



A Writing Root for Pig the Pug by Aaron Blabey



Literary Theme: Friendship & kindness
Mixed Age Theme(s): Sharing & caring (R/1); Fictional worlds (1/2)

Recommended Age: Y1

Text(s): Pig the Pug by Aaron Blabey

Duration: 3 weeks, 15 sessions

Outcomes: Character comparisons, shared poem, own version narratives, letters in role
Main outcome: 'How to' guide

Overview and outcomes: In this three-week Writing Root for Pig the Pug by Aaron Blabey, children have the opportunity to explore character motives and feelings before researching a selection of animals and going on to write an own-version narrative. They are then asked by a character for some help in writing a 'How to be a ...' guide and create this for a chosen pet. The sequence includes regular opportunities for use of phonic knowledge and also embeds some of the spelling requirements for year 1. It supports the children into writing for a range of audiences and purposes, developing skills in composition, understanding of a range of punctuation and use of nouns and prepositions to construct a range of sentences and convey meaning.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Using letter names to distinguish between alternative spellings of the same sound

Vocabulary, Grammar & Punctuation

- Leaving spaces between words
- Joining words and joining clauses using and
- Co-ordination (using or, and, but)
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Using a capital letter for names of people and the personal pronoun 'I'

Reading Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by:



- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participating in discussion about what is read to them, taking turns and listening to what others say
- Explaining clearly their understanding of what is read to them.
- Listening to and discusses non-fiction at a level beyond which they can read independently (Y2)

Writing (Composition)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discussing what they have written with the teacher or other pupils

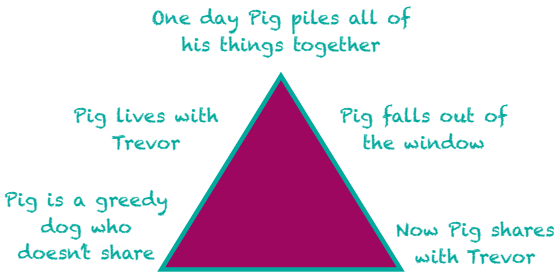


Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>1) To correctly punctuate a question with a question mark</p> <p>To predict what might happen on the basis of what has been read so far</p> <p>To use 'and'</p>	<p>I can use question marks</p> <p>I can guess what might happen in a story</p> <p>I can use 'and' in a sentence</p>	<p>Children arrive into class to find a red bowl with 'MINE' etched onto it. It would also be fun if you could get some squeaky dog toys and some hoop-cereal which looks like dry dog food but is less hazardous around small children.</p> <p>Talk to the hand: Ask and answer questions about the scene. Model-write some questions, pointing out for the children about the 'wh' grapheme and the use of a question mark at the end. Take some ideas from the children and scribe then place on the working wall. Have this image suddenly 'appear' on the IWB:</p> <div data-bbox="548 614 996 790" style="text-align: center;">  </div> <p>'Discover' the text and read it through from start to finish, stopping at the page where Pig wobbles off the pile. Ask children to predict what might happen next.</p>	<p>Red bowl, squeaky dog toys and some hoop-cereal</p>	<p>Create a Role on the Wall for Pig. Support children to retrieve and to infer e.g. I think that Pig is selfish because he doesn't share (orally model this)</p> <p>Pushing for compound sentences:</p> <p>Write these two single clause sentences on a sentence strip. Ask children where we might put the word 'and' <i>Pig is selfish.</i> <i>Pig is greedy.</i></p> <p>Use scissors the cut the full stop off and then insert the word 'and' to create: Pig is selfish and Pig is greedy.</p> <p>Note that the full stop from the first sentence needs to be removed but the capital 'P' stays as 'Pig' is the character's name.</p> <p>Now replace 'Pig with 'he' as it is too repetitive: Pig is selfish and he is greedy.</p> <p>Children to write sentences about Pig using 'and'.</p>	<p>What do you think Pig learnt through what happened to him?</p> <p>Do you think he's really sharing with Trevor or is he 'sharing' because he's so tightly bandaged that he can't stop Trevor from playing with his toys?</p>
<p>2) To be able to read and write words prefixed with 'un'</p> <p>To infer meaning from the text</p>	<p>I can use 'but' in a sentence</p> <p>I can use the prefix -un</p>	<p>Return to the text: <i>What does Pig do and what does he say? How might we describe him?</i></p> <p>Display an enlarged picture of Pig at the beginning of the story and adjective labels: <i>kind, caring, selfless, helpful, selfish, friendly, fair, greedy, nice.</i></p> <p>Sort adjectives out to ones that can be prefixed with -un (creates an opposite) and words that cannot be prefixed with -un.</p> <div data-bbox="772 1157 929 1340" style="text-align: center;">  </div> <p>Role on the wall: Support the children to select the adjectives that they feel best describes Pig then work some of these into statements.</p>	<p>Adjective labels</p> <p>Picture of Pig</p> <p>Picture of Trevor</p>	<p>Role on the wall: Show the children with a copy of the picture of Trevor grinning and looking friendly.</p> <p>Children to write down single words/phrases that describe Trevor on a role on the wall template (use some of the adjectives without -un).</p>	<p>Now compare Pig with Trevor.</p> <p>Shared-write some comparative sentences using 'but' e.g. <i>Pig is greedy but Trevor is kind.</i></p> <p>Place these and the adjective labels on the working wall – this will be useful at the point of writing.</p>



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<p>3) To identify vowel digraphs which have been taught and the sounds which they represent.</p> <p>To participate in performances</p>	<p>I can read and write vowel digraphs</p> <p>I can take part in performances</p>	<p>Display the page with the following text:</p> <p><i>And with that he proceeded to gather his stuff and make a big pile with a huff and a puff.</i></p> <p>Read in choral voices, ensuring the children get a feel for the rhyme and rhythm. Some children may benefit from using hand-mirrors to help with enunciation.</p> <p>What if the word 'stuff' was changed to 'things'?</p> <p>Place the sentence onto a sentence strip:</p> <p><i>And with that he proceeded to gather his stuff and make a big pile with a huff and a puff.</i></p> <p>Suggest that Pig was so cross he spluttered nonsense sounds while he was huffing and puffing. Create a pair of made-up words that rhyme with 'things' e.g. 'dring' and 'tring'</p> <p><i>And with that he proceeded to gather his things and make a big pile with a dring and a tring.</i></p>	<p>Hand-mirrors, sentence strips</p> <p>Felt tips</p>	<p>Create children's own nonsense words using resources such as 'Smart magnetic graphemes or phoneme cards. It might also be a good idea to provide the children with a phoneme frame.</p> <p>This is a good opportunity for differentiation as you can specify the types of graphemes the children work with/ the combinations of e.g. some children may benefit from working on split vowel digraphs, others may need more time with adjacent consonants</p> <p>Using the substitutions, work to create a whole class poem with the repeated refrain <i>That greedy pug called Pig</i></p> <p><i>e.g. And with that he proceeded to gather his things and make a big pile with a dring and a tring.</i></p> <p><i>And with that he proceeded to gather his toys and make a big pile with a floy and a bloy.</i> <i>And with that he proceeded to gather his stuff and make a big pile with a rough and a crough.</i> <i>That greedy pug called Pig</i></p>	<p>Work the whole-class poem into a performance, experimenting with pitch and volume.</p> <p>Ensure that some examples of the new rhymes are displayed on the working wall as these will be imported into the children's own-version narratives in a subsequent session.</p>
<p>4) To listen to and discuss non-fiction at a level beyond which they can read independently</p>	<p>I can find out facts from information books</p>	<p>Now children choose new pet: a cat, parrot or rabbit.</p> <p>Support children to research their chosen pet to create a 'Pig' character; decide on some areas of research – these will become headings. This might take the form of shared research and shared writing/recording and it's fine for you to read sections of text.</p> <p>Could have <i>Scratch the Cat</i>, <i>Peck the Parrot</i> or <i>Thump the Rabbit</i>, each animal having unpleasant characteristics to match their name.</p>	<p>Selection of non-fiction texts and access to the internet if possible</p>	<p>For their chosen pet, children to find out what the pet might eat, play with and other details such as their sleeping and exercise needs (this content will be imported into the final part of this sequence when the children are compiling their 'how to be...' guide).</p> <p>You may want to take your class to somewhere like 'Pets at Home' if there's one nearby as this would give you additional information around pets and their needs</p>	<p>Teacher model how to make notes: this might be in the form of teacher scribing and children sharing findings.</p> <p>Talk about what the children's pets could have an accident with e.g. a parrot would fly if falling out of a window but could he wobble off a perch and land in his water bowl?</p>



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<p>5) To say out loud what they are going to write about</p>	<p>I can talk about my story ideas</p>	<p>Model creating a story mountain for <i>Pig the Pug</i> and then your own teacher-version for a completely different pet e.g. a lizard called <i>Bully the Lizard</i>.</p> <p>This will help to avoid the difficulty of children copying what you model as they will have to make appropriate substitutions to fit their own story.</p> 	<p>Story mountains</p> <p>Sticky notes</p>	<p>Using sticky notes, children to stick over each event/idea on a copy of the story-mountain to show their replacements that pertain to their chosen pet</p> <p>Support the children in choosing their best huff/puff sentence from session 3 – this will be inserted into their story at the appropriate point.</p>	<p>Children to talk through their story mountain with a partner.</p> <p>Encourage children to use adverbs/adverbials to do this e.g.</p> <p>One day... When suddenly... Now...</p> <p>More able children could be encouraged to orally rehearse a question as their ending e.g. <i>Will Pig be kind forever?</i></p>
<p>6) To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>To re-read what has been written</p>	<p>I can say what I'm going to write out loud</p> <p>I can write a story</p> <p>I can read and check what I have written</p>	<p>Shared writing: Begin writing your version e.g. <i>Bully the Lizard</i> and model for the children how to find their place on the story mountain, based</p> <p>It's often best not to attempt to write the story in rhyme. Instead, model the use of capital letters for the start of a sentence and names, use of full stops and finger spaces and – if possible -retain the syllabic pattern of the original text. If children are publishing as they write (see 'Independent Work' section), then model into an enlarged version of a book. Refer back to sessions 1 and 2 for vocabulary and creating compound sentences. e.g.</p> <p><i>Bully was a lizard and he was unkind. He lived with a gecko called Sprat. But Bully did not share and he did not care.</i></p>	<p>Story mountain plans</p> <p>Pre-folded books for the children to instant publish into (if using)</p>	<p>Children then apply what you have modelled to writing the first two sections of story mountain that was created in session 5. Ideally, children will be given the opportunity to 'instantly publish' by writing their stories straight into a book: 5 pages would work well for this as this would mirror the 5 stages on the story mountain.</p> <p>It would be useful for the children to have access to a tricky/high frequency word list to support spelling. For any other words, encourage a 'best guess' approach.</p>	<p>Support the children to re-read their writing and/or read to a partner to check for punctuation and sense.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>7) To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>To what they have written to check that it makes sense</p>	<p>I can say what I'm going to write out loud</p> <p>I can write a story</p> <p>I can read and check what I have written</p>	<p>Remind children about sequencing events and how they need to tell a story so that the reader doesn't become confused.</p> <p>Today, they are going to be using the sentences they devised in session 3, e.g.</p> <p><i>And with that he proceeded to gather his stuff and make a big pile with a rough and a crough.</i></p> <p>They'll include that sentence at the end of what they write.</p>		<p>Model writing the third and fourth sections of your <i>Bully the Lizard</i> story:</p> <p><i>One day, Bully was playing with all of his lizard toys. Sprat thought it would be nice if they could play together but Bully was having none of it! He was so very cross! And with that he proceeded to gather his stuff and make a big pile with a rough and a crough.</i></p>	<p>Let the children work in pairs to read today's writing to each other.</p> <p>Have they sequenced the ideas effectively in the lead-up to including their session 3 sentences?</p>
<p>8) To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>To use adverbs/ adverbials</p> <p>To read what they have written to check that it makes sense</p>	<p>I can say what I'm going to write out loud</p> <p>I can write a story</p> <p>I can use adverbs/ adverbials to help sequence my ideas</p> <p>I can read and check what I have written</p>	<p>When suddenly...</p> <p>Remind children of session 4's plenary, where they thought about what accident their mean pet was going to have e.g. a parrot falling off his perch into his water-bowl.</p> <p>Play a game where you read some of the rhyming sentences from sessions 3 and 7 in choral voices, finishing with 'When suddenly...' before children independently chip in with their 'accident' sentence e.g.</p> <p><i>When suddenly, Scratch the parrot wobbled and wibbled before falling into his water bowl! Plop!</i></p>		<p>Teacher model own ending, starting with:</p> <p><i>When suddenly, Bully the lizard lunged and flailed before flying through the air and landing on his bottom! Ouch! Now Bully is kind. Now he shares his toys with Sprat. Will Bully be kind forever?</i></p> <p>Beginning with their 'When suddenly sentences', let the children write the final two sections of their stories.</p>	<p>Working with a partner, children to read their stories to each other.</p> <p>Support more able children to finish their stories with the question that they orally rehearsed in session 5.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
9) To use expanded noun phrases for description and specification	I can use noun phrases	<p>A letter arrives to class!</p> <p><i>Dear Children, I wasn't very kind when I lived with Trevor, was I? But my fall taught me a lesson and now I like to share and play nicely. In fact, I have become such a kind and helpful dog that I was asked to write a guide on 'How to be a Dog'</i></p> <p><i>I've also been asked to write some more guides: How to be a cat, How to be a parrot and How to be a rabbit but I don't know much about these pets. Can you be kind and help me write these books please? Kind wishes, Pig xx</i></p>	<p>Letter from Pig</p> <p>Letter writing paper and envelopes for instant publishing</p>	<p>Model writing a letter in role as the pet chosen in session 4 to Pig agreeing to write the 'How to...' guide. Use noun phrases and, where possible, return to the vocabulary explored in session 2:</p> <p><i>Dear Pig,</i></p> <p><i>Thank you for your friendly letter. I am so glad you are selfless and kind now. That's brilliant news that you have been asked to write 'How to be a Dog'. I would love to help by writing a guide called 'How to be a lizard'.</i></p> <p><i>Do send our love to dear Trevor. Best wishes, Bully, the lovely lizard</i></p> <p>Children to write their own letters in role as their pet. Support the children to create an alliterative noun phrase to sign off e.g. <i>Scratch, the kind cat</i></p>	Let the children package the letters into envelopes and address to Pig the Pug etc.
10) To say out loud what they are going to write about	I can role-play my ideas	<p>Using socks/lolly sticks and pictures or anything else you/the children like, let the children make a puppet of their chosen animal.</p> <p>Give the children time to explore the idea of a day in the life of their pet: eating, playing, sleeping. You may wish to return to the Pig the Pug text to look through ideas for feeding, playing and sleeping.</p> <p>Encourage the children to import content from the research they conducted during session 4 e.g. if they have chosen to be in role as Thump the rabbit then food might be a bowl of kibble, hay and green veg.</p>	Materials for making puppets	<p>Making links to maths, let the children perform the voices for their pet puppets so that they are in role and using the first person (this will support with writing their guides).</p> <p>Support their use of adverbials of time to sequence chronologically e.g.</p> <p><i>In the morning, I like to eat kibble.</i></p>	Now model writing some of the time adverbials onto sentence strips and pop on the working wall for subsequent sessions.



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11) To be able to plan for a piece of non-fiction writing	I can draw a picture-plan	<p>Import content from session 4 on chosen pet and the ideas that children role-played and orally rehearsed in session 10.</p> <p>Give children pre-folded booklets (A3 folded into thirds works well) which will then form the plan for writing.</p> <p>Shared writing: Model a sequence of three illustrations for a 'How to be a lizard' guide (a lizard because this is what you used as your model earlier in the sequence).</p>	Pre-folded fact booklets, one per child	<p>Children to create illustrations in their pre-folded booklets. Illustration 1 should be of their chosen animal (cat/parrot/rabbit) and things they might eat.</p> <p>Illustration 2 should be of their animal and the tricks it does/how that pet might keep his/her owner entertained.</p> <p>And illustration 3 should be of their animal's possible sleeping arrangements.</p>	<p>Apply headings in the correct places:</p> <p><i>What to eat</i></p> <p><i>Playing and entertainment</i></p> <p><i>Where to sleep</i></p>
12) To use expanded noun phrases for description and specification	I can describe a noun in a sentence	<p>If possible, have some samples of pet food suitable for parrots/rabbits or cats, even if it's choco-rocks in the guise of kibble, some hay, some seeds, a leaf of pak choi/stick of celery... rabbits love these! You could also have a fish for a cat from the role-play area.</p> <p>Pick 'n' mix pet menu" Using printed and chopped sets of cards (attached to the back of the sequence), let the children select combinations of the adjectives and nouns to create expanded noun phrases:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">crunchy</div> <div style="background-color: #008080; color: white; padding: 5px; border-radius: 10px; margin: 5px;">kibble</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">juicy</div> <div style="background-color: #008080; color: white; padding: 5px; border-radius: 10px; margin: 5px;">leaf</div> </div>	Real/toy pet food. Pick 'n' mix cards	<p>Now model writing the first section of text in the 'How to' guide (in role as a lizard to tie-in with the other modelled writes you've created before now):</p> <p><i>What to eat</i> <i>Good pets always eat tasty food. In the morning, I like to eat one juicy leaf. Then for a little snack in the afternoon, I will eat a squishy meal-worm or two. It is always a good idea to learn how to make your eyes as big as possible so that your human feels sorry for you and feeds you extra.</i></p> <p>Ensuring that the noun phrases are included and that the children write in role and develop the 'voice' of their pet, let them write their own section of text in the pre-folded booklets they set up in the previous session.</p>	Let the children check writing with a partner, making sure that they have kept to the first person and used capital letters and full-stops correctly.



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<p>13) To be able to read and spell words with the suffix -ing</p> <p>To be able to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>I can read and spell 'ing' words</p> <p>I can imagine what it is like to be an animal</p>	<p>Role play/dance session: let the children move like each of the three possible pets to music and explore the tricks/things that they do e.g. and flying for a parrot; munching and jumping/hopping for a rabbit.</p> <p>When the music stops, children freeze-frame in role as that animal and say what they like doing: I like flying. I like ...</p> <p>As children say their verb (action), write onto strips of card to be used shortly back in class.</p> <p>Snip-a-suffix: Provide the children the following verbs printed onto strips: <i>flying, munching, jumping, crunching, chirping, leaping</i> and, for more able children, verbs that have a doubled consonant such as <i>flapping</i> and <i>hopping</i>. Snip the suffix 'ing' off and sort onto the rooting out verbs grid, either an enlarged version as a whole class or with the children in pairs.</p>	<p>Card strips</p> <p>Scissors</p> <p>Rooting out verbs grid</p>	<p>Now using these verbs in their progressive form, model writing the second section of the 'how to' guide:</p> <p><i>Playing and entertainment</i> <i>You must keep your human happy by performing tricks and taking exercise. I like hanging upside down on my log and leaping off into the bark.</i></p>	<p>Let the children identify each of the progressive (ing) verbs that they've included and underline these.</p> <p>For any children who have used verbs needing a double consonant, support them to check for spellings.</p>
<p>14) To be able to use prepositions accurately</p> <p>to be able to read and spell the common exception words <i>could</i>, and <i>should</i></p>	<p>I can use positional language</p> <p>I can read and write <i>could</i> and <i>should</i></p>	<p>Think about where the pets might sleep. Provide the children with a selection of possible beds for the three different pets – usual ideas such as a tank, a perch, a basket and also other places such as a cushion, a shelf etc.</p> <p>Pet-shop prepositions: In groups of threes, children take turns placing their pet-puppet in a bed in the 'pet shop'. They then, as in session 13, speak in role as their pet:</p> <p><i>I like to sit on my perch.</i> <i>I like to snuggle in my nest.</i></p> <p>Develop ideas so that the children use a range of prepositions, keeping their chosen pet in mind.</p>	<p>Selection of pet-beds</p> <p>The children's pet puppets from session 10</p>	<p>Draw upon ideas from session 10 and pet-shop prepositions beginning with teacher modeling as in the previous session.</p> <p>Children write their own section for where their cat/parrot/rabbit could sleep, referring back to session 10 and the adverbials that the children explored:</p> <p><i>Where to sleep</i> <i>In the afternoon, I like to sit on my perch and sleep. This really annoys my human as they bought me a nesting box that I never use. You could sleep where your human would like you to, but under a bed, beside the fire and in between a wardrobe and a wall are great places too.</i></p>	<p>Read with a partner to check for accuracy.</p>



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<p>15) To be able to discuss what they have written with the teacher or other pupils</p>	<p>I can talk about what I have written with my friends</p>	<p>Discuss that this type of writing (a guidebook) would usually have an introduction. If possible, explore some texts that demonstrate this.</p> <p>Remind children of the alliterative noun phrase they devised in session 9 and use this as the starting point to modelling an introduction:</p> <p><i>Hello! Bully the lovely lizard here. This is a guide to being the best pet you can be. I'll tell you how to eat well, find the best place to sleep and keep your human happy.</i></p> <p>Remind the children that they are writing in role as their chosen pet so the 'voice' needs to come through.</p>	<p>Selection of non-fiction texts that have introductions</p>	<p>Let the children complete their 'How to...' guides by adding an introduction and then edit for punctuation and spelling – most children will need to do this as part of a small, guided group session.</p>	<p>Swap and read each others' 'How to...' guides.</p> <p>It would also be nice to receive a further letter from 'Pig' later on thanking the children for their amazing writing.</p>



Glossary

Working Wall – An ongoing display inside the classroom, where the process of writing is demonstrated through the addition of examples of writing and visuals, to be referenced by both teachers (during the modelling process) and children (during the writing process). This often reflects the different parts of the planning sequence.

Grammar Splat – Use the text to identify a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices.

Talk to the Hand(s) – A strategy for prompting questions based on a text or context using question starters, e.g. interrogative pronouns such as who, what or when or modals such as would, should or could.

Role-on-the-Wall – A way of collecting or organising given vocabulary around a character outline where the vocabulary on the inside reflects the thoughts, feelings or emotions of the character and the vocabulary on the outside reflects how a character is perceived by others or how they look.

Talking Partners – usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

Independent Writing – Children write with a greater degree of independence, although they may still use resources such as the working wall, vocabulary prompts or writing scaffolds to support where necessary.

Editing and Improving and Publishing – Use response partners to develop revising and checking. Show examples to the whole class so that children can talk about their writing, e.g. using visualiser. Pupils mark in a colour where they have used a feature and comment on success of writing. Decide how writing will be published.

Teacher-in-Role – Teacher takes on a role from the text.

Writing-in-Role – Whilst in role, teacher models writing as a character from the text.

Shared Writing (may refer to):

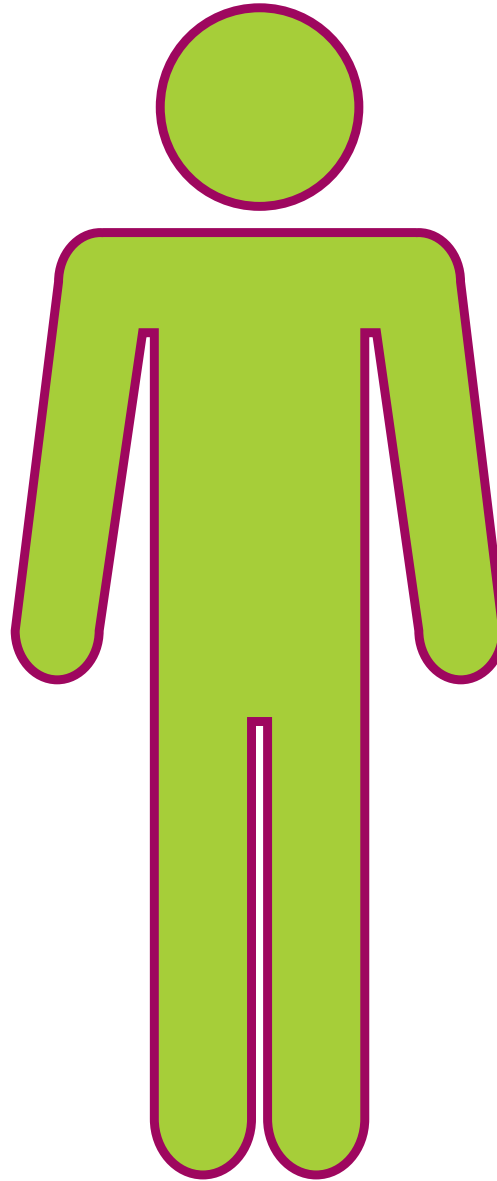
Modelled Writing – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

Teacher as Scribe – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

Supported Writing – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.



Role on the wall



Pick 'n' mix pet menu

crunchy

kibble

juicy

leaf

tasty

meal-worm

crispy

hay

squidgy

bug

silky

fish

plump

seeds

flaky

meat



Rooting out words

verb	verb + ing
fly munch	flying munching



Talk to the hand

