

# CRUMBS PHIL CUMMINGS AND SHANE DEVRIES



F	1	2	3	4	5	6	7	8	9	10
			✓	✓	✓	✓				

Writing	
Ideas	✓
Organisation	✓
Voice	
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	✓



Reading	
Determining Importance	
Inferring	✓
Making Connections	✓
Predicting	✓
Questioning	✓
Summarising & Synthesising	✓
Visualising	

Crumbs by Phil Cummings and Shane DeVries tells the story of a father and daughter who are having lunch down the street. First the daughter notices a one-legged bird and watches as people shoo it away and refuse to give it food. Next, she notices a homeless man begging for food. She observes him as he digs into his jacket and offers some food scraps to the bird- even though he has little himself. Inspired by his act, the father and daughter decide to offer the man some of their food.

## Writing

**IDEAS:** Discuss where the author could have got his idea for this text. Attempt to summarise the text using the 'Someone, Wanted, But, So, Then' framework. **WORD CHOICE:** This is one of the real strengths of this text. Focus on the verbs with students. Record all the verbs used to describe how the bird moves and how the man moves. Talk about why the author chose to use 'spied' as his verb to describe how Ella first sees the bird, rather than just saying she 'saw' it. How does this verb change your mental image? Look at the compound adjectives in the text (adjectives made up of multiple individual words, often joined by a hyphen). E.g.: one-legged bird, prickle-bush whiskers, storm-weary bird. How do these descriptions help you as a reader? Model how students can construct their own compound adjectives. (Note: Maxine Beneba Clarke uses these a lot in her writing too, you could use one of her texts as a comparison.)

## Reading

**INFERRING:** The vocabulary in this book makes it a great text for inferring. The verbs and descriptive language pack loads of extra information into each sentence. I recommend pulling apart sentences such as: 'A man with prickle-bush whiskers, wild hair and his life in a bag on his back came weaving through the flow of the crowd.' Discuss each part of the sentence. *What else can you infer from this sentence? Why might he have prickle-bush whiskers? Why has his hair been described as wild? What does it mean to have your life in a bag in your back?* Have students visualise how he was moving through the street- 'weaving through the flow of the crowd.' What would he have looked like? Was he tall and upright? Hunched over? Where was he looking? What makes you think this? Have students demonstrate how he was moving, justifying why they think this.