

A Bug on a Rug

Teacher's Notes

High-frequency words: a, on, I, am, look, oh

Secondary words: bug, rug, red, blue, feet, dog

Before Reading

- Ask the children to tell you about bugs. Ask, *How do you keep rugs clean?* (e.g. shake them, vacuum them) **Making meaning:** making personal connections.
- Look at the front cover and read the title. Ask, *Where is the bug? (on a rug/mat) What do you think it might do if it saw a vacuum cleaner?* (e.g. try to escape) **Analysing the text:** visual literacy.
- Look at the back cover and read the blurb. Point out the question mark.
- Look at the title page and ask, *How do you know the bug likes the rug?* (the bug is looking happy) **Analysing the text:** visual literacy.

Reading the Text

- Ask the children to look through the pictures and talk about them.
- Ask the children to read the text aloud, pointing to each word as they read it.
- Remind them to use decoding strategies for unfamiliar words, matching the initial sound with the picture.
- Ask the children to think about the question from the blurb as they read the text: *What can the bug on the rug see?* **Making meaning:** recall, comprehension, critical literacy.

Responding to the Text

- Point out the exclamation marks on pp. 3–7. **Cracking the code:** punctuation.
- Revisit p. 2 and notice the words *bug* and *rug*. Encourage the children to give other rhyming words (e.g. mug, hug). **Cracking the code:** rhyming.
- Revisit pp. 6 and 8. Ask, *How does the illustrator show how the dog is feeling? (its eyes)* **Analysing the text:** visual literacy, recognising the illustrator's role.
- Revisit p. 8 and ask, *What do you think the dog will do next? (e.g. shake its head)* **Making meaning:** prediction, inference, critical literacy.
- Encourage the children to find pictures of bugs in books.
- Encourage the children to draw a squared rug and colour it in.
- Encourage the children to trace around their feet, colour, and cut out.