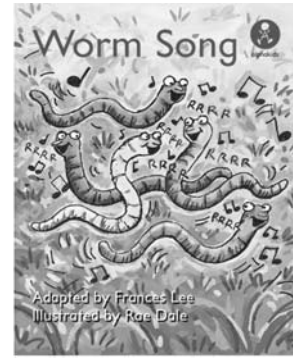


# Worm Song

*Adapted by Frances Lee*

*Illustrated by Rae Dale*



## Getting ready for reading

Ask children to imagine what it would be like to be a worm. Ask: *What dangers might you have to face?* Draw out ideas related to the problems the worms come across in the text.

## Talking through the book

You might say: *This book is about five worms that are out one day crawling along. They have a few problems.* Turn through the book, discussing what the children see on each page. You may like to point out the use of *RRRRough* and how this might be said.

## Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*What happens to the fourth little worm?*

*Why does the last worm survive?*

### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *little, went, as, they, this, a, can, be, because, so, to, just, then, and, came, by, saw, my, me, on, see, going, know, two, one, in*
- Word families: *song – gong, long, pong, strong, wrong*  
*bike – hike, like, strike, spike*  
*sang – clang, fang, gang, hang, rang, prang*

#### **Sounds and letters**

- Hearing words: Children predict the rhyming word for every second line, for example:

*Five little worms went crawling along*

*And as they went they sang this \_\_\_\_\_.*

- Hearing sounds: Children listen for words that begin with the /b/ sound – *because, big, bird, boy, bike.*

## TEXT FEATURES

- **This book is a rhythmic poem telling the story of the mishaps of five worms as they crawl along.**
- **Takes the form of verses with a chorus between each verse.**
- **Capitalisation for emphasis with words such as GASP!, SQUASH! GULP!**
- **Repeated letters RRRRough to indicate delivery when reading.**
- **Colour illustrations support the text.**
- **Up to eight lines of text per page.**

## Writing conventions

- Punctuation: capital letters, full stops, quotation marks, dash, exclamation marks
- Use of ellipses (...)
- Structure of rhyming couplets
- Use of capitalisation: in *RRRough* to emphasise pronunciation; of whole words to indicate sound and emphasise word – *GULP!*

## Being a text user

Discuss:

*What kind of text is this? fictional? factual?*

*Where do you start reading it?*

*What information is in the words?*

*What information is in the pictures?*

## Being a text critic

Discuss:

*Could this story really happen?*

## Literacy learning centres

### 🌀 *Interactive literacy centre*

Children work in cooperative groups to practise and perform the worm song as a choral reading or a rap. They will need to rehearse the reading several times. Sound effects can be added for extra impact.



### ✍️ *Writing centre*

Children write another verse telling about the next adventure of the worm that escapes being cooked in the apple pie. These can be collated into a class book.

### **ABC** *Alphabet centre*

Have children search familiar texts to find and list words that begin with the /r/ sound.

### Keeping track

Observing children's predictions about what is likely to happen in a text prior to reading it provides insight into their understanding about text use and the way books work.