



Running words: 34

Book Summary

Mum takes her two children to the supermarket, and as she adds groceries to the cart, they get more and more squashed.

Building Basic Skills

High-frequency word – We

Content words – Get, Squashed, fish, meat, pizza, pasta, bread, bananas, lemonade, get, squashed

Repeated phrase – We get some

Phonics and phonemic awareness – p (pasta, pizza), b (bread, bananas)

Punctuation – full stops, capital letters, exclamation marks

Skills and Strategies

We Get Squashed! can be used to introduce and reinforce:

- predicting the storyline using illustrations from the book
- pointing one-to-one at each word to ensure an appropriate match
- writing labels for a specific purpose
- hearing the individual sounds in words.

Materials

- copies of words and punctuation for this book from page 90, cut and ready for use
- copies of BLM, pencil, felt-tip pens
- card, felt-tip pens
- grocery packaging, plastic money, surface for a “shop” counter

We Get Squashed!

by Philippa Werry

illustrations by Philip Webb

Introducing the Text

Stimulate discussion about grocery shopping by playing “I went to the supermarket, and I got some ...” Each child begins by repeating what the last person said and then adds their grocery item. Children may need to remind each other what comes next on the list of purchases.

Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *This story is about going grocery shopping. Can you imagine what might happen when the trolley gets too full?*

Page 3 – *What is Mum putting in the trolley? Where in the trolley will she put it?*

Page 5 – *What will go into the trolley next? How does the picture clue on page four help us?*

Page 7 – *Which clue can you see that tells you what is going into the trolley next? How many things are in there now?*

Page 9 – *Can you remember what letter “pizza” started with? What else can you see in the picture that starts with “p”?*

Page 11 – *Where in the trolley will Mum put the bread? How many things does she have now?*

Page 13 – *What might the children be saying to Mum? Can you see a problem arising?*

Page 15 – *How will Mum fit the lemonade into the trolley? How might this story end?*

Page 16 – *Why are the children waving their arms? What could Mum have done to avoid this problem?*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page. Discuss the similarities between the author’s and illustrator’s names.

Page 2 – Clarify where to begin reading and encourage children to point to each word as you quietly read aloud together.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. Note the exclamation mark on the last page and encourage expressive rereading of this page.

Revisiting the Text

- Recall the storyline and write a list of the items purchased at the supermarket. Use the list to discuss the initial letters of the words and their sounds. Identify the words beginning with the same sound. Encourage children to search for the words in the text using the pictures and initial letters to help them.
- Identify the high-frequency word “We” in the text. Is “We” always written with a capital letter in the story? Why?
- Using the words and punctuation for this book from page 90, reassemble the sentences with children.

Following Up

- B** On the BLM activity opposite, children draw grocery items in the trolley and then cross them off the shopping list.
- ✏** Children design packaging for one of the items in the story. Discuss the importance of clear writing for the product’s name and a picture to tell the customer what is inside. This activity could be extended by including other features of packaging that children can discover by inspecting a range of packages, for example, bar codes, prices, and suggested recipes.
- Set up a shop in the classroom using grocery packaging, for example, boxes, bottles, and bags. With plastic money from maths supplies, children can role-play shopping scenarios.