

The Enormous Crab

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** (*Questioning, Imagining*) Look at the title picture. Ask the children: *What is in the picture? What do you think will happen in the story?*
- C** (*Questioning, Clarifying*) Ask: *What does enormous mean? Look through the rest of the book and identify the biggest crab. Would you like to hold this crab? Do you think it might nip you?*
- W** Sound out the word *crab*, *c-r-a-b* in the title. Talk about the grapheme "a" and ask the children to look through the book to find other words that contain this grapheme (*a, Dad, an*).
- W** Pay attention to the tricky words (the, no, will, then, me, they, out) used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.

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.

- W On page 67-②, ask the children to sound out and blend *bucket*, *b-u-ck-e-t*. Talk about the grapheme *-ck*, where two letters are code for a sound. You may want to talk about the /k/ sound and the different graphemes that are code for this sound, *c* as in *cat*, *k* as in *key* and *-ck* as in *duck*.
- C (Clarifying) Pause on page 68-④ and talk about the crab that Biff has just caught. Ask: *Why is it different from the crabs the family have caught before? What do you think Biff will do with it?*
- W On page 68-④, point to the word *enormous* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together.
- C Talk about what the word means and ask the children to think of other words that can be used to mean 'big'.
- C (Prediction) Pause at the end of page 68-⑦ and discuss what might happen next. Ask: *Do you think the enormous crab will nip Dad?*

Observing Did the children use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words?

Returning to the story

- C (Summarising) Ask the children to re-tell the story in their own words.
- C (Clarifying) Look again at page 68-④ and encourage the children to look at Biff's expression. Talk about how Biff might be feeling. Is she excited, pleased, worried, scared, proud?
- C (Questioning) Ask: *How did the crabs that the family had caught get out?* Look again at page 68-⑦ and ask: *Why are Biff, Chip and Kipper keeping their feet off the ground?*
- C (Imagining) Look again at page 69-⑧. Ask: *What do you think Floppy is thinking? How do you think he feels about the enormous crab?*

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 *d-i-d*, *g-o-t*, *n-o-t*, *n-i-p*.

W Support children with reading challenge words:

Chip crab enormous held

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

- Remind the children that the text in speech bubbles 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 from left to right? Did they read with emotion and confidence?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- Create a selection of different-sized cardboard crabs in a bucket. Attach a string to each one.
- The children play in role as Chip, Biff, Kipper and Dad and take turns to pull out a crab. The group discusses each crab as it is 'caught', for example, Will it nip? It is enormous!
- Encourage the children to play in role and use language from the book. Afterwards, ask: *Who got the enormous crab?* Ensure their answer uses the character's name, not the child's.

Writing activities

Objective Write captions for pictures and drawings in playing situations;

use phonic knowledge to write simple regular words.

- Provide the children with paper and a variety of pencils, crayons and coloured pencils.
- Look at and discuss what the story is about.
- Talk about and write some alternative blurbs on the board with you acting as scribe for the children's suggestions. Encourage the children to use their phonics skills and knowledge of letter sounds to tell you how to spell the words.
- Ask the children to design their own cover for the book.

Cross-curricular suggestion

Science – Find out about crabs. Help the children to investigate where they live, what they eat and how they move. Talk about crab shells and claws.