

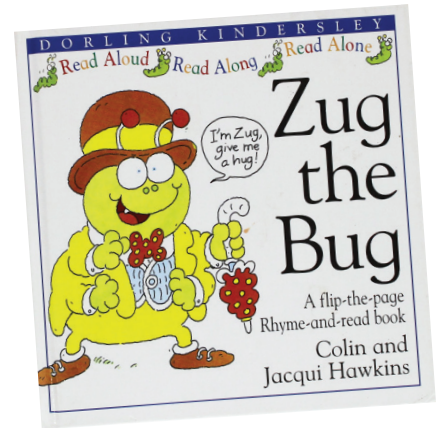
Reviewed by Amy Brown

## Zug the Bug

Written by Colin and Jacqui Hawkins

Illustrated by Colin Hawkins

Dorling Kindersley (DK) Publishers LTD, 1995



Pointing to each letter as they perform the words reinforces letter recognition. This kind of activity, well suited to the Orff Schulwerk classroom, is reminiscent of *Electric Company* TV segments from the 70s, when the cast said the beginning letter sound, the ending word family sound, and then put them together. Additionally, this book series inspires cross-curricular collaboration that can be tied in with the National Core Arts Standards. For example, students could:

- **Create** (write and illustrate) their own stories using a given word family.
- **Perform** the vocabulary in music class on an instrument of their choice.
- **Respond** by giving feedback on stories and performances, prompted with “I liked,” “I noticed,” or “It was interesting when.”
- **Connect** by partnering and sharing something in their own lives relating to another classmate’s story.

*Zug the Bug* and the companion books are wonderful, easy-read stories to incorporate visual, aural, and kinesthetic modes of learning. If you are looking for an engaging book to use as a springboard for early literacy connections, this is an ideal addition to your children’s literature repertoire. ■

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**Z***ug the Bug*, by Colin and Jacqui Hawkins, is a cartoon-style book with colorful pictures and rhyming short words, using the letter U, to tell a story. This book, most appropriate for kindergarten through Grade 2, is one in a series of five that focus on teaching word families. Other titles include *Tog the Dog*, *Pat the Cat*, *Mig the Pig*, and *Jen the Hen*. These books are out of print but are readily available used and come in either traditional hardcover or big-book options. Each page features a mini-story with two additional characters whose dialogue is displayed in speech bubbles.

*Zug the Bug* is a perfect book to reinforce how music relates to other subject areas. Orff Schulwerk teachers might consider guiding students to perform with body percussion, sing the “ug” words with simple *so-mi* melodies, play unpitched instruments, read and notate the rhythm of the “ug” words, and create rhythms using vocabulary word chains.

During our reading-themed week in March, my students paired up and shared as many words as they could think of that rhymed with “bug,” with bonus points for words not in the original story. To reinforce early reading, I wrote all the words on the board. A simple rhythmic poem can begin with “bug” and expand to students’ additional words. For example: U (rest) G (rest). Ug ug ug (rest). B U G (rest). Bug, bug, bug (rest).

Students can use body percussion and/or rhythm sticks to perform the poem or portions of it.