

4 A Cheese and Tomato Spider

by Nick Sharratt

Scholastic Children's Books
ISBN 0-590-19159-4

Category: Steady
Age group: seven to nine years
(also suitable for use with younger children after a year of English)

This REALBOOK is part of a collection of fun books by Nick Sharratt. Others include:
Buzz, Buzz, Bumble Jelly ISBN 0-439-99865-4
Ketchup on your Cornflakes? ISBN 0-590-54151-X
Spells and Smells ISBN 0-439-99931-6.

They are brightly coloured and interactive books. Each page is cut in half and can be mixed and matched with all the other pages. Each of Nick Sharratt's books tends to use a wide variety of language, but in the one I have chosen, he has focused on sounds and exclamations and associated them with the items in question. It's great for acting out as well as inventing new combinations and making your own book.

LANGUAGE

Nouns: spider, ice cream, pizza, volcano, granny, fish, car, house, policeman, lemon, cake

Exclamations: Eek!! Yummy! Delicious! Cor!! Goodness! Wow! Cool! Spooky! 'Ello 'ello 'ello! Ooh! Hooray!

Can you work out which sounds go with which object? Here's a guide:

Eek!! A wriggly spider

Yummy! A strawberry flavoured ice cream

Delicious! A cheese and tomato pizza

Cor!! An exploding volcano

Goodness! A grey-haired granny

Wow! A deep-sea fish

Cool! A two-seater car

Spooky! A haunted house

'Ello 'ello 'ello! A policeman

Ooh! A sour lemon

Hooray! A birthday cake

PRE REALBOOK ACTIVITIES

Make flashcards using the images on page 34. (See page 7 for how to make flashcards.) Use the flashcards to revise or introduce the objects in the REALBOOK. You don't have to use all the images; try six or seven, extending what the children already know and mixing new words with old ones. (See flashcard activities on pages 8–9 for further ideas.)

Show the children the spider flashcard and ask them what they would say if they saw a spider. Would any of them say, 'Eek!!'? Probably. Tell them that when you show them the spider flashcard, they have to say, 'Eek!!' Show the ghost and say, *Spooky!* Use a mysterious kind of voice, extending the 'ooooo' sound. Can the children say it like you do? Show them the cheese and tomato pizza, the grey-haired granny and the sour lemon. You can elicit the word 'sour' by making a face as though you are eating lemons as you play with the word 'Ooh!' Get the children to say the exclamations like you do. Show them the policeman and tell them that, in Britain, we say that policemen say, 'Hello, hello, hello!' which, when said quickly, sounds like "'Ello 'ello 'ello!' Can the children say this too? Now you say the items and see if the children can remember the exclamations:

Teacher: 'A deep-sea fish'

Children: 'Wow!'

Teacher: 'A grey-haired granny'

Children: 'Goodness!'

Try some sound and movement games too. e.g. 'Yummy!' (rub your tummy); 'Goodness!' (put your hair in place like a granny might); 'Spooky!' (put your hands in the air and look surprised); "'Ello 'ello 'ello!' (put your hands behind your back and bend your knees like a stereotypical policeman might). These are just some ideas; I'm sure you can think of some of your own. When possible, try to use your voice expressively, and make lots

of funny faces.

As the children begin to associate the exclamations with the objects, they will help you to say the whole sentence.

Teacher: 'Spooky!'

Children: 'A haunted house.'

Teacher: 'Eek!!'

Children: 'A wriggly spider.'

You can ask them individually to choose their favourite exclamation, challenging their friends to complete the sentence.

TELLING THE REALBOOK STORY

Show the children the volcano flashcard. What do they think they could say as an exclamation? Then do the same with the two-seater car.

Now show them the book. Look carefully at the cover, read out the title and make a funny face when you read, '*A Cheese and Tomato Spider.*' *Oh, dear!* Tell the children you are going to read them a book using some of the words they have been playing with.

Show them the first page and read the caption, allowing the children to help you say it if they have been using it. Now turn over the top section of the page and read, '*Yummy! A strawberry flavoured spider.*' Ask the children, *Is that right?* They should chorus, 'No!', and complete the sentence properly. Turn the bottom section over showing the ice-cream cone and read the caption properly.

Go through the book, showing the pages, turning top bits, then bottom bits, and mixing up the pictures. The children will think they are very funny and laugh loudly. I have found that this book causes much hilarity. Be prepared for this, and use it to your advantage, but also be prepared to control their excitement. You can mix and match the pictures in many different ways, but you may discover that children prefer certain images mixed.

When you get to the end: '*Hooray! A birthday ... lemon?*', ask the children what they think it could be. Then say, *Of course. It's a birthday cake.* Turn over the bottom half, read the caption and sing *Happy birthday ... to the spider. Hooray!*

POST REALBOOK ACTIVITIES

1 Mini-flashcard games

a) Photocopy the set of mini-flashcard images on page 34. Give the sheet to your children. Ask them to colour the cards carefully. Play some games with the mini-flashcards. (See pages 9–10 for how to make them and for games suggestions.)

b) Photocopy the set of mini-flashcard words on page 33 and the set of mini-flashcard images on page 34. In pairs, one child has a set of mini-flashcard pictures, and the other has a set of mini-flashcard words. They try to match the cards together.

c) For this version of the activity you need to do a double-sided photocopy of the pages just as they are: images and text back to back on both sides of the page. If you cannot make double-sided copies, it is best to photocopy each page once and stick the pages in position back to back. Cut along the wavy dotted lines which appear on the word cards, so that each mini-flashcard is cut in half. That will mean that the sentence will be cut in half and so will the picture. Place the cards on the table or on the board, word side up, and mix them about a bit. Explain to the children, by demonstrating, that they should now try to match the two half-sentences. By turning the cards over and checking with the picture, they will discover if they were successful or not. It will also provide much hilarity as they start mixing the sentences. This activity is excellent preparation for the class book activity.

2 Inventing

Once the children are confident, why not encourage them to make up their own exclamations for objects? Give some examples of your own based on language that the children already know:

Original:

'Eek!! A wriggly beetle'

'Cor!! An exploding rocket'

Combination:

'Eek!! An exploding beetle'

'Cor!! A wriggly rocket'

The children can copy some of the exclamations from the book; they don't have to think of new ones, but encourage them to think of their own associations: 'Cool! A two-seater plane.' 'Goodness! A red-haired mummy.' 'Spooky! A haunted castle.'

3 Making a class book

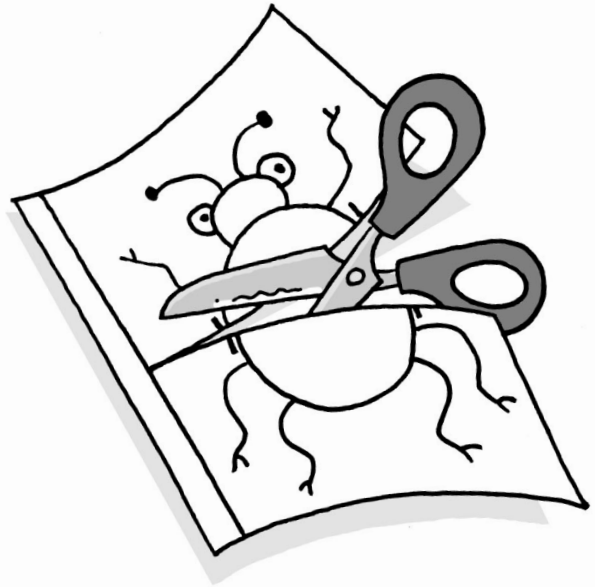
Photocopy page 32 for each child. Before giving them the copy it is important to show them how they must use their sheet of paper to make a book of their own.

On the template, you can see two marks on the dotted line, approximately one quarter and three quarters of the way across the line. These marks indicate the parameters of the pictures the children can draw and are there to ensure that the images will join when the paper is cut in half. Show the children what you mean by drawing a picture that fills the page according to the marks and then cut it down the middle. (See stages 1 and 2, below and right.)

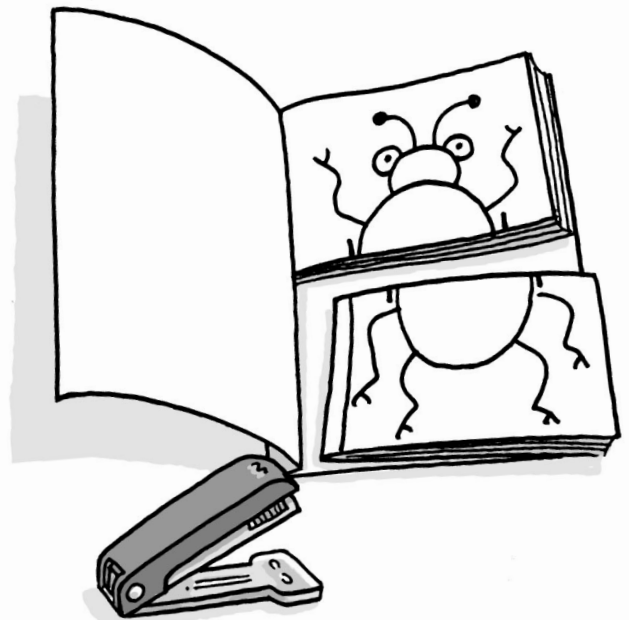
If you have done the previous writing activity, the children can illustrate the sentences they invented. If not, you may need to help them think of an exclamation and a caption before they start drawing.

Once each child has finished their drawing, and cut it in half, you can make a new book for the class. Staple the sheets inside an A3 cover to hold the pages together. (See stages 3 and 4, right.) Now each child can write their sentence on the back of the previous drawing, or you could get them to write it on a piece of lined paper, cut it out and stick it in place. The children will be very proud of their class book; put it on show.

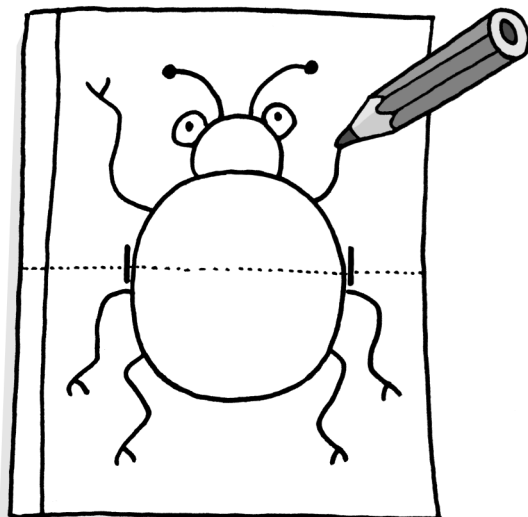
2



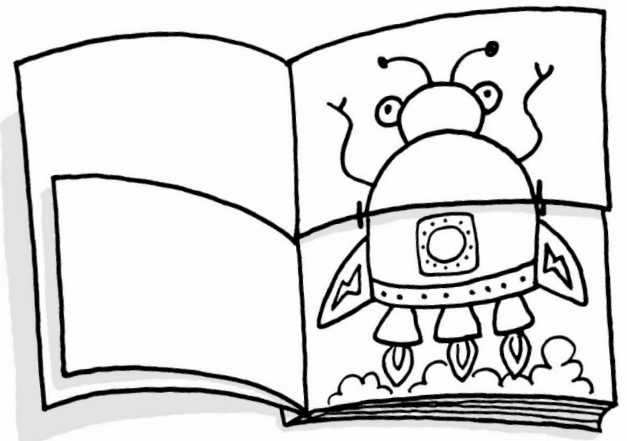
3



1



4



The page contains a large rectangular area for writing. A vertical line is positioned on the left side, creating a margin. A horizontal dashed line runs across the middle of the page, with two small vertical tick marks on it, one on the left and one on the right. The rest of the page is blank.

Delicious!A cheese
and tomato

pizza

Yummy!A strawberry
flavoured

ice cream

Eek!!

A wriggly

spider

Wow!

A deep-sea

fish

Goodness!

A grey-haired

granny

Cor!!

An exploding

volcano

**'Ello 'ello
'ello!**

A police

man

Spooky!

A haunted

house

Cool!

A two-seater

car

Hooray!

A birthday

cake

Ooh!

A sour

lemon

