



Grow it Back

Book Band Blue A

RR Level 9

Text Type Report/Information

Length 16pp (130 words)

Letters and Sounds Phase 5

Y1, term 2

Phonics Bug Up to Unit 18

High-frequency words your, here, here

Summary

This book describes how we can re-grow our hair when it is cut off. But some creatures can re-grow tails, antlers and even arms and legs!

Text features

- contents page
- headings
- labels
- picture index

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11 LIT 1–14a (CfE) RS7 (W) R7 (NI)	Reading [Develop] understanding by [...] listening to and discussing [...] non-fiction	Y1 t2, Literal Comprehension Point to the author's name on a book cover [...], and explain what an author does.
Y1, RC, p.11 LIT 1–02a (CfE) OS6 (W) T&L 4.10 (NI)	Spoken Language [Discuss] what is read to them, taking turns and listening to what others say	Y1 t2, Personal Response and Evaluation of Text Select a favourite book and talk about why that book is their favourite, giving clear reasons.
Y1, WC, p.14 LIT 1–20a (CfE) WS9 (W) W6 (NI)	Writing [Write] sentences by [...] composing a sentence orally before writing it	Y1, Text Structure and Purpose In writing about events from their own imagination or from their reading, the child can write two related sentences.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

WC = Writing – composition, National Curriculum in England (2013)

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



PCM

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Session 1: Reading

Before Reading

Phonics for Reading

Write the words *animal, lizard, starfish, insect, crab, bird, deer and shark*. Talk to the children about how they can work out what each word says. Clap the syllables in *animal*. Can the children tell which word you have clapped? Agree where the syllable boundaries are. Do the same for one of the other words. Talk about how useful syllables are when you are working out what a word is.

Walkthrough



Talk about the front and back covers. Encourage predictions:

- Look at the image of the starfish on the title page. Can the children tell you why one of the arms is much shorter than the others? Which page could you look at to find out why?
- Let the children browse through the rest of the pages. What do they think they might learn from reading the book?

During Reading

While the children read, ask them to think about the main question.

Main question: **What interesting information can we find out in the book? (Y1 t2, Literal Comprehension)?**

Additional prompts to help you sample the children's reading:

Pages 4–5: How did this lizard lose its tail? (A bird pecked it off.)

Pages 8–9: What happened to this stick insect's leg? (A bird pecked it off.)

Pages 12–13: What are the deer doing? (They are fighting.)

Pages 14–15: How is a child like a shark? (They both grow new teeth.)

After Reading

Discuss the main question with the group. What did the children learn from the book? What did they find most interesting?

Which kind of creatures attacked most of the others in the book? (birds) How else do creatures lose parts of their body? (fighting, cutting, or just falling out)

Can the children find the page where their information was, without leafing through the book? Remind them of both the Index and the Contents page. Do they remember how to use both?

Quick Finishers

Some animals grow their 'hair' back when it is cut, too. Can you think of any? (sheep, some dogs, horses)

What else do we cut on our bodies that grow back? (finger-nails and toe-nails)



Session 2: Spoken Language & Writing

Phonics for Writing

Ask the children to write the words *insect*, *lizard*, *antler*, *starfish*.

Can they check each other's list for accuracy of spelling?

Talk about strategies for spelling the words correctly. Did the children mention breaking the words down into syllables?

Spoken Language

Ask each child to find the fact in the book that they like best.

In turn, ask them to read out their favourite piece of information, and then ask each child to share their ideas with the rest of the group. Can other children think of questions to ask about what they heard? **(Y1 t2, Personal Response and Evaluation of Text)**

Writing

Show the children the PCM and read the unfinished sentences together. The children can refer to the book while they write their answers. Remind them how to do it efficiently using the Contents page or Index. **(Y1, Text Structure and Purpose)**

Making Links

Can the children design models or images of some of the animals in the book which can 'grow it back'? For example, a crab with a claw that can be taken off and put back again? Ask them to plan their design first.