



# Creepy-crawly Hunt

Written by  
Alison Hawes





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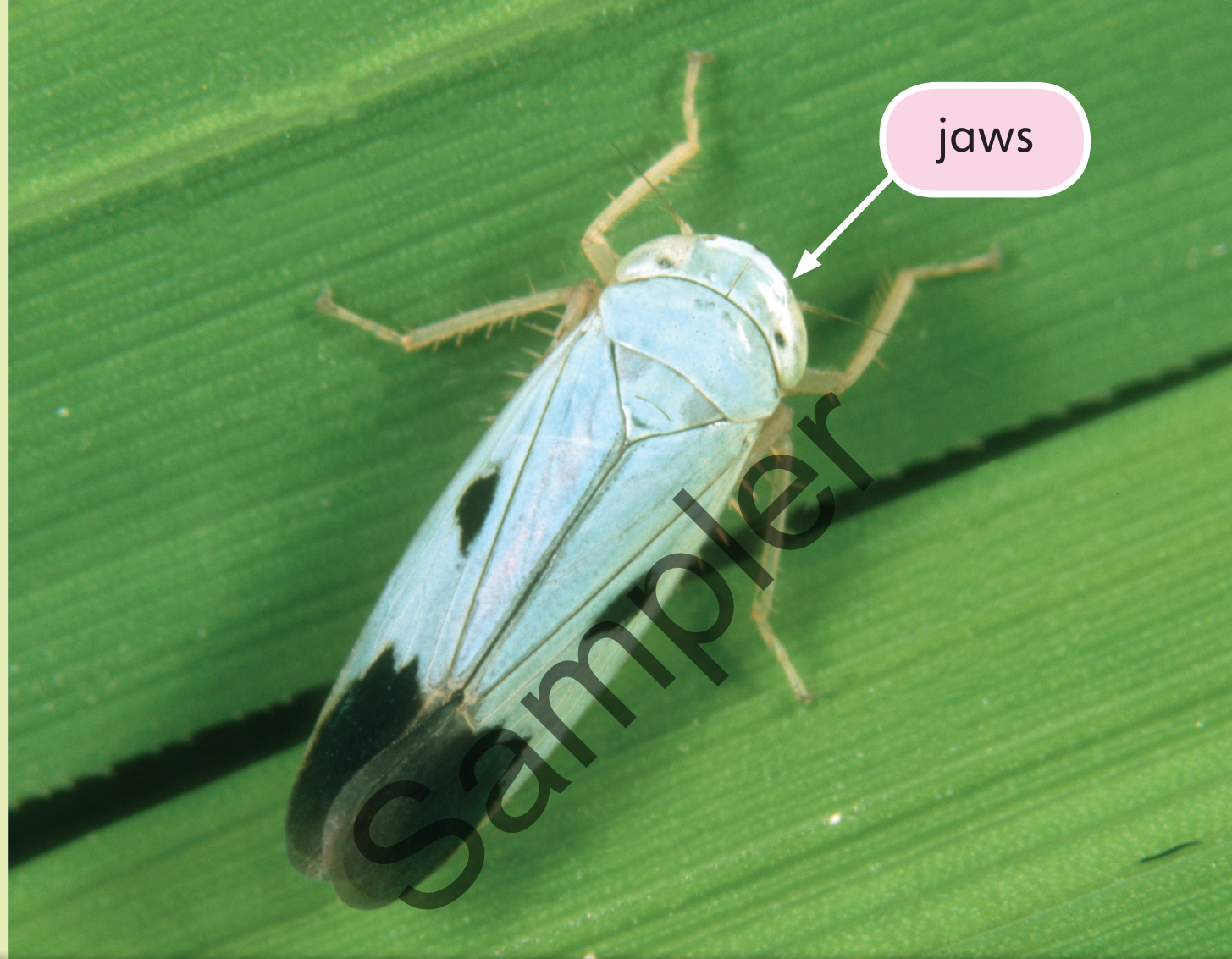


# Creepy-crawlies



Bugs and insects are often called creepy-crawlies.





We call this creepy-crawly a leafhopper. It uses its jaws like a straw to suck **sap** from plants.



# Creepy-crawly hunting



Going on a creepy-crawly hunt is easy because creepy-crawlies are everywhere! But remember these rules:





1. only pick up a creepy-crawly if you are sure it is harmless
2. always put creepy-crawlies back where you saw them.



## What to take



You will need:

1. a container to put the creepy-crawlies in
2. a soft paint brush to lift small bugs

3



4



3. a **lens**, to study how bugs work
4. a drawing book and pen, to draw the creepy-crawlies.



# Ponds



Use a net to **trawl** for creepy-crawlies in the water.





Pond skaters can walk on water and not fall in!

Look for bugs crawling across a pond. But also check for creepy-crawlies flying over the water.



## Leaf litter



Lots of creepy-crawlies hide under leaf litter or fallen logs. They like this **habitat** because it is always damp and dark.





This bug hides under fallen logs.  
It has big jaws that look like claws!



## Walls and cracks



This small bug is called a red velvet mite.

You can also find creepy-crawlies like mites and ants crawling in and out of cracks in walls and paths.



Ants almost always work together as a team.



# Gardens



Gardens are **haunts** for butterflies and bees. Trawl a butterfly net across tall grass and flowers. Look at your **haul**!





You may also find smaller  
creepy-crawlies under a leaf  
or on a stalk.



# Glossary

**habitat** where animals live

**haul** all the things you collect

**haunts** where creepy-crawlies often go

**lens** you look through this to make things look bigger

**sap** the liquid inside plants

**trawl** to drag



# Before and during reading

1 Say the sounds and look at the new spellings

/or/	aw	au	al	our
------	----	----	----	-----

2 Blend the sounds

crawl/ies	jaws	al/ways
draw/ing	trawl	walk
fall/en	claws	small
walls	haunts	haul

3 Read the tricky words

work
be/cause

*Dots and dashes?  
The dots show one sound  
made by one letter.  
The dashes show one  
sound made by more  
than one letter.*

## Comprehension

Ask the children to read the title. What is this book going to be about? What is a creepy-crawly? Have they ever been on a creepy-crawly hunt? What did they find? Open the book to look at the contents page. What does this tell us?

## Vocabulary check

Check that the children understand the meaning of the following words: jaws, harmless, leaf litter, fallen, stalk, liquid. If necessary, explain any which they do not know.

## Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 3, do they know what 'sap' is? Point out that any words in bold can be found in a section at the back called a 'Glossary'. This section explains what some of the special words mean. Show the children how to turn to the glossary on page 16 to see if they are right.
- On page 5, why should you only pick up a creepy-crawly if you are sure it is harmless? What might a creepy-crawly do? Have they ever been bitten or stung by a creepy-crawly?





# After reading

## Comprehension

- Can the children remember how many different places creepy-crawlies can be found?
- What things are useful to take on a creepy-crawly hunt? If necessary, ask the children to look at the pictures on pages 6–7 to remind them. Did they get all of these?
- Ask the children if they would like to go on a creepy-crawly hunt. Which creepy-crawlies would they most like to find? Why? Remind the children that it is important to put holes in the lids of any containers used to collect creepy-crawlies so that they can breathe.



*Remember to prompt and praise!*

# Follow up

## Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

## Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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# Creepy-crawly Hunt

Join the creepy-crawly hunt. Let's see what kinds of bugs we can find!



**Phonemes**  
or

**Graphemes**  
aw, au, al, our

This book links to Unit 19 of  
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