

Teacher Edition

The Grizzlegrots

Written by Sue Whiting

Illustrated by Alex Stitt



alphakids



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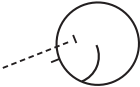
How to use this book

Before reading: Talkthrough




Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Humorous rhythmic and rhyming poem
- Colourful illustrations extend the text
- Illustrations feature speech exclamations that add to the story line

Vocabulary

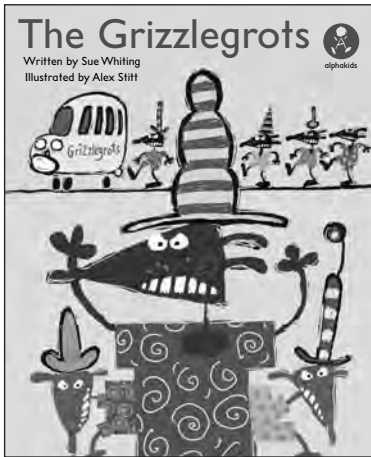
Grizzlegrots, grizzle, grumble, moan, groan

Setting the context

Write the words 'grizzle' and 'grumble' on the board. Ask: *What do these words mean? How does your voice sound if you grizzle? How does it sound if you grumble?* Take time to allow the children to briefly role-play some situations where people grizzle and grumble.

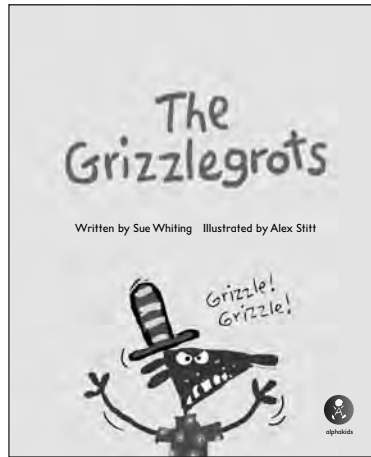
Introducing the book

This book is called 'The Grizzlegrots'. It is written as a rhyming poem. It tells us about a family of mice who grumble and grizzle from morning to night.



Front cover

*What kind of family are the Grizzlegrots?
What sort of things might they do?*



Title page

*This is the title page. What kinds of information do we find on this page?
Read the title, and the name of the author and the illustrator.*



Talkthrough

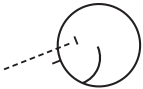
Read the text to the children.

What do you notice about the way this page sounds?

Draw out that the text rhymes.

Which two words rhyme on this page? (know, go)

Read the page again with the children emphasising the rhythm. Stress that the children will find this on each page of the text.



Observe and support

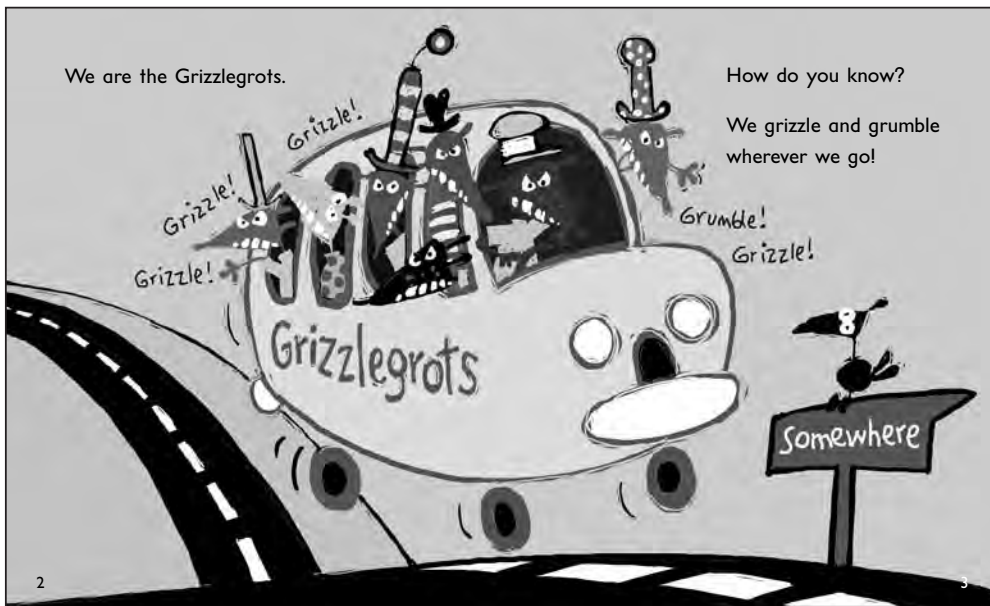
Can the child identify the rhythm in the text?

Can you read this page stressing the rhythm of the language?

We are the Grizzlegrots.

How do you know?

We grizzle and grumble
wherever we go!



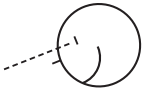


Talkthrough

What do the Grizzlegrots do at breakfast? What do they do at lunch?

Turn to pages 6–7.

What extra information about the Grizzlegrots do you get from the illustrations?



Observe and support

Can the child read the text expressively?

I like the way that you read that. It sounded really exciting.

We grizzle at breakfast.

We grumble at lunch.



We're the grizzly,

grumbly,

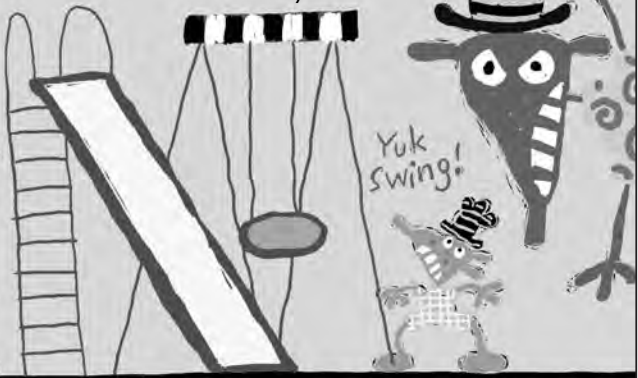
Grizzlegrot bunch!



We hate to smile,
or laugh,
or play.



We'd rather
moan and groan
all day.

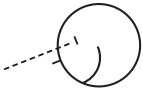




Talkthrough

Read the text carefully and see which words rhyme.

What kinds of things do they grumble about? Do you think it is reasonable to grumble about these things?



Observe and support

Can the child identify words that rhyme?

Tell me two words that rhyme on this page.

We grumble at presents.
We grizzle at treats.

My hat is too new!
This chocolate's too sweet!

The sky is too blue!
I want the back seat!

Too new!

Too Sweet!

Too blue!

Wrong Seat!

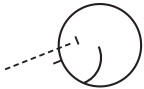
Grizzle!
Grizzle!
Grizzle!

Grizzlorats



Talkthrough

Carefully read the extra comments that the Grizzlegrots are making in the illustrations. What else do these comments tell you about the Grizzlegrots?



Observe and support

Can the child use their knowledge of the ‘gr’ blend to assist them with the text?

What do you notice is the same about the words ‘grumble’ and ‘grizzle’? Do you know any other words that start like this?

We grumble at bedtime.
We grizzle all night.
We grizzle and grumble
until it is light.



We get out of bed
in the morning and then ...

We grizzle and grumble
all over again!

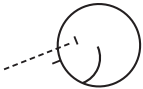




Talkthrough

Why do you think that the Grizzlegrots grizzle and grumble all of the time?

Turn to page 16 and see if the children's predictions are right!



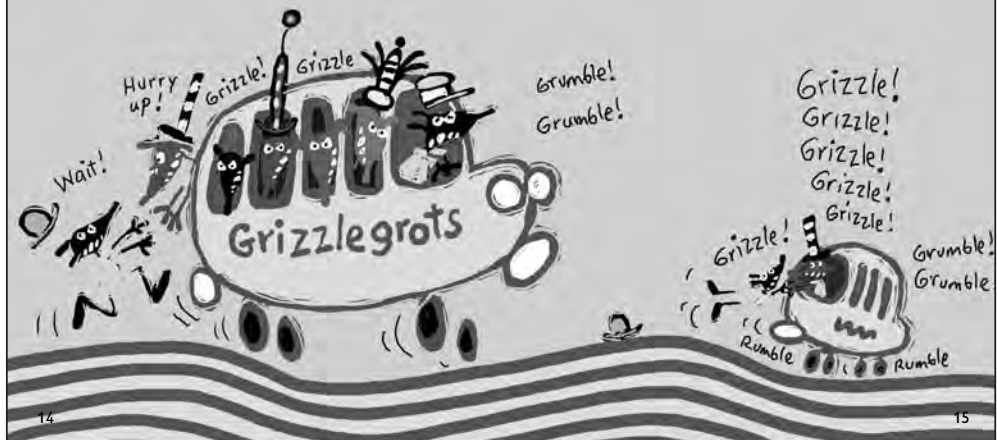
Observe and support

Can the child interpret the text?

What does the last page tell us about the Grizzlegrots?

Grizzlegrots grizzle
and grumble
all day.

We do it because ...



we like it that way!



The Grizzlegrots

Being a meaning maker

Encourage children to support their answers with evidence from the book as they discuss these questions:

What do the Grizzlegrots like to do?

Why do they like to grizzle and grumble all day?

What might the Grizzlegrots do if someone did something nice for them?

What might they say?

Being a code breaker

Explore the following language feature:

- Words that rhyme: day/way, know/go, lunch/bunch, play/day, sweet/seat, new/blue, night/light, then/again.

Being a text user

What kind of book is this? Fiction or information? How do you know?

Did you like the book? Why?


Who do you think the book was written for?

Being a text critic


The illustrator has drawn the Grizzlegrots as mice. How would the story change if the Grizzlegrots were people?


Are there really any people who grizzle and grumble all day?

Responding to text

 Children work in cooperative groups to record a choral reading of the book on an audio-tape. Encourage the use of sound effects, such as a rhythmic chant between each stanza:

Grizzle, grizzle, grumble, grumble, grizzle, Grizzlegrot.


 Children list rhyming words from the book. These lists could be extended by listing rhyming words from known songs and poems. Children then write their own couplets that rhyme. These could be made into poems or a class book of rhyming couplets.

 Children could list words with the 'gr' blend. These words could be written on a large chart and displayed in the classroom for future reference.

Assessment

Can the child:

- Identify rhyming words in the text?
- Read the text to show the rhythm implicit in the text?
- Read the text expressively?

 whole text activity

 sentence activity

 word activity

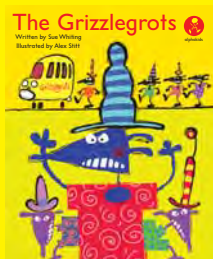
Writing links

Shared writing

Create an innovation on the text. Children write a further verse by continuing the pattern of the language of 'The Grizzlegrots'. These could be illustrated and collated into a class book, e.g.,
*We grizzle in the classroom,
We grumble in the yard,
We never smile or giggle,
We think it's too hard.*

Independent writing

Create your own version of the book with a new title. Children could work in pairs to write their own verses using the ideas of rhythm and rhyme in language.



Teacher Edition

Topic: Attitudes

Curriculum link: English

Text type: Poem

Reading level: 13

Word count: 119

Vocabulary: Grizzlegrots, grizzle, grumble, moan, groan

Possible literacy focus

Exploring rhyme in poetry.

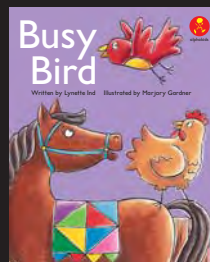
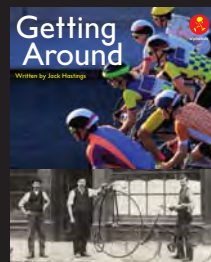
Exploring rhythm in poetry.

Reading with expression.

Summary

This book is a humorous rhythmic and rhyming poem about a family of mice who grizzle and grumble about everything.

Other books at this level



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