

Williams, R., Potter, H. and Jackson, M. (2024). *One little dung beetle*

An informative counting book... and so much more. For those children who love exploring nature (especially bugs) up-close, this text is a treasure trove of intricately drawn, labelled and water-coloured beetles of every size, shape, colour and description. The text consists of rhyming couplets which facilitate learning phonemic awareness, phonics, vocabulary and fluency, catering for a range of reading skills and interests.

Target: K/P-1

English textual concepts: *representation of nature, perspective*

Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

Day	Teaching focus	Activity
Monday		
AC9MUFD01	Activating background knowledge/	- Ask the students, <i>What is a dung beetle?</i> A great discussion starter can be found in the song, Dung beetle, dung beetle, rolling, rolling... Children could make up a dance to match the catchy tune and lyrics. The Beetle battle song - words aligned to the piggyback tune, <i>The Ants go Marching</i> , matches illustration 2 in the text beautifully.
AC9EFLE01	Orientation to text	- Ask a child to bring in a bug (in a bug-catcher so it is not harmed) for the class to peruse up-close. Alternately, peruse a Christmas Beetle in detail online.
AC9TDIFK02	ICT	- Talk about bugs students are familiar with (where they live, what they do, why they like them). Peruse a range of bugs to activate background knowledge (pictures, videos, playground walk). Study cover, discuss illustration; read back cover blurb to class. Look closely at endpapers. Do students identify any of the beetles featured there? Key discussion questions: <i>Can you identify any of the beetles on the endpapers? Some have funny names. Why do think this is? Who names them?</i> (Use GenAI to answer any questions you/children are unsure of).
AC9MUFC01	Oral language	- Front-load new vocabulary e.g. ‘ <i>diligent environmental engineers</i> ’, ‘ <i>entomologist</i> ’. Take a picture walk through the book, discussing illustrations.
	Vocabulary	- Invite students to comment about illustrations, gleaning what they know about beetles.
	Creative Arts	- Draw a bug, observing and concentrating on the intricate details of small things e.g. drawing bugs with young children .
	Perspective	

<p>Tuesday</p> <p>AC9EFLE04</p> <p>AC9EFLY04</p>	<p>Read aloud/ rhyme and rhythm</p> <p>Phonemic awareness</p> <p>Phonics</p>	<p>Read the text aloud to class with prosody. Focus on the rhyme and rhythm of the text whilst reading. Students keep the beat using body percussion. Encourage students to ask questions/comment throughout. Point out rhyming words, punctuation. As children become familiar with the text on subsequent reads, encourage them to read with you, with expression. Provide many opportunities for re-reading/ peer reading to build fluency. Focus on the rhyme and rhythm of the text. Point out the rhyming couplets. Students orally identify rhyming words. Go on a rhyming word hunt in the text with a peer. Make it a competitive game, students recording rhyming pairs of words on little whiteboards.</p>
<p>Wednesday</p> <p>AC9EFLA05</p> <p>AC9EFLY10</p> <p>AC9EFLY13</p>	<p>Fluency</p> <p>Grammar- verbs</p> <p>Adverbs</p> <p>Syllabification</p> <p>Phonics</p> <p>Comprehension</p> <p>Spelling-morphology</p>	<ul style="list-style-type: none"> - Re-read the text together. Identify interesting/ unfamiliar verbs in text e.g. <i>nudges, push</i>. - Syllabify multi-syllable words e.g. <i>in/sis/tent/ly, christ/mas beet/les</i>. Use kazoos or body percussion to identify (play) syllables in multisyllabic words in text. - Talk about the job of <i>words ending in ly</i> in a sentence: adds meaning to the verb. Making and writing word families using manipulatives e.g. <i>oo - zoom, broom, loom, boom; fly, my, try</i>, using words from text. - Talk about animals that live underground (p4). <i>Why?</i> People live underground too in hot places. <i>What other insects do you know that come out of cocoons?</i> (p6) - Spelling: (p7) adding <i>ing</i> to words e.g. <i>flipping, stopping, hitting</i>.
<p>Thursday</p> <p>AC9AMUFP01</p>	<p>Fluency</p> <p>Poetry</p> <p>Performance</p>	<ul style="list-style-type: none"> - Students join in reading with the teacher, following text on IWB. - Use the tune of the song, Talk to the Animals, to sing the entire text together building fluency using a musical scaffold, as the teacher points to the words. - Learn to perform a poem about a special bug, with prosody and actions. E.g. Forgiven by A.A. Milne for a special school occasion. Students devise actions to accompany their choral performance.
<p>Friday</p> <p>AC9HSFK03</p> <p>AC9EFLE02</p> <p>AC9EFLA02</p>	<p>Reading fluency</p> <p>Map reading</p> <p>Character</p> <p>Reflection</p>	<ul style="list-style-type: none"> - Provide opportunities for students to re-read text in pairs/ small groups- building reading fluency. - Draw your favourite bug in the text. Label it. Make a display in the classroom. Write about it. Begin by modelled writing, guided writing then independent writing activities. Students share their writing with the class. - Reflect on text. Discuss likes/dislikes. Discuss what parts are true and what parts may have been embellished, or exaggerated. <i>How do you know?</i>



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