

### Strand: Life Science

### Theme: Animals

**Purpose for Reading:** To build knowledge of different types of bugs and beetles.

**Comprehension Strategies:** Making connections to text, recognising factual text features, asking and answering questions, extracting information, comparing and contrasting.

### Vocabulary

*Dictionary Words:* dung beetle, flea, ladybird, June bug, praying mantis

*Vocabulary Words:* antenna, enlarged photo,

ladybirds, pincer-like front leg, shapes, sizes, smell

*High-Frequency Words:* an, be, big, do, down, from, get, has, have, if, little, make, new, not, of, some, their, they, three, too, very, what, will, with, your

### Before Reading

- Invite students to share what they know about bugs and beetles. *What kind of creature is a bug or a beetle? What is an insect? How big are insects? How many legs do they have? What do they eat?*
- Read the title and invite students to share their observations of the cover photo.
- Read the title page together and discuss what these beetles are doing.
- Tell students that this book will give us information about some kinds of bugs and beetles.

### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe the insect in each photo. Use questions such as, *What colour and shape is this insect?*

*What do you notice about its eyes? What has been done to these photos to make these creatures easier to see?*

### Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and share what they observe about this bug. Read the label and caption. *What do you notice about the antennae? What else do you know about this bug?*
- Pages 6–7: Ask students to look at these pages and describe this insect. Read the captions. *What is a pincer? Why might this creature need legs like this? How did this creature get its name? What else do you notice about the praying mantis?*
- Pages 8–9: Have students look at these pages and describe what these beetles are doing. Read the label and caption and discuss what the beetles are doing with the dung. *What do you notice about the look of this beetle? Why does the dung beetle need strong legs? What do you notice about the shape of the dung? Why might it be rolled into a ball? What might they do with the dung?*
- Pages 10–11: Invite students to look at these pages and discuss what they notice. Read the label and caption. *What do the words female and male mean? What do we know about the female ladybird?*
- Pages 12–13: Have students look at these pages and describe what they notice about the flea. Read the label and caption. *In what ways does this creature look interesting or unusual? What does a flea eat?*
- Pages 14–15: Invite students to share what they notice about these pages. Read the title of the table and discuss what sort of information is shown.

Provide rulers with millimetre measurements for students to compare the sizes of the insects.

## Read the Book

- Ask students to turn to the front and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Have students return to the text and compare the similarities and differences between the insects. Make a chart to record students' responses. Prompt with questions such as, *How are all insects alike? How many body parts do insects have? How does the June bug get its name? What are June bugs attracted to? Are they harmful to people? Why not?*
- Discuss other animals that have hard shells to protect their bodies. Prompt students to think about their own bodies. *What protects your brain from getting hurt? What other things do people do to protect their bodies?* Discuss the use of helmets, shin pads, elbow pads, etc.

### Vocabulary and Word Recognition

- Look through the book and locate the words *these* and *they*. Have students point to and say each word as they locate it.
- Have students turn to page 2. Have them find the part of the word *beetle* that makes the *ee* sound.

Write this word on the board, using a different colour for the double *e*. Have students find the part of the word *flea* that makes the *ee* sound. Write this word on the board. Explain that both of these letter combinations make the sound *ee*. Explain the two vowels together rule for the *ea* combination in the word *flea*. Have students brainstorm words with the *ee* sound. Record *ee* spelling combinations under *beetle* and *ea* spelling combinations under *flea*.

### Oral Language

- Have students imagine they are an insect from the book. *Describe yourself to a partner using extra describing words. For example, I am small and very beautiful. My friends sometimes call me Spot because of my lovely black marks. I have a busy life because I lay more than 1000 eggs.*

### Writing

- Have students think about what else they would like to learn about the insects in the book. Have them write one question for each insect.

### Creative Extension Activities

- Have students make an insect using egg cartons, pipe cleaners, strips of paper, boxes, cups, and assorted materials. Have them name their insect.
- Have students collect materials from the environment to make a home for the insect they have made. Arrange the materials in a box or glue them onto paper or card to make a collage backdrop.

### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

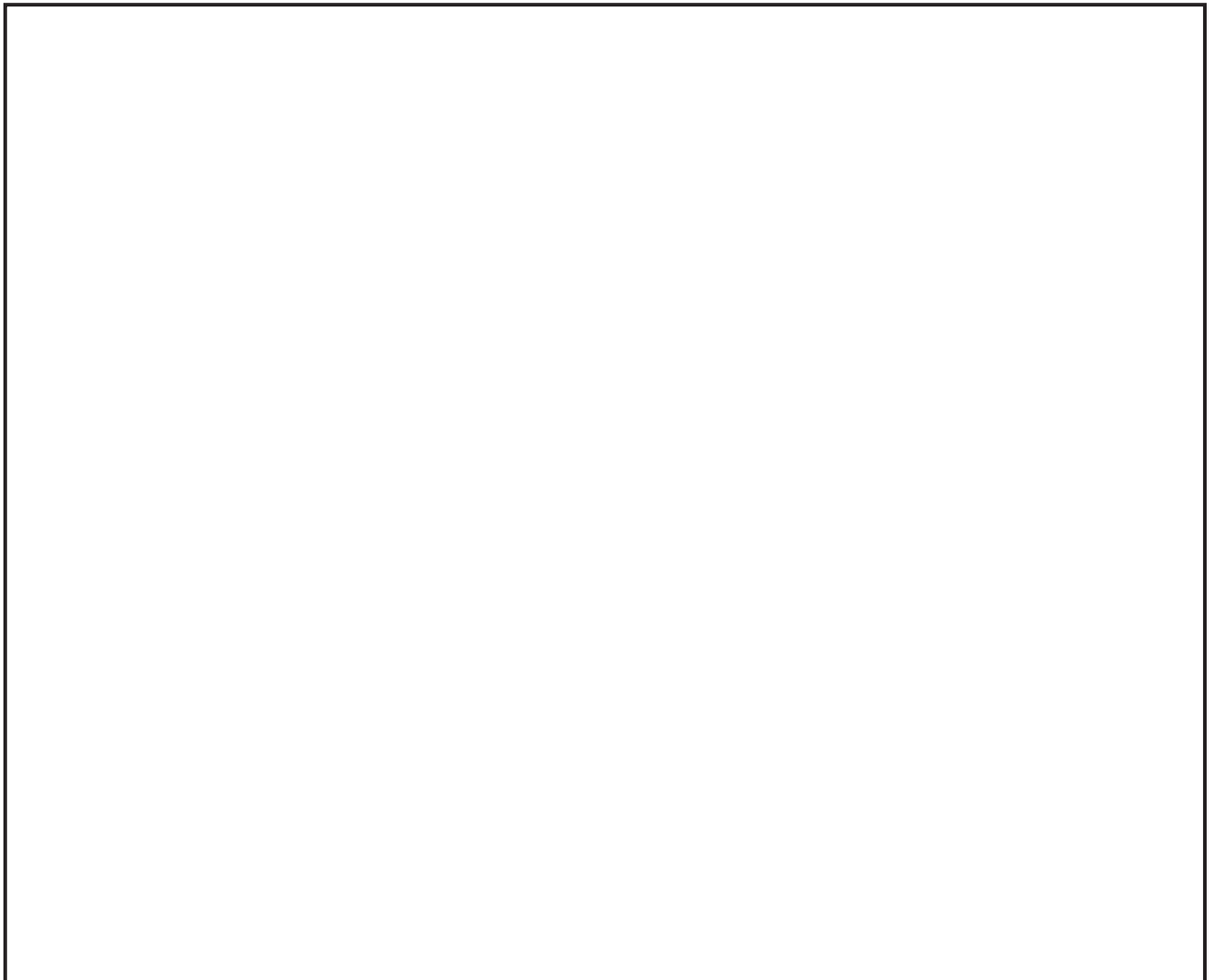
Name: \_\_\_\_\_

Draw your favorite insect.

Label the parts on the insect's body.

For example: antenna, eyes, legs, shell, wings.

My favorite insect is a \_\_\_\_\_.



Name: \_\_\_\_\_

Sort the insects from smallest to biggest.  
Use the table on page 15 to help you.

praying mantis

ladybird

flea

June bug

elephant beetle

dung beetle

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What am I?

Write and draw your answer.

I am a black beetle.

I get rid of dung.

I lay eggs in dung.

My babies eat the dung.

I am a \_\_\_\_\_.

