Biff looking at? What do you think Kipper has found?*
- W** On page 81-②, help the children to sound out and blend the

word *soil*, *s-o-i-l*. Talk about the grapheme "oi" and ask the children if they can think of any other words that contain the grapheme "oi" (e.g. oil, coin, boil, coil, foil).

- W On page 83-⑧, ask the children to sound out and blend the word *peckish*, *p-e-ck-i-sh*. Talk about what the word means and ask them to think about other words that can be used to mean 'hungry'.
- C (*Prediction*) Pause after reading page 84-⑩. Encourage the children to look carefully at the picture, then ask: *What do you think will happen next?*

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- C (*Questioning*) Return to the beginning of the story. Ask the children if they have been on a bug hunt. What do they like or not like about bugs?
- C (*Clarifying, Questioning*) Re-read page 82-④. Ask: *Why does the lid have holes? Why does the bug need air?*
- C (*Imagining*) Look at page 84-⑩ and ask: *What might Floppy be thinking?*
- C (*Imagining, Questioning*) Look at the picture on page 85-⑫. Ask: *How does Mum feel? How would you feel if you had nearly had a bug on toast? How do you think the bug feels?*

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.

- W As they read, encourage the children to sound out and blend new words, for example *ch-e-ck*, *p-e-ck-i-sh*, *m-or-n-i-ng*, *b-u-tt-er*.
- W Support children with reading challenge words:

hunt holes insect shouted kitchen toast think let's

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently with emotion and confidence?

Speaking, listening and drama activities

Objective Explore characters through improvisation and role-play.

- Ask for volunteers to role-play the characters of Mum, Biff, Chip and Kipper. Tell the volunteers that they are going to answer questions about the story from their point of view. Tell the rest of the children in your class that they are going to ask questions about the events of the story to each of the characters in it. Use the hot-seating technique to hold a discussion with each of the characters from the story.
- Encourage children to ask 'Mum' questions, e.g. *Why did you open the jar? What did you think was in the jar?*
- Next, encourage the children to ask 'Biff' questions, e.g. *Why did you leave the jar on the table? What happened to the bug?*
- Then ask 'Chip' questions, e.g. *Did you really think Mum wanted a bug on toast for breakfast?*
- Finally ask 'Kipper' questions: *What did you think when you found the bug?*

Writing activities

Objective To write labels and captions for pictures and drawings in

playing situations.

- Ask the children to imagine that they have gone on a bug hunt, found a bug and put it in a jar.
- Provide the children with paper and a variety of pens, crayons and coloured pencils. Ask them to draw their bug in a jar. You may want to tell the children to use picture books for reference and discuss what types of bugs they might find in your setting or in their gardens. Alternatively, the children could draw imaginary bugs and make their creatures as weird and wonderful as they can.
- Encourage the children to add labels to their picture to show the features of their bug, for example, if it has wings, how many legs it has, what colour it is. Help the children to write a simple caption underneath, e.g. A bug in a jar.

Cross-curricular suggestion

Science – Provide the children with picture books to research the life cycle of a bug, such as a butterfly.