

SOME SMUG SLUG SUGGESTED LESSON PLANS

DISCUSS WHAT THE WORD 'SMUG' MEANS

ASK THE STUDENTS TO THINK OF ANY WAY THEY THEMSELVES COULD GET INTO TROUBLE BY BEING SMUG AND NOT LISTENING TO WHAT THEY ARE TOLD?

THERE IS A HIDDEN 'S' SHAPE ON EACH PAGE OF THE BOOK.

EACH PAGE HAS AN ANIMAL BEGINNING WITH AN 'S'

USE AS AN INTRODUCTION TO 'S' VERBS

FOR INSTANCE IN THE STORY:

THE SPARROW 'SCREAMED'

THE SPIDER 'SHRIEKED'

THE SWALLOWTAIL 'SIGHED'

THIS IS A GREAT WAY TO INTRODUCE THESAURUS USE. SHOW HOW TO USE THE THESAURUS TO FIND OTHER 'S' VERBS THAT DESCRIBE THE SOUND THESE ANIMALS MIGHT MAKE.

TAKE A DIFFERENT ANIMAL (SAY A CONCEITED CATERPILLAR) BEGINNING WITH A DIFFERENT LETTER AND SEE IF THE CHILDREN CAN USE VERBS BEGINNING WITH THAT LETTER TO DESCRIBE WHAT IS HAPPENING.

FOR INSTANCE: THE CRICKET 'CHIRRUPED'
 THE CARDINAL 'CHEEPED';
 THE CAT 'COMMENTED'

AT THE END OF THE STORY, THE TOAD EATS THE SLUG. SOME PEOPLE WON'T LIKE THIS. GET THEM TO JOIN TOGETHER IN SMALL GROUPS AND WRITE AN ALTERNATIVE ENDING USING THE SHEET OF 'S' WORDS ATTACHED.

USE THIS BOOK AS PART OF A FOOD CHAIN LESSON.

THERE ARE MANY DIFFERENT TYPES OF SLUGS. RESEARCH THEM.

FIND OUT IF THERE ARE OTHER ANIMALS THAT ARE THE ENEMIES OF SLUGS.

FIND OUT IF THERE ARE ANY ANIMALS THAT ARE THE ENEMIES OF TOADS AND FROGS.

THERE ARE MANY DIFFERENT TYPES OF FROGS AND TOADS. RESEARCH THEM. HABITAT; FOOD; REPRODUCTION (EGGS, TADPOLES).

THERE ARE SOME QUITE SOPHISTICATED WORDS IN THIS BOOK. HAVE THE CHILDREN MAKE A DICTIONARY OF THESE WORDS AND ILLUSTRATE IT.

GET STUDENTS TO WRITE A 'BORING REWRITE' WITH EVERYONE PARTICIPATING.

TEACHER WRITES IT ON PAPER PAD OR BOARD.

FOR EXAMPLE: ONE DAY A SLUG WAS WALKING ABOUT. IT THOUGHT THERE WAS A HILL AND IT STARTED TO CLIMB UP.

ASK STUDENTS TO COMPARE AND SAY WHETHER THEIR REWRITE IS BETTER THAN THE ORIGINAL. WHY?

DIVIDE INTO GROUPS. GIVE EACH GROUP A CARD WITH ANOTHER ANIMAL'S NAME. GET THEM TO WRITE AN ALLITERATION SENTENCE USING THAT ANIMAL.