

A Sandwich for a Cockroach

Name

Date

Student Response

My score for this book is/10.

It was a book.

1. My Funny Sandwich!

This is how I would make a funny sandwich.

I would get lots of
..... slices of bread.

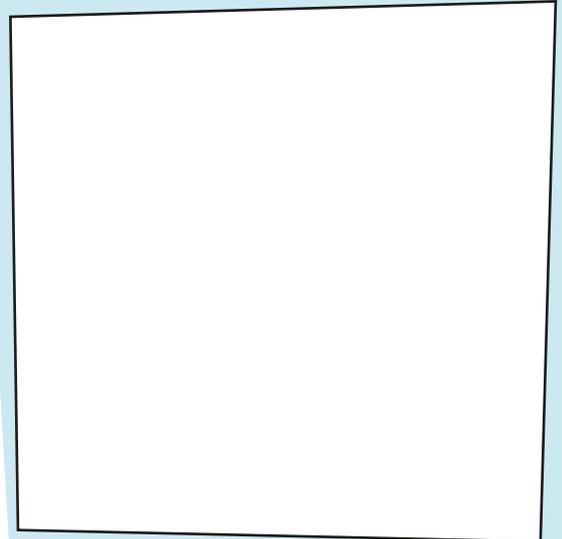
I would put lots of
and on the bread!

The name of my funny sandwich is

Yum! Would you eat my sandwich?



2. Draw a cockroach in a glass of slime.



3. Read, cover, spell!

Read	Cover	Spell
drink	drink	.....
drinks	drinks	.....
eat	eat	.....
eats	eats	.....
its	its	.....
lots	lots	.....
put	put	.....
puts	puts	.....
this	this	.....
what	what	.....



You've finished!
What will you read next?

Teaching Unit

A Sandwich for a Cockroach

Level 10 Fiction – Verse

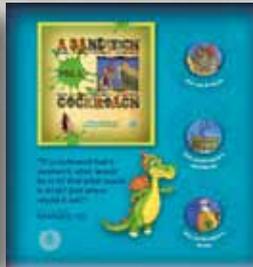
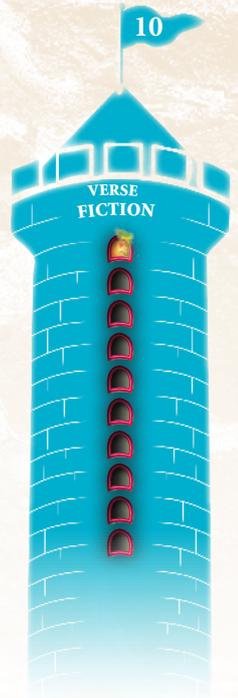
Curriculum: English; Science; Health

Book Synopsis: A funny cockroach character descriptively answers questions about what it does when it eats a sandwich.

Non-High Frequency Words: The word count is less than in other books at this level to assist students with descriptive words that appear once. The rhythm and rhyming words will also help them.

High Frequency Words: The verse has an above average percentage of high frequency words.

Comprehension: The Teaching Unit's focus is on seven areas of comprehension – connection, inference, importance, questioning, summarising, synthesis and visual. We advise teachers to tailor literal comprehension questions for each group.



Inside Front Cover: Glossary

Title Page: Story Introduction

Page 2

Verse – Orientation

Visually introduces the character and place.

Language Features

Writing questions: the question text uses words from the book's title in a question.

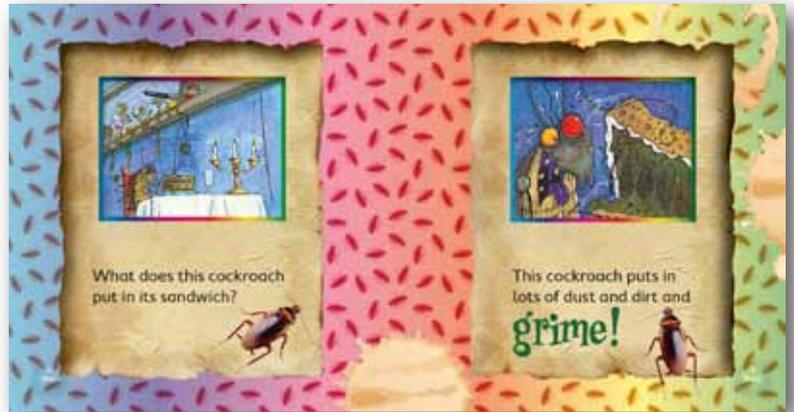
Question alternatives: write the same question starting with "When", e.g. "When does this cockroach put food in its sandwich?"

Comprehension – Inference, Visual

Where do you think the cockroach lives in this house? Why do you think he likes this particular house? Do you think the owners know that he lives there?

English, Technology and Arts Activity

Students design a cockroach-themed candle holder. Write a caption or sentence about it.



Page 3

Verse – Event

Visually and textually describes the sandwich.

Language Features

Words ending with "s": lots, puts, this ("does", "its" on page 2)

Words starting with "d": dust, dirt

Comprehension – Connection, Inference

Another word that rhymes with "grime" will be on page 5.

What do you think it will be? How would you describe grime to someone who doesn't know what it is?

English, Geography and Arts Activity

Students draw a green, grimy burger for the cockroach. Write a sentence, e.g. Yuck! The cockroach has a green, grimy burger!



Pages 4 and 5

Verse – Event

The cockroach shows his drink bottle.

Language Features

Revise writing questions: Same question structure and text as on page 2 – "drink with" are new words

Rhyming words: slime ("grime" on page 3)

Punctuation: question and exclamation marks

Word family: drink, drinks

Comprehension – Inference, Question

What would you like to ask the cockroach about his drink? Why? How would you ask the question?

English and Arts Activity

Students create a name for the cockroach's drink.

Design a different-shaped bottle and a new label for the cockroach's drink bottle.



I get told off if I drop crumbs out of my tower window. Imagine if I ate off the floor!



Pages 6 and 7

Verse – Event

The cockroach visually and textually shows where he likes to eat.

Language Features

Adverb, adjective and noun: really, dirty floor
Revise writing questions: Same question structure and text as on page 2 – “Where”, “eat” are new words
Revise punctuation: question, exclamation marks
Word family: eat, eats

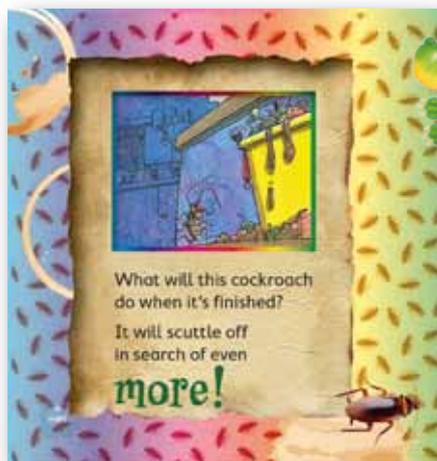
Comprehension – Visual, Connection, Importance

Why do you think the cockroach didn't want to eat his sandwich at the table, as shown on page 2?
Why is it important for him to eat on a dirty floor?

English, Arts and Health and Safety Activity

Discuss home tidiness and hygiene from safety and health perspectives. Redraw a tidier and cleaner-looking kitchen floor. Write a caption or a sentence.

Scuttle! I like that word. Almost as much as scurry, scamper, scoot and scramble. I wonder why lots of hurrying words start with 'sc'?



Page 8

Verse – Conclusion

The cockroach's adventure ends ... but not for long!

Language Features

Contraction: it's (teach usage of "its" as used on pages 2, 4, 6)
Descriptive verb: scuttle (teach meaning, e.g. to run in short fast movements)

Rhyming words: slime (“grime” on page 3)

Comprehension – Summarise, Synthesise, Inference

Do you think the cockroach's search (for more) will take long?
Why? Imagine if the cockroach met another cockroach. How might that meeting have changed the ending?

English and Arts Activity

Redraw the illustration showing two cockroaches making a sandwich tower, and create a name for it.

SCIENCE

The Cockroach

A cockroach can scuttle up to 80 cm per second! They can live for up to 6 weeks without food. One of the heaviest cockroaches is the Australian rhinoceros cockroach which weighs over 33 grams!

Student Activity

Student activity sheet (free download/PDF)



Group Activity

Chart: “Cockroach Tower Sandwiches”

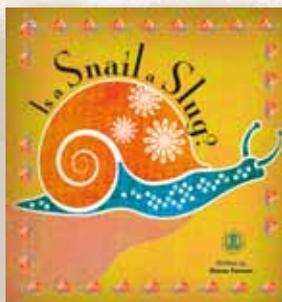
Students glue their sandwich towers to a chart. Add illustrations of cockroaches crawling over the sandwiches. Write names, e.g. My creepy, crawly cockroach sandwich!



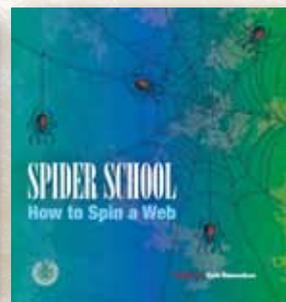
Check out these other books for projects about **other animals** that may live around our homes.



Scratch Rat Scratch
Level 6: Fiction, Rhyme



Is a Snail a Slug?
Level 12: Non-Fiction, Description



Spider School
Level 14: Non-Fiction, Procedure

