

The Hogboggit

Pictures by Clare Bowes

Overview

A child notices that the light from a candle has made her shadow into a “hogboggit”. She creates further shapes that become gradually more menacing. The hogboggit seems to achieve a life of its own until the child decides to assert control and snuff it out. The dramatic nature of the text encourages expressive reading and is sure to stimulate lively discussion. This book has no author credit by request.

Curriculum links: science, health and physical education

Text features

(Focus on only one or two per session.)

- the high-frequency vocabulary
- the use of upper-case and lower-case initial letters for the word “it”
- the initial consonant blends “cl” and “sc”
- the digraph “th” in “the” and “teeth”
- the variety of word endings – “sees”, “roars”, “running”, “scared”, “louder”
- the rhyming words “see” and “me”
- the made-up word “hogboggit”
- the possessive apostrophe for “Hogboggit’s”
- the use of italics for emphasis on pages 5, 7, 9, and 11
- the dramatic illustrations.

Setting the scene

Talk about shadows. *What do you need to make shadows?* Use the light from an overhead projector to make silhouettes on a wall. Talk about the shapes the children can create. *What do they make you think of?* This could lead to a discussion about shadow plays.

Use the Beginning School Mathematics Shadows game (Cycle 2 Module 1).

The first reading

Discuss the title with the children. Write the syllables of the word on the whiteboard and see if the children can sound it out. *What do you think a hogboggit might be? Do you think it could be real?* Record the children’s ideas for later reference. Read the name of the illustrator.

Have a close look at the cover. *Look at the dark shape. Can you see a mouth?* (The illustration is a profile of a person with an open mouth.) *Why is the mouth open so wide?*

Title page – Draw attention to the candle. *Why is it there?* Draw out the idea that it could be used as a light source.

Pages 2 and 3 – Look closely at the double-page illustration, discussing how the child’s shadow will project onto the wall if she stands in front of the light. Reassure the children that an adult would be supervising, even though there is no adult shown in the illustration. Refer back to their ideas about what a hoggoggit might be. *What do you think now?*

Listen to the children read the text themselves, supporting them as necessary. As they move through the book, encourage them to focus on each double-page illustration in order to clarify the link between the child’s actions and the shadows she is creating.

Page 5 – *Why is the word “my” written in italics? How does the author want you to say this word?*

Page 6 – The children will need to attend to the visual features of the word “toes”. From the illustration, the word could be “legs” or “feet”.

Page 8 – Draw the children’s attention to the end sound of “teeth”.

Page 10 – Note those children who are able to use visual features to confirm the word “claws”.

Page 12 – *What is the hoggoggit doing now? Why is its mouth open so wide?* Note that the hoggoggit is now shown in close-up and on the left-hand page, subtly suggesting that it is becoming bigger and more powerful.

Pages 14 and 15 – *Who is really running away?*

Page 16 – *Where has the hoggoggit gone? Could it come back? How?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their integration of strategies and use of expression.

Focus on the digraph “th”. Show the children how they can use their knowledge of “th” as an initial sound to help them decode words when the “th” is at the end (as in “teeth”) or in the middle of a word. Write words that include this digraph (“teeth”, “with”, “bath”, “cloth”, “mother”, “father”) on the whiteboard and ask the children to underline the “th” in the words.

Focus on the initial consonant blends “cl” or “sc”. List other words that start this way. Note that “sk” has the same sound as “sc”. An extension activity could be to show the children some words beginning with “sc” that do not have the “sk” sound (for example, “scene” and “science”).

Focus on the words “it” and “It”. Find examples in the text. *Why does the word sometimes start with a capital letter? Is it the same word?* Some children find it hard to accept that words such as “It”, “Is”, or “In” are actually the same words as the lower-case versions.

Look closely at the word “hoggoggit” and talk about how the children worked it out. List other words that rhyme with “hog” and “bog”. List other words that rhyme with “git”. Encourage the children to be flexible with language by putting some of the words from the lists together to create new names for an imaginary creature.

Focus on the word “louder”. Think of other comparative verbs, such as “higher”, “faster”, and “smarter”.

Discuss the use of italics and exclamation marks for emphasis. *Why is “my” written this way? What does it tell us?* Reread the text together, focusing on the use of expression.

Suggestions for further activities

Using an overhead projector, make shadows or silhouettes on the wall. Discuss the shapes and what they could be. The children could draw around them and cut them out.

Ask the children to create their own pictures of the hobboggit. Label the various parts.

The children could construct their own creature and invent a name for it.

As a group, write an explanation or a diagram of how they could create a shadow.