

# Teaching notes

## Gus and the Pup • A Bug and a Nut

### Things to collect and words to display

bug dug hug jug mug rug tug bun run

fun sun tum yum gum hum but cut

nut cub rub tub grub bus Gus

up cup pup duck luck muck suck tuck

yuck bud mud thud

**sight words:** a and got has in is it's

met no of on sees sit that the this

### Rhymes and jingles, songs and books

Bob Graham, *Buffy: An Adventure Story*, Walker, 1996, London

Bob Graham, *Let's Get a Pup!*, Walker, 2001, London

Morag Loh, *Tucking Mummy In*, Ashton Scholastic, 1987

Jerry Pallotta, *The Icky Bug Alphabet Book*, Charlesbridge Publishing, 1986

Tim Winton, *The Bugalugs Bum Thief: Aussie Bites*, Penguin, 2003

*Humpty Dumpty Sat on a Wall*

### Gus and the Pup

#### Reading the big book

##### *Begin with a brainstorm*

Students listen to the text in the big book. They discuss the words that have short *u* in them. Then they sit facing a partner and take turns to say a word with a short *u*. They continue until they cannot think of any more. Prompt students to make word families.

#### Chop and change

Practise chopping and changing the sounds in students' names. Ask them to chop off the first sound in their name and change it to *h* or *p*. For example Sam would become Ham and then Pam. Have fun making up some silly sentences using the first sentence from the big book text. Change the *b* in bug and the *n* in nut to a given sound, say *s*. Students say the new sentence: A sug met a sut.

#### Letting them loose with the little books

##### *Break it up*

Ask students to listen to the last sound they hear in words. Use examples such as fun, mud, pup and duck. Make sure students are saying the final sound rather than the letter name. Then demonstrate how to say a word by separating the beginning of the word from the final sound. For example mu...d, du...ck. Show students **Work sheet 1**. Have them cut out each of the boxes. They take turns to pick up the two parts of a word. They say the parts of the word as

they hold the pieces in front of them. Then they move the pieces together as they say the word as a whole.

##### *Time for a rhyme*

Ask students to turn to pages 2 and 3. Remind them that rhyming words sound the same at the end. Say '*Find me a word that rhymes with fuss.*' Students put their finger on the word that rhymes. Choose a different student to ask a rhyming question for each double page spread of the book. On **Work sheet 2** students read the words, look at the pictures and they draw a line to join the ones that rhyme.

### A Bug and a Nut

#### Reading the big book

##### *Looks like*

Students look at the shape of the lower case *u*. They locate the curved edges and the straight edges. They make a letter *u* from play dough or plasticine. Discuss the similarities and differences between the shape of *u* and other letters. Students make the following letters out of play dough: *a, g, d, q, y*. They locate *u* within each of these letters. Help students to understand that the same shape forms the basis of many letters.

##### *Chop and change*

Show students **Work sheet 1**. Explain that they have some puzzles to solve. They need to turn one word into another word by changing one letter at a time. Show the example. Look at the first word. You need to change one letter to make a new word. In the example they changed *g* to *t* to make *but*. You then change one letter in *but* to make the final word. In the example they change *b* to *n* to make *nut*. Complete more examples with students and then let them complete the work sheet.

#### Letting them loose with the little books

##### *Wonderful words*

Have students turn to page 2. *I'm going to read a sentence but I'm going to miss out a word. See if you can work out the missing word. A bug and a nut sit on a \_\_\_\_\_. What word is missing? That's right, it's rug.* Show students **Work sheet 2**. *There are words missing from the sentences. You need to read the sentence, look at the picture and work out the missing word.*

##### *Blending*

Play a game of *Is it under?* Write each of the words from the text that has short *u* on a small piece of card. Place these face up in the middle of a group of students. One student leaves the room while a small picture of a bug is placed underneath one of the cards. When they return they ask, for example, 'Is it under r...u...g, rug?' For each guess they say the word by breaking it into its sounds. They continue guessing until they find the bug.