

ACTIVITY SHEET: Creepie Craalies by Catherine Gibb and Julie Anderson

Topics:

- Minibeasts

Will need:

- Junk material and glue for making models
- Collection of books for book corner
- Set of minibeast picture cards for games (*provided*)

Links to:

- Incy Wincy Spider
- Jeemie Tammie Speeder (*Ditty Box*)
- Da Boags' Spree (*Rhoda Bulter*)
- Da Wee Kirkcudbright Centipede (*Matt McGinn*)
- The Spider and the Fly

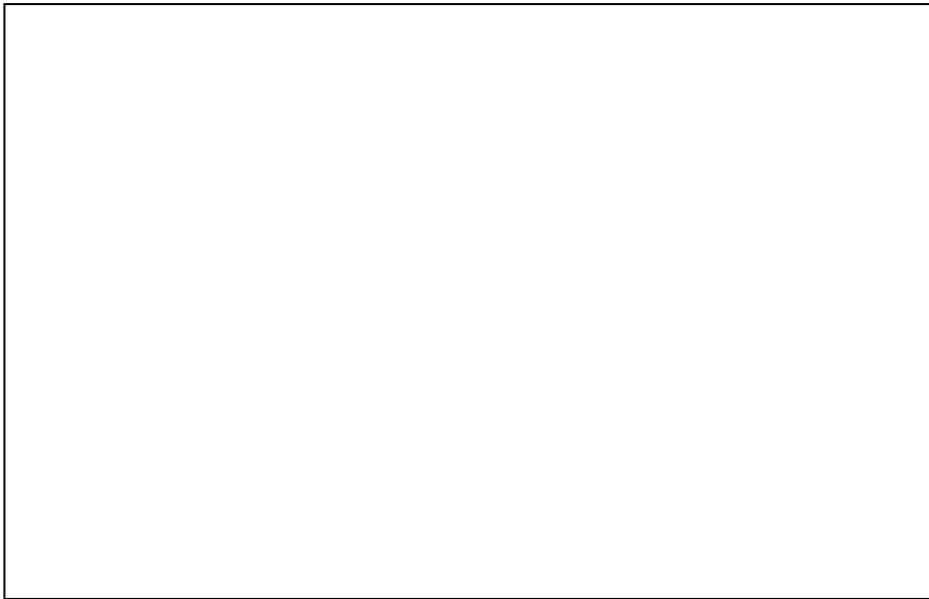
Creepie Crawlies Key Word List

black klock	beetle
forkietail	earwig
mooratoog or mooritoog	ant
slater	woodlouse
thoosan taes	centipede
dirlin	vibrating
oagin	crawling
gluffed	scared
moorit	brown (as of sheep)
ootfaa	row, disagreement
press	cupboard
sleekit	sly

Emotional, personal and social skills

1. Discuss having “an ootfaa” and how to remedy the situation.
2. Persevere in making junk model.
3. Play co-operatively with picture cards and in games involving movement.

Parental involvement/Visits (to & from)



Communication and language skills

1. - Listen with enjoyment as teacher reads/recites poem.
 - Respond (develop awareness) to rhythm and rhyme.
 - Recognise alliteration (name of mini-beasts & adjective describing it)
2. Make the sound – associate it with written letter.
3. - Use picture book to learn appearance of various mini-beasts.
 - Count them
 - Learn English and Shetland names
 - Learn other mini-beast rhymes
4. Talk about having an “ootfaa”

Title

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Expressive and aesthetic skills

1. Make a junk model mini-beast (real or imaginary), and give it a name.

Knowledge and understanding of the world

1. - Recognise various mini-beasts through looking at the pictures in the book and by playing games with picture cards.
 - Use books from library.
2. - Use the rhyme as an aid to counting.
 - Use the book (pictures) as an aid to counting.
3. - Set up a wormery and observe their behaviour.
 - Watch development of butterfly from caterpillar.

Physical development and movement skills

1. - Imitate the movement of various min-beasts – crawl, slither, fly etc.
 - Invent games involving above movements i.e. “who am I?”

Focus learning outcomes

- Experience hearing and using dialect
- Increasing dialect vocabulary
- Enriching study of mini-beasts
- Developing dialect vocabulary
- Counting 1-10