

Teaching Guide for the Pebble Books Insects Set

Beetles



by Cheryl Coughlan • Gail Saunders-Smith, Ph. D., Consulting Editor

Ladybugs



by Cheryl Coughlan • Gail Saunders-Smith, Ph. D., Consulting Editor

Crickets



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Fireflies



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Dragonflies



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Bumble Bees



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Mosquitoes



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Ants



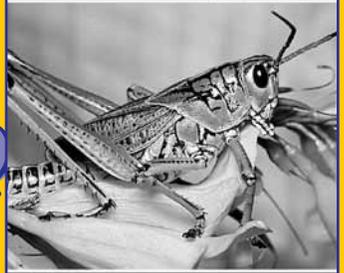
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Flies



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Grasshoppers



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Crickets



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Crickets

Early-Intervention Level for Reading Recovery®-type Programs*: 5
Guided Reading Level: D**

Supports

- Photo labels match words in the text
- No more than seven words in a sentence

Challenges

- Concept vocabulary: *antenna, chirp, ear, wing*
- Two lines on a page

Text Features

- High-frequency words: *are, at, have, in, on, or, some, the, two*
- Blends: *bl, br, cr, fr, gr, tr*

The Insects set supports the following standards:

Benchmarks for Science Literacy:

Project 2061 (AAAS, 1995)

- Standard 5A, 3-5, and 12A, K-2

National Science Education Standards (NAS, 1996)

- Content Standard C, K-4

Lesson for Guided Reading

Crickets

Tell students that they are going to read some books about insects. Brainstorm with students a list of insects they know. Save this list for use during lessons on other books in the set.

Challenge students to identify the insect on the cover of *Crickets*. Mark the word *crickets* if it is on your list. Help students see that the word on the list matches the word on the book cover.

First Reading

- Stop at the title page. Ask, “Do you see the word *crickets* again?” Have students run their fingers under the word.
- Turn to the table of contents. Review with students that a table of contents prepares readers for the information found in a book. Ask, “What will we learn about crickets?”
- Let students describe the cricket in the photograph on page 4, including its color. When students say *black* or *brown*, mention those words are in the sentence on page 5.
- On pages 7 and 9, ask, “Does this sentence start with the word *crickets*? Can you recognize this word?” To prepare for reading, discuss with students where the animal is on pages 6 and 8.
- Invite students to read the beginning words *Crickets have* on page 11. Look at the photograph on page 10. Let students say the word *antennas*. Match the word *antennas* in the text with the word in the photo label.
- Continue with pages 12 through 17 in the same manner. Let students read the words *Crickets have*, identify the body part in the photograph, and find the word in the sentence.
- On page 19, ask students if this sentence starts the same way as the sentence on page 17. Point out to students that the phrase *crickets have* is in a different place.
- On pages 20 and 21, ask students what crickets are known for. Lead them to the answer, “*Crickets chirp at night.*”

Rereading

Invite students to reread the book on their own to partners. Circulate among the pairs. Observe that students look at and reference the photo clues and labels to decipher new words.

Teaching Points

Digraphs *ch* (*chirp*), *sh* (*short*), *th* (*the, their*); /k/, spelled *ck* (*black, crickets*); ending sound /ng/ (*long, wings*)

Performance Assessment

Write the sentence beginning: Crickets have ____ . Invite students to complete the sentence five times with words that tell about a cricket’s body. Let them illustrate their sentences.

* Reading Recovery® is a registered trademark of the Ohio State University. The complete Reading Recovery® Booklist, created by Ohio State University, includes books from numerous publishers, since a premise of the program is that children be provided with a wide range of texts. One publisher’s booklist alone is not sufficient to implement a Reading Recovery® program. Pebble Books have not been officially leveled by Reading Recovery®. However, levels have been provided for your convenience by Reading Recovery® teacher trainers.
** Guided Reading Levels have been assigned using guidelines established by Irene C. Fountas and Gay Su Pinnell in their book *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (Heinemann, 1999). All levels are subject to change as they are periodically tested and evaluated.

Beetles



by Cheryl Coughlan • Gail Saunders-Smith, Ph. D., Consulting Editor

Beetles

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- Close photo/text match
- One sentence on a page

Challenges

- Concept vocabulary: *insect*, *jaw*, *wing*
- Variation in sentence patterns

Text Features

- High-frequency words: *are*, *be*, *can*, *have*, *some*, *two*
- Long /e/, spelled: *e* (*be*), *ea* (*eat*), *ee* (*beetles*), *y* (*many*)

Lesson for Guided Reading

Beetles

Ask students if they know the name of this insect. Remind them that the book title tells them the name. Model how to read the word by starting with the little word *bee*. Mark *beetles* if it is on the class list created during the *Crickets* lesson.

First Reading

- Let students read the title page and discuss the photograph. Let them compare this beetle with the beetle on the cover.
- Pause at the table of contents. Briefly recall that a table of contents tells a reader on which page certain information can be found. Ask, “On which page will I learn about legs?”
- Have students compare the beetle on page 4 with the beetles they have already seen. Talk about the beetles’ colors. Ask, “What might this page tell us?”
- Introduce pages 6 through 9 by explaining that they tell us about a beetle’s size. Help students identify the objects shown with the beetle (corn kernels and an arm).
- On page 10, let students finger trace the arrows to each leg, then count the arrows or legs. Tell students that the words *six legs* are in the sentence on page 11.
- For pages 13 and 15, help students recognize the repeated phrase *Beetles have two ___ wings*. Encourage students to think of antonym pairs to fill the blanks. Have students read each sentence, filling in the correct word.
- On page 16, speculate with students what these things on the beetle’s body might be. Model reading *jaws* on page 17.
- Preview pages 18 through 21 by telling students that they are going to learn what beetles eat. Have students identify the object on pages 18 and 20 that the beetle could be eating.

Rereading

As students reread the book, encourage them to notice the words at the bottom of each text page. Share that these are the names of each beetle. These words have complex sounds and spelling patterns. Invite curious students to read the names with you.

Teaching Points

Initial consonant *s* and s-blends: *s* (*six*, *soft*, *some*), *sm* (*small*), *str* (*strong*); plural ending *-s* (*beetles*, *colors*, *insects*, *jaws*, *legs*, *plants*, *wings*)

Performance Assessment

Invite each student to choose one beetle to draw and write a sentence about. Arrange students’ work on a bulletin board or poster paper with the title “Meet the Beetles.”

Ladybugs



by Cheryl Coughlan • Gail Saunders-Smith, Ph. D., Consulting Editor

Ladybugs

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- Reintroduction of concept words
- One to two lines of text on a page

Challenges

- Concept vocabulary: *beetle, insect, jaw, wing*
- Compound word

Text Features

- High-frequency words: *are, have, or, two*
- Long /e/, spelled *ea (eat), ee (beetles), y (ladybugs, many)*; long /a/, spelled *a (ladybugs)*

Lesson for Guided Reading

Ladybugs

Encourage students to identify the insect on the book cover. Invite students to say the word *ladybugs* slowly. Exaggerate the two words that make up the one word. Ask students to look at the book title. Model how to cover up the first half of the word to read *bugs*, then the last half of the word to read *Lady*.

First Reading

- Let students read the word *Ladybugs* on the title page and talk about the photograph.
- Have students look at the table of contents. Ask, “Where would I find information about a ladybug’s head?”
- Turn to page 5. Help students recognize each word separately. Then have students read the entire sentence.
- On pages 6 and 8, invite students to come up with color words to describe the ladybug. Ask, “What else is on the ladybug’s body?” Read the sentences on pages 7 and 9 together.
- Let students count the ladybug’s legs on page 10. On page 11, encourage them to recognize the repetitive phrase: *Ladybugs have*. Have students complete the sentence.
- On pages 12 and 14, let students read the words in the labels. Have students flip the pages to compare the two sets of wings. Elicit descriptive words such as *hard* and *soft*.
- For pages 16 and 17, ask students which part of the ladybug’s body is in the circle. When someone suggests its head, model finding the word *head* in the text.
- Turn to pages 18 and 19. Ask students to find the word in the sentence that matches the word in the label.
- Encourage students to study the photograph on page 20. Ask, “What is the ladybug doing?” When someone says, “eating,” read the sentence on page 21 together.

Rereading

Let students work in small groups to reread the book. Monitor the groups as they read. Check to make sure that students follow print concepts.

Teaching Points

Different pronunciations of *g* (*ladybug, legs, orange*); number words (*six, two*)

Performance Assessment

Invite students to draw ladybugs with different numbers of spots. Have students count the spots, then write sentences that tell how many spots their ladybugs have. Write a sentence starter for students to complete: My ladybug has ___ spots.

Fireflies



by Cheryl Coughlan • Gail Saunders-Smith, Ph. D., Consulting Editor

Fireflies

Early-Intervention Level: 7

Guided Reading Level: E

Supports

- One to two lines of text per page
- One sentence per page

Challenges

- Concept vocabulary: *antenna, beetle, eye, flash, lantern, light, wing*
- Moderately complex sentence structures

Text Features

- High-frequency words: *a, are, at, have, or, the, two, with*
- Initial consonants *f* and *l*, blend: *fl*

Lesson for Guided Reading

Fireflies

Let students view the book cover and identify the insect. When students say, “firefly,” have them check the class list generated while introducing the set. Challenge them to match the word on the cover with the word on the list. If the word is not there, write the word as students identify each letter. Invite a student to place a star beside the word. Ask students what they would like to learn about fireflies, and record their questions.

First Reading

- Turn to the title page. Invite students to read the title. Let students respond to the photograph.
- Pause at the table of contents. Ask, “What will we learn about fireflies in this book? How do you know?”
- Begin reading with pages 4 and 5. Share with students that they know all three words in the sentence on page 5.
- On pages 6 and 8, elicit from students color words that describe the firefly. Write each word, *brown, black, red, and yellow*, on the board or on chart paper for emphasis.
- Have students read the first three words in the sentence on page 11. Model how to read the word *flat*.
- For pages 13 and 15, encourage students to recognize that both sentences begin with the same phrase: *Fireflies have two*. Help students identify the body part featured on pages 12 and 14, then match the word in the label with the word in the text.
- Preface pages 16 through 19 by explaining that students are going to learn about the firefly’s light. Model how to decipher the word *lantern* on pages 17 and 19.
- On page 21, have students notice the words that have the long /i/ sound—*light* and *night*. Point out that these words have consonants that are not pronounced—*g* and *h*.

Rereading

Encourage students to reread the book with a partner. Monitor the partners for fluency and self-correction: Do the students read at an even pace? Are the students able to recognize when a word is read wrong, then correct it?

Teaching Points

R-controlled vowel *ar* (*are, large, marks*); long /i/, spelled *igh*

Performance Assessment

Pass out dark-colored construction paper to partners. Instruct students to draw fireflies. Tell students to use yellow crayons and to pretend that the paper is the night sky. Challenge them to write two sentences that tell about fireflies.

Dragonflies



by Cheryl Coughlan • (with Saunders-Smith, Ph. D., Consulting Editor)

Dragonflies

Early-Intervention Level: 7

Guided Reading Level: E

Supports

- No more than five words in a sentence
- Close photo/text match

Challenges

- Concept vocabulary: *antenna, eye, insect, jaw, wing*
- First and last sentences vary from others in the book

Text Features

- High-frequency words: *a, be, can, have, two*
- /j/, spelled *g* (*huge*), *j* (*jaws*)

Lesson for Guided Reading

Dragonflies

Ask students if they are familiar with the insect on the cover. Explain that its name has two parts. Demonstrate how to cover up the first six letters, and encourage them to read the word *flies*. Then have them cover up *flies*, and sound out *Dragon*. Tell them to put it all together—*Dragonflies*. Let students talk about the insect and its name.

First Reading

- Have students turn to the title page. Help students recognize that the title and author's name are the same here as they are on the book cover.
- Referring to the table of contents, ask, "What will we learn about dragonflies in this book?"
- Have students first study the photograph on page 4. On page 5, ask, "Where are these dragonflies? What might the sentence tell us about where dragonflies live?"
- Turn to pages 6 and 7. Encourage students to read the words they know. Model figuring out the word *colorful*.
- On page 8, let students trace the dragonfly's body with their fingers. Guide them to the describing word *long* on page 9.
- Invite students to count each featured body part on pages 10 and 12. Have students read each sentence on pages 11 and 13.
- For page 14, say, "If the dragonfly's body is long, what word describes these body parts? How many do you see?" Have students match the words in the label with the text on page 15.
- On page 16, let students describe the size of the body parts, count them, and identify them. Then read page 17.
- After students read page 19, ask, "What do a dragonfly's jaws do?" Tell them to turn the page to find out.
- Ask students to point to the dragonfly on page 20, then identify the butterfly. Explain that butterflies are also insects. Read the sentence on page 21 with them.

Rereading

Challenge students to reread the book on their own, working with partners. Encourage the partners to help each other.

Teaching Points

Word ending *-er* (*other, water*); word family *-ong* (*long, strong*)

Performance Assessment

Model for students how to draw a large dragonfly with a very long body and four long wings. Write the word *dragonfly* within the body. Then challenge students to write four other words that tell about a dragonfly within the dragonfly's wings.

Bumble Bees



by Cheryl Coughlan • Gail Saundert-Smith, Ph. D., Consulting Editor

Bumble Bees

Early-Intervention Level: 7

Guided Reading Level: E

Supports

- Label text matches sentence text
- One sentence per page

Challenges

- Concept vocabulary: *antenna, eye, nectar, tongue, wing*
- Two lines of text on each page

Text Features

- High-frequency words: *a, and, are, have, to, two, when*
- Short /u/, spelled *u* (*bumble, buzz*), *o* (*tongue*)

Lesson for Guided Reading

Bumble Bees

Tell students to place their hands over the first word on the cover and to read the second word. As students look at the photograph, challenge them to identify this type of bee. You might check your class insect list from the *Crickets* lesson for *bumble bee*. Elicit from students that this is a bumble bee.

First Reading

- Turn to the title page. Invite students to read the title and author's name, then to talk about the photograph.
- Move on to the table of contents. Challenge students to recall the purpose of a table of contents.
- Continue with pages 4 and 5. Help students recognize the words *bumble bees* in the sentence. Elicit color words that describe the bumble bee in the photograph. Write the words *black* and *yellow* for students to find in the sentence.
- Have students imagine they could touch the bee on page 6. Ask, "What would you call the yellow stuff?" Encourage students to recognize the word *big* on page 7, then read to figure out the word *hairy*.
- On page 8, ask students to finger trace from the arrow to the part on the bumble bee. Challenge students to recall what this body part is called. Have students find the word *antennas* in the label, and then in the text on page 9.
- Have students predict what the text will be about on pages 11 and 13 as they study the photographs on pages 10 and 12. Point out the sentence pattern: *Bumble bees have ___ eyes.*
- For pages 14 through 17, ask students what is being identified in the photographs. Model how to read the word *tongue*. Read the text after exploring the photo.
- On page 18, let students count the wings.
- Model how to put together the word *buzz* on page 21.

Rereading

Invite students to read the book again. Make sure students are following concepts of print, such as left-to-right tracking and turning the page to continue reading.

Teaching Points

Homonyms (*to, two*); short /i/ (*big, thin, wings*)

Performance Assessment

Instruct students to draw a large, friendly bumble bee. Above the bee, ask them to draw a large speech balloon. Challenge students to write a sentence in the speech balloon that the bumble bee might say about itself.

Mosquitoes



Mosquitoes

Early-Intervention Level: 7

Guided Reading Level: E

Supports

- Some repetitive phrases
- Revisits content vocabulary

Challenges

- Concept vocabulary: *antenna*, *blood*, *female*, *insect*, *proboscis*
- Three lines of text on one page

Text Features

- High-frequency words: *a*, *are*, *have*, *two*
- Words with three syllables (*animals*, *antennas*, *mosquitoes*, *proboscis*)

Lesson for Guided Reading

Mosquitoes

Engage students in a discussion about mosquitoes. Challenge students to describe a mosquito. Show the cover to confirm their descriptions. Invite students to picture walk through the book to become familiar with other features of this insect.

First Reading

- Encourage students to comment on the mosquito on the title page. Help them recognize the plural *Mosquitoes*.
- Have students study the table of contents to further preview the material found in the book.
- Discuss pages 4 and 5. Let students describe the creature. Remind students that mosquitoes are insects.
- On pages 6 and 7, explain that these pages show and tell where mosquitoes live. Model how to read the word *water*.
- For page 9, point out that students already know the word *mosquitoes*. Say, “You’re halfway there!”
- Let students finger trace the mosquito’s body on page 10, describe its shape, then read the sentence on page 11.
- While exploring pages 13 and 15, have students notice the repeated phrase: *Mosquitoes have two*. Suggest that they look to pages 12 and 14 for clues to finish the sentence.
- Preview page 17 by telling students that they will learn a difficult word. Invite students to begin reading. Pause before *proboscis*. Model how to decipher the word.
- On page 19, help students blend the initial consonants to read *drink* and *plant*. Guide students to read *juices*.
- On page 21, tell students not to be discouraged by the three lines of text. Explain that they know many of the words. Guide them through the words they do not know.

Rereading

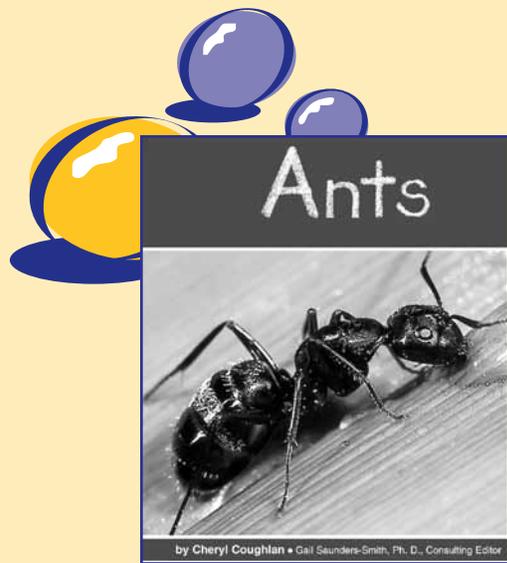
Ask students to reread the book with partners. Observe that students can recognize repeated words. Prompt students to work together to read and learn new words.

Teaching Points

Spelling rule exceptions: long /u/, spelled *ui* (*juices*); short /u/, spelled *oo* (*blood*); long /e/, spelled *eo* (*people*), *i* (*mosquitoes*)

Performance Assessment

Tell students they are going to write a short paragraph. Have students copy the lead sentence *Mosquitoes are insects*, then this sentence starter, “Mosquitoes have ____.” Ask students to write an ending to the sentence.



Ants

Early-Intervention Level: 8

Guided Reading Level: E

Supports

- One to two lines of text on a page
- Close photo/text match

Challenges

- Concept vocabulary: *carry, colony, eye, jaw, wing*
- Variation in sentence structures

Text Features

- High-frequency words: *a, and, are, be, can, have, in, of, some, to, two*
- Initial consonant hard *c* (*colonies*)

Lesson for Guided Reading

Ants

Encourage students to read the title on their own. Invite students to talk about their experiences with ants. Ask, “What do you know about ants?” Group their ideas according to the entries in the table of contents.

First Reading

- On the title page, read the word *Ants* together. Let students talk about the photograph.
- Have students review the words in the table of contents. Point out that these are the topics they suggested earlier.
- Continue with pages 4 and 5. Challenge students to read the sentence on their own, pointing out that most of the words are ones they have already learned or read before.
- Have students describe the ant on page 6 with color words. Ask, “What other colors can ants be?” Have students look for color words as they read page 7.
- Share that pages 8 and 9 tell about the ant’s body. Say the word *body* slowly. Challenge students to find the word in the sentence on page 9, then read the sentence together.
- On pages 10 and 12, point out the body part that each photograph highlights. Read pages 11 and 13 together.
- For page 15, suggest that students cover the second line and read the first line. Then have them read the second line.
- Encourage students to look to pages 16 and 18 for clues about the text on pages 17 and 19. Prompt ideas with guiding questions.
- Recall with students that ant families are also called *colonies*. Enunciate each sound and syllable of *colonies* clearly. Challenge students to find the word on page 21.

Rereading

Let students reread the book in small groups to each other. Tell students to follow each word they read by running their fingers beneath the word. Monitor as students read.

Teaching Points

Inflected ending *-es* (*lenses*); word family *-ing* (*things, wings*)

Performance Assessment

Invite students to imagine what it might be like to live in an ant colony. Divide the class into groups, and ask students to each draw an ant, cut it out, and tape it to a craft stick to make a puppet. Ask students to write an ant dialogue. Let each group share its dialogue as a puppet play with the class.

Flies



by Cheryl Coughlan • Gail Saunders-Smith, Ph. D., Consulting Editor

Flies

Early-Intervention Level: 8

Guided Reading Level: E

Supports

- Some repetitive phrasing
- One to two lines on most pages

Challenges

- Concept vocabulary: *eyes, halteres, proboscis, spit, sticky, wing*
- Some complex sentence structures

Text Features

- High-frequency words: *can, have, into, it, of, on, that, the, to, two*
- Initial consonants *f* and *l*, blend: *fl*

Lesson for Guided Reading

Flies

Ask students to review the class insect list from the *Crickets* lesson. Ask students which insects they have yet to discuss. Lead them to flies. As they view the cover, ask them to notice similarities between this fly and other insects. Write their ideas, and ask students to listen for their ideas in the book.

First Reading

- Let students read the title page and discuss the photograph.
- Continue with the table of contents. Ask, “What will we learn about flies in this book? How can you tell?”
- Let students finger trace the wings on page 4, then recognize the words and read the sentence on page 5.
- With page 7, have students read the first three words: *Flies have two*. Help them read *halteres*.
- Point out that the sentence on page 9 does not begin with the word *flies*. Have students find *flies* on the page.
- Suggest on page 11 that students read the sentence in two parts: *Flies have large eyes . . .* Pause and let students study the photograph for more information.
- Explain that the flies on page 12 are eating. Say, “Let’s read the sentence on page 13 to find how flies eat.”
- Challenge students to read with you the word *proboscis* on page 15. Explain that this body feature is like a straw. Have students supply words that describe the use of a straw, including the words *suck* and *mouth*.
- On pages 17 and 19, model how to read the words *six* and *sticky*.
- On page 20, let students note that the fly is upside down. Say, “Maybe the words *upside down* are on page 21. Let’s read to find them.”

Rereading

While students reread the book, circulate among partners or small groups to listen to their readings. Make sure students are not skipping ahead as they read.

Teaching Points

Long vowel pattern, CVCe (*make, made, upside*); /k/, spelled *ck* (*suck, sticky*); different spellings of /ou/ (*down, mouth*)

Performance Assessment

Invite students to pretend to be flies. Working in small groups, each student should write about flies. Encourage groups to buzz like flies as they share their sentences.

Grasshoppers



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Grasshoppers

Early-Intervention Level: 8

Guided Reading Level: E

Supports

- Close photo/text match
- One sentence on a page

Challenges

- Concept vocabulary: *enemy, jump, spiracles, wing*
- Up to three lines of text per page

Text Features

- High-frequency words: *a, are, can, have, in, or, to*
- Blends: *br (breathing, brown), fr (front), gr (grassy, green), sp (spiracles)*

Lesson for Guided Reading

Grasshoppers

Tell students that you are thinking of an insect. It can hop, and it likes to eat grass. Confirm that it is a grasshopper. Invite a student to mark *grasshopper* on the class list created in the Crickets lesson. Let students comment on the cover.

First Reading

- On the title page, model how to cover up one part of the title, then the other. Have students look at the photograph.
- Review with students the purpose of a table of contents. Ask, “Where will we learn about the grasshopper’s legs?”
- On page 5, challenge students to recognize the word *grass* within the sentence.
- On page 6, ask students to come up with color words to describe a grasshopper. Write *green* and *brown* on the board, and have students read these words in the sentence on page 7.
- Preview pages 8 and 9 by explaining that they describe the grasshopper’s body. Encourage students to start reading the sentence and to refer to the photograph for clues.
- For page 11, suggest that students read the sentence one line at a time. Let them cover up two lines at a time.
- On page 12, invite students to count the wings.
- Suggest that students match the words in the labels on pages 14 and 16 with the words in the text on pages 15 and 17.
- Invite students to describe the action taking place on page 18. Model how to read the word *jump* on page 19.
- Again on page 21, demonstrate how to cover up the bottom two lines of text in order to concentrate on the sentence in chunks. Suggest that students do the same with unfamiliar words, such as *enemies*.

Rereading

Have students reread the book, working with partners or in small groups. As students reread, suggest strategies for decoding difficult words and mastering complex sentences.

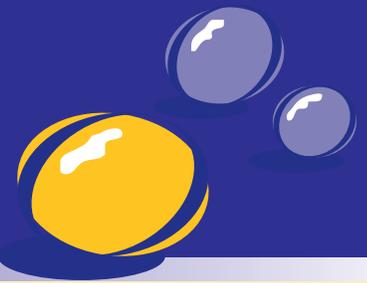
Teaching Points

/or/, spelled: *or (or, short), our (four)*; long /e/, spelled *ea (breathing), ee (green), ie (enemies), y (grassy, body)*

Performance Assessment

Remind students that grasshoppers live in grassy places. Roll out a length of mural paper, and invite the class to draw a grassy scene, complete with grasshoppers. Ask each student to write a sentence that tells about the grasshoppers.

Extending the Lesson



The following activities incorporate concept knowledge gained from the Insects set.

Objectives

The student will:

- Recognize the features that characterize a group of animals.
- Appreciate how animals within a group can be similar, yet unique unto their groups.

Entry Point—Engaging the Learners

- Encourage students to talk about the insects in the books. Invite students to share their favorite insects.
- Challenge students to recall the things that insects seem to have in common, such as many legs, strong jaws, long bodies, a weird tongue, wings, and strange eyes.
- Brainstorm with students the features that make each insect unique. For example, the ladybug has spots. The firefly makes light. The grasshopper makes brown spit. Let students explain each interesting feature.
- Speculate with students whether they think it would be fun to be an insect. What advantages would they have? What disadvantages?

Preparation

- The best way for students to learn about insects is to observe them. Ahead of time, find an area that has harmless insects students can observe, preferably an ant colony. Gather some insect-collecting materials, such as jars with lids.
- In the classroom, arrange a terrarium in which to place any insects the class collects. The terrarium should contain soil from the same area in which the insect lives, along with water, leaves, branches, rocks, and food.
- Magnifying glasses and science logs are also ideal to keep near your in-class insect habitat.

Activities

- Tell students that they are going on an insect

safari. Direct their attention to the terrarium you have set up, and explain that it will become the temporary home of an insect that they will observe. Also show students your insect-collecting supplies. Lead the class outdoors to your insect area. Gather students around the insect area, and quietly invite them to observe the insects. For example, if students are viewing ants, ask such guiding questions as, “In which direction are the ants walking? Are the ants carrying any food? Can you find the anthill? What might the ant colony look like underground?” Watch until an ant has crawled upon a leaf or stick. Quickly, yet gently, pick up the item and store it in your jar. Place the lid on lightly. Try to collect several insects from the same area.

- Back in class, place your insects in their temporary habitat. Over the next few days (or weeks, depending on interest), let students in small groups visit the habitat to observe the insects. Demonstrate how to hold a magnifying glass up to the terrarium wall to view the insects up close. As each group visits the habitat, encourage them to note the date and time, then to draw pictures and write sentences about the insects in the science log. Suggest that students observe the things the insects eat, how they interact with each other, how the insects move, what activities the insects do. Once you notice that interest in the insects has waned, encourage students to thank the insects, then with the class, release the insects back to their natural outdoor homes.

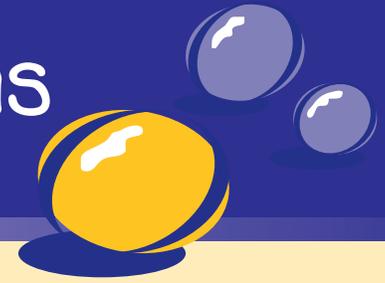
Challenging and Checking

Cover the title of each book with a self-stick note. Display the books, and challenge students to identify the insects. Remove the notes to confirm their answers.

Reflecting

Assess what questions students can ask and answer about how the animals in the insect group are alike, yet different.

Curriculum Connections



The following activities can be used to expand your insect studies into other subject areas.

Math

- As students read the books in this series, they became acquainted with a number of insects. Take a class poll to find out which insect they found the most interesting. Create a bar graph on which students can record their ideas. Invite students to the graph, and ask them to draw a smiley face in the corresponding row for the insect of their choice. Tell students that their smiley faces should be about the same size. After all students have indicated their choices, help them analyze the graph by comparing the lengths of “bars” to determine the most and least favorite insect. To confirm ideas, have students count the smiley faces in each row, comparing the numbers. You might conclude that reading a bar graph makes obtaining information quick and easy.
- Point out to students that they read about ten different insects in this series. Use this as a springboard to explore counting by tens. Start by lining up the ten books. Have students count the actual number of insects they see. If another set of books is available, line up these books as well. Have students count all the insects. Ask, “How many do you see this time?” Repeat the procedure, adding more sets of ten by encouraging students to draw the insects. Write the numbers by tens, all the way to 100.

Writing

- Reproduce and pass out the activity sheet on page 3-15. Let each student choose an insect he or she would like to write about. Have students write the name of the insect at the top of the page, then draw the insect in the box. Challenge students to write a few sentences about the insect on the lines.

Reading

- To reinforce letter order, challenge students to alphabetize the ten books. Display the books on a table in random order. Tell students that insects would be listed alphabetically in an encyclopedia. Ask students to help you put the books in alphabetical order.

Language Arts

- Write the word *buzz* on the board. Point out to students that this word actually describes a sound. Let students have fun making “buzzing” insect noises. Then challenge students to think of other words for sounds that insects and other animals might make, such as *meow*, *oink*, *baa*, *chirp*, and so on. Write the words on the board, and have students make the animal sounds to make the connection between the real sound and the sounds of the letters.

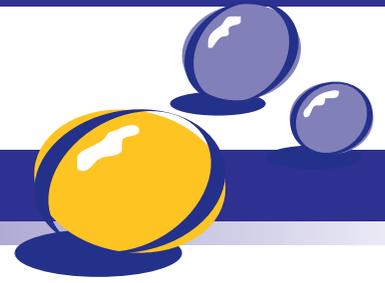
Creative Thinking

- Review with students the things that most insects have in common, such as six legs, three body parts, and two antennas. Then discuss insect features that make each special, such as stingers, long back legs, and spots. Encourage students to have fun mixing up the insect features to create a new insect. Have students draw their new insects, as well as come up with a name for them. Challenge students to write a few sentences that tell about their new insects, too.

Literature Connection

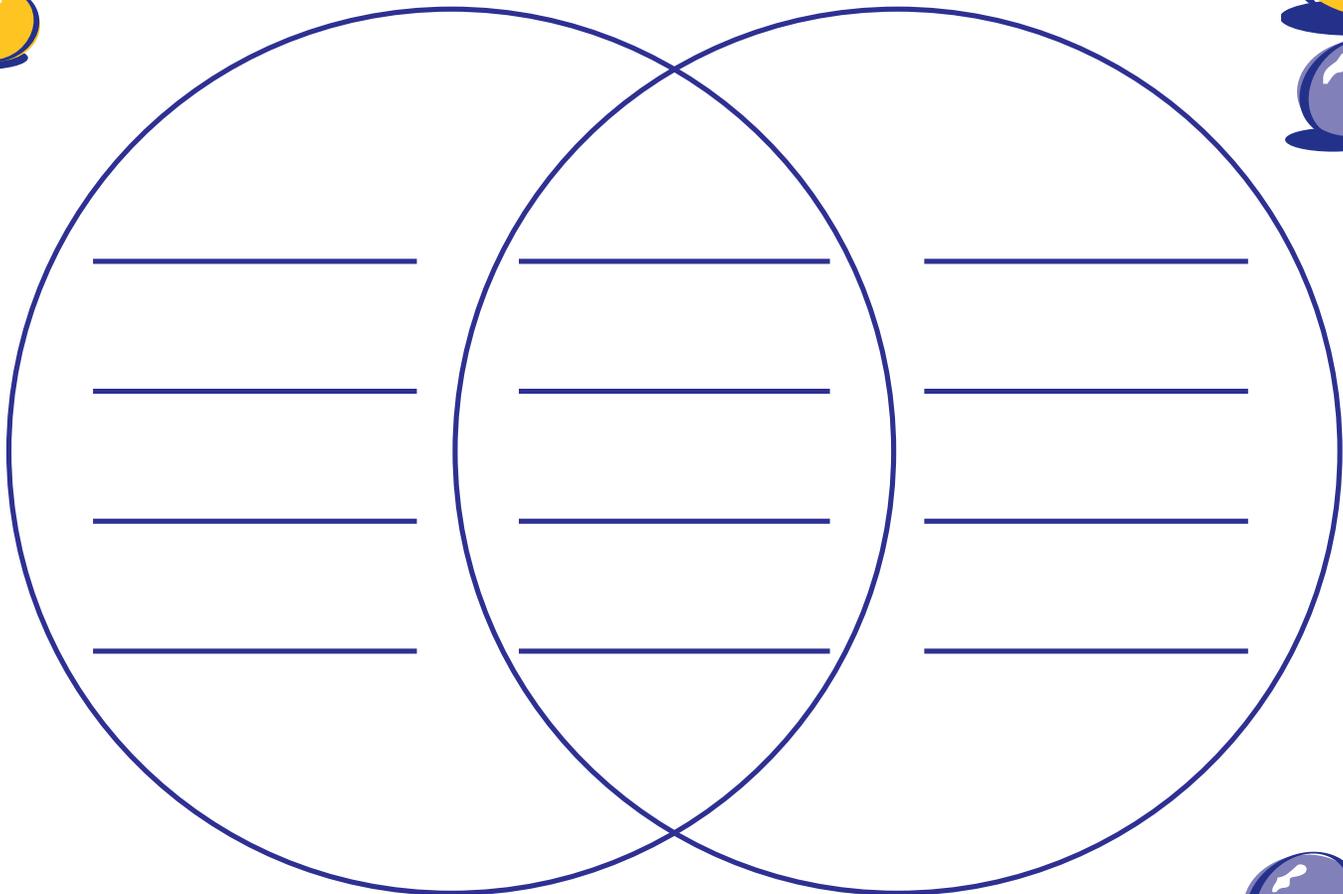
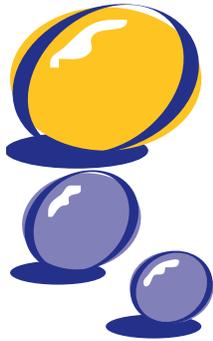
- Invite students to visit the school library to find fiction books with insect characters, such as *Why Mosquitoes Buzz in People's Ears* by Verna Aardema. Let students read the books in groups, then share the books with the rest of the class. Ask students to discuss how the insects in the storybooks are the same, yet different, from the insects in the nonfiction books.

Alike and Different



Name _____ Date _____

In the two boxes below, write the names of two insects you read about. Where the circles do not overlap, write how these insects are different. Where the circles do overlap, write how these two insects are alike.



How are they alike?



Draw and Write About It

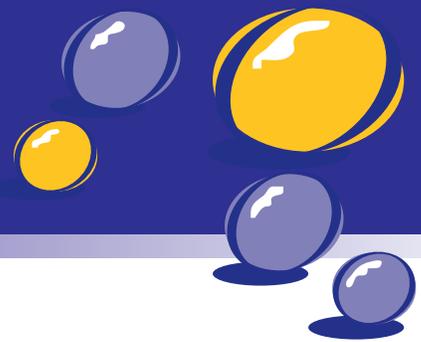


Name _____ Date _____

Insect _____

On the line above, write the name of an insect you learned about. In the box, draw the insect. On the lines below, write sentences to tell about the insect.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

School Work to Bring Home

- Let students bring home any writing assignments that you choose not to keep for assessment purposes. Encourage students to describe the books they read and how their writing reflects what they learned.
- Also have students take home the writing sheet they completed on page 15. Suggest that students cover the insect's name, challenging their families to guess the insect by viewing the picture. Make sure students tell their families that they composed the sentences on the page themselves.
- Send home additional blank copies of page 15 for students to complete with their families. Tell students to draw and write about other insects. Suggest that they create an insect book cover. Then instruct them to staple the pages together, making an insect book they created together.

Show What You Know

- Encourage students to describe an insect from the series for their families, keeping its name a secret. Have students challenge their families to identify the insect. Tell them to share what they learned about the insects.
- Suggest that students rewrite the names of each insect as word scrambles. Have them present the scrambled words to their families to solve. Suggest that the students provide clues if family members have trouble figuring out the words.

Activities to Do at Home

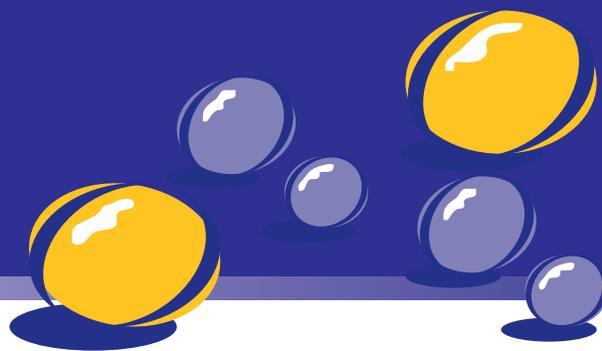
- Encourage students to venture outdoors with an adult to find insects around the home. As they discover insects, have them share what they know. Caution students to not touch the insects, but only view them quietly from a safe distance.

- As they observe the insects, suggest that students draw and write their observations. Tell them to continue sitting quietly as they record their observations in a notebook. Encourage them to consult with family members for help with spelling or vocabulary.
- Invite students to create shoe-box dioramas that feature insects. To start, explain that they should cut a slit in the long side of a shoe box. This will be the top of the diorama. Inside the shoe box, have them create an outdoor scene, with grass, trees, logs, branches, flowers, and so on. They can use paper cutouts, or actual items from outdoors, such as twigs, pebbles, and leaves. Tell them to glue the pieces in place. Then instruct them to draw and cut out insects they read about. Have them tape the tops of the insects to the bottom of a pencil or craft stick. Tell them to slip the stick through the slit to make their insects move through the scene.
- Suggest that students have fun role-playing the insects with family members. Explain that each family member should choose an insect, with no insect being used twice. Have students share the insects' characteristics, then tell students to put on some music to move to as they role-play their insects. Encourage students and their families to change insect roles, too.

Back in Class

- Invite any students who created insect books with their families to share the books with classmates. Have students read the books to the class, or ask a partner to do so.
- Discuss with students any insects they were able to observe firsthand at home. Encourage students to bring in any written observations they made. Talk about the insects that were easiest to spot, as well as those that were more elusive. You might create another bar graph to record the most commonly sighted insects.

Assessment



The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage in students effective prereading and post-reading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation of how each assessment tool provided here can be used.

Reading Skills, Behaviors, and Strategies Chart

Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart, and then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced, but overall emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated by reading books outside those included in this Pebble Books set or the unit to which it belongs.

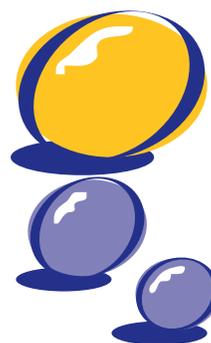
Think About It Chart

This chart, to be completed by the student, is modeled after the familiar K-W-L chart. The *Think About It* chart asks students to identify through writing what they already know about one of the subjects in this Pebble Books set; what they would like to learn about that subject; and then (to be completed during or after reading), what they actually learned from reading that Pebble Book. By

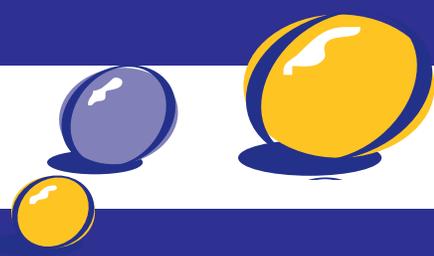
its nature, this pre- and post-reading activity encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own similar assessment to test students' facility with other informational literacy skills that are emphasized in the Pebble guided reading lessons.



Think About It



Name _____ Date _____

What I know about _____



What I want to know about _____



What I learned about _____



Informational Literacy Behaviors and Strategies



Name _____ Date _____

Have students briefly answer the following questions. Students may dictate for you to record their answers and your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use a glossary for?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
