

## Teaching notes

# Buzzing and Flying

**Things to collect and words to display**  
buzzing creeping flapping flying singing  
slinking smelling sniffing splashing sting  
trotting wing

**sight words:** and is like the their to

### Rhymes and jingles, songs and books

Pamela Allen, *Alexander's Outing*, 1994, Picture Puffin

### Reading the big book

#### *Break it up*

Students listen as the big book page is read to them. *Tell me some words that end with the ing sound.* They say each of these words slowly, emphasising the *ing* sound at the end. *What three letters make the ing sound?*

#### *Looks like*

Students draw a picture of an imaginary 'ing family'. They make up funny names such as Mr Laugh ing, Ms Eat ing, Master Shout ing, Miss Jump ing. When they draw each character, they include *ing* as part of their clothing or actions.

#### *Syllable clap*

Each student takes a handful of counters. Read aloud a line of text. Students count the syllables and place a counter in front of them for each syllable they hear.

#### *Handle with care*

Students form relay teams. For each team, cut three small pieces of paper. On each piece write one of the letters *i*, *n*, *g*. Place these letters, in order, on a tough piece of card. Students hold the card and the *ing* letters and use this as their baton. The relay begins with students moving as fast as they can without letting the letters blow off the card. If the letters move, they must stop and replace them in the correct order. Talk about carrying the 'baton' carefully. Remind students that they must also carry books carefully. Discuss ways of protecting books such as using waterproof bags and keeping books away from food.

### Letting them loose with the little books

#### *Begin with a brainstorm*

Students work in small groups. They cut out the headings on **Work sheet 1** and paste each one on a large sheet of paper. Then they find words that belong in each group. They write the base word and the word containing *ing*. They use a different coloured marker to circle the base word within the longer word. They use the text from the book as well as other print in the classroom to find more words that contain *ing*. Students use the lists to try to find a pattern to help them when they are spelling.

#### *Wonderful words*

Students notice that when *ing* is added to some words, the final consonant is doubled. They read the base words on **Work sheet 2** and then add *ing* to each word. They check on the page listed for the correct spelling. Students circle the words where the final consonant has been doubled before adding *ing*. Then, they use this knowledge to help them add *ing* to the last words on the work sheet.

#### *Making noises*

Students have some fun and read the text as a rap. They take turns to read sections to their peers.

