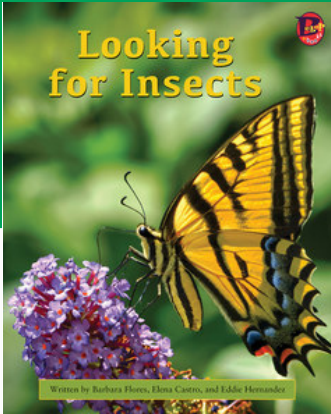




BEBOP CLASSROOM CONNECTION



Guided Reading with

Looking for Insects

Guided Reading Level: L

DRA Level: 24

by Barbara Flores, Elena Castro, and Eddie Hernandez

Overview: Insects are all around us. Read this book to learn about some insects you might find near where you live.

About the Book

Page number: 16, Word Count: 594

Genre: Nonfiction

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- use syllabication strategies to decode multisyllable words
- use a wide variety of high frequency words to support fluent reading
- use background and vocabulary knowledge to help read and comprehend unknown words

- read varied sentences fluently, with expression and stamina
- read a longer text with stamina, using text section breaks to pause, reflect, and synthesize
- use text and illustrations/photos to visualize information presented
- use informational text features to navigate a book (table of contents, headings, labels, fun facts, index)
- make connections between different sections of an informational text to synthesize information presented
- use text and illustrations to visualize

Supportive Text Features:

- some details supported by illustrations
- some vocabulary is familiar, with some more varied word choices, literary and

content-specific language

- varied sentence lengths and formats
- supportive informational text features (table of contents, headings, labeled diagrams, index)

Phonics:

- strategies for decoding multisyllable words
- review dropping final -y to add -ies endings to plural words (bodies, colonies, enemies, butterflies)

Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8

ELL/ESL:

En busca de insectos See last page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- When you're outdoors, what are some parts of nature you might notice?
- What's an insect? What insects have you seen?
- Do you like insects? Why or why not?
- What are some things you could learn about a particular insect?

2. Connect children's past experiences with the story and vocabulary:



- Hold the book. Call children's attention to the title. Read: "Looking for Insects." Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Ask children if they think this book will be fiction or nonfiction and why they think that.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the photos. Ask them to notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read.
- Have children browse the informational text features. Talk about how the table of contents connects to the headings. Talk about how the beginning sections will introduce general information and the later sections will teach about certain kinds of insects. Remind students to connect information between sections. Introduce some of the content-specific vocabulary if you'd like.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowel sounds they may know.
- Suggest that children read on past an unfamiliar word in order to use the context of the book and sentence to unlock the meaning of the word. Encourage children

to return to the word after completing the sentence or section.

- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words.
- There are many content-specific and challenging vocabulary words and phrases, including:
- Insect names: ants, honeybees, butterflies, grasshoppers, ladybugs
- Other science words: Insect, habitat, invertebrates, backbones, head, thorax, abdomen, outer shell, antennae, bodies, wings, ants, colonies, queens, males, females, eggs, hive, drones, workers, nectar, pollen, produce, honey, butterfly, life cycle, stages, larva, pupa, caterpillar, chrysalis, adult, nests, mate
- Math terms: million, body weight, twenty, tablespoon, body length
- Additional words: underground, enemies, repair, patterns, protect, threats, blending in, surroundings, locate, powerful, danger, common, defend.
- Each page spread comprises a different informational text section. The first two text sections introduce insects in general. The following sections give details about ants, honeybees, butterflies, grasshoppers, and ladybugs. Each insect section includes a fun fact. Some vocabulary and concepts repeat across multiple sections (e.g., roles of insects in a group, life cycles, defense strategies.)



Guided Reading Note: Level L is the benchmark for the middle of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to read the book to find out about the bears described in this book.

2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?

- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? Smile? Frown?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you use sound out the word?” “Did you think about chunking the word?”

5. Possible teaching points to address based



on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture, sentence, or section.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Model how to revisit the text to find specific examples or ideas.

After the First Reading

1. Have children confirm their predictions and talk about what this book taught them about insects.

2. Ask questions like:

- What is a table of contents? Where in a book does a reader find the table of contents? What is the purpose of the table of contents? When would a reader use a table of contents?

- How did this book start? What information did the authors share about insects in the first section? What do you think they most wanted kids to know about insects from this section?
- What did the book teach about insect bodies? What did the diagram show? If you see an animal in nature, how could you tell it's an insect and not a different kind of creature?
- What's the most interesting fact you read about ants? If you were teaching someone about ants, what would you share with them from this book? (Repeat with honeybee, butterfly, grasshopper, and ladybug.)
- What are some ways ants', honeybees', butterflies', grasshoppers' and ladybugs' bodies are the same (or work the same?) In what are some ways they are different?
- What are some ways ants, honeybees, butterflies, grasshoppers and ladybugs act the same? What are some ways they act differently?
- Why do you think the authors chose these insects to include in this book? Are there other insects or other kinds of insect information you would have included? Why?
- What do all insects have in common? What features make an animal an insect? Why are spiders, worms, and millipedes not in this book about insects?
- What are other insects the authors could include in this book?
- Which insect would you like to learn more about? Why?
- Do you think any of these insects would make good pets? Why or why not?



- Which of these insects live in your community?
- What is an Index? Where in a book does a reader find the Index? What is the purpose of the Index? When would a reader use an Index? How are the words always organized in an Index? (alphabetically). What parts of speech are the words typically featured in an Index? (nouns). How is an Index different from a table of contents and glossary?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Hunt for all the words in the text that include -ies plural endings, or give students a list of singular words (body, colony, enemy, butterfly) and ask them to find the plural versions in the text.

Talk about spelling rules for dropping a -y ending and adding -ies to create plurals, and work through additional examples together.

Review some of the multisyllable words in the book. Work together to divide each word into syllables. Talk about using syllabication to help decode or spell longer unfamiliar words.

Review some of the multi-use vocabulary words from the book, such as habitat, enemies, life cycle, stages, protect, threats, surroundings, locate, powerful, danger, common, or defend. Ask students to practice inferring word meanings using evidence from the text and illustrations. Have students use strategies like sketching the meaning of the word, acting out the word, or creating a concept map of the word to help build their understanding of how it could be used in different contexts.

Have students practice summarizing the text using a two-column chart, listing each heading, and bullet points of several big ideas from each section.

Have students read, or read aloud, other books about insects such as *Butterfly for a King* (<https://www.leeandlow.com/books/butterfly-for-a-king>), *Leo and the Butterflies* (<https://www.leeandlow.com/books/leo-and-the-butterflies>), and *Where Do Insects Live* (<https://www.leeandlow.com/books/where-do-insects-live>). Make connections between texts. Talk about how reading an overview informational text, like *Looking for Insects*, can prepare readers for comprehending other books by building background knowledge.

Practice using the index of the book. Assign vocabulary words from the book that are included in the index, and have students work in pairs to locate the word on the pages listed. Talk about how each listing helps build an understanding of that



concept.

Have students imagine they meet someone who hates insects. Make a list of reasons to convince that person that insects are great, drawing upon text evidence about how insects might help the environment, be interesting or impressive to study, etc.

Talk about visualizing when reading informational text. Choose specific scenes from the book and have students talk in pairs about what they imagined as they read them (e.g., a butterfly sipping nectar from a flower using its long tongue.) Find videos online of some of the scenes and ask students to compare their imaginations to the videos

Mathematics: Revisit the “fun facts” about each insect. Use measuring tools and manipulatives to bring the facts to life. (E.g., measure what it would mean for an animal the size of a grasshopper to jump twenty times its body length — then measure how far that would be for a student!)

Poll the class to determine which insect in the book is their favorite. Display results in a pie chart or bar graph.

Provide images or toys of a beetle or other insect and have students practice counting to 100 by six. Six legs, twelve legs, and so on for each insect added

Science: Have students choose a bear from the book and create Use other books or online resources to view images of the different life cycle stages described in the book. Compare the life cycles of various insects to those of other animals.

Social Studies: Have students choose an insect from the book to research in more detail,

focusing on where that insect can be found in the world. Have students create maps that show this information. Talk about why certain locations are not hospitable for insects.

Have students choose an insect and another (faraway) location other than your own. Have them research the type of insect from the book (e.g., ladybug or ant) found in your location might look, and compare it to the type of that insect most common in the other location. Create side-by-side labeled drawings

Art: Have students photograph insects in your area (or print photos). Have them use drawing supplies or paints to create an appropriate habitat and cut out the insect photo and glue it on.

Music: Listen to recordings online of some of the insect sounds described in the book (e.g., grasshoppers, bees buzzing.) Try to recreate those sounds with instruments, voices, or body movements. Create other nature-themed sounds (e.g., wind, rain, water running, other animals) to create a homemade nature sound symphony.

Have students sing and act out “The Ants Go Marching” adding a new student to the lineup each time.

Physical Education: Have students use the information in the book to help make up a running game in which “worker” bees or ants race to collect items that represent food or nectar/pollen to bring back to the nest or hive

English Language Learners: Ask students to sketch an insect’s body and label all the parts. Highlight which features make insects distinct from other species.



Guided Reading with

En busca de insectos

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Verb Support

The following nouns are used to talk about the different insects in the story:

Insectos, aire, agua, tierra, invertebrados, espina dorsal, cuerpo, cabeza, tórax, abdomen, pata, caparazón, antenas, ojos, alas, hormiga, la reina, los machos, las obreras, huevos, machos, las crías, los enemigos, la abeja, los zánganos machos, la mariposas, huevo, larva (oruga), pupa (crisálida, adulto (mariposa)), lengua, popote, chapulin, la mariquita

The following nouns are used to talk about the habitat of the different insects in the story:

las zonas, tierra, aire, agua, árboles, plantas, nidos, colonias, túneles, hormiguero, colmenas, flor, nectar, polen, miel, cucharada, jardines, campos, pasto, bosques, entorno

Print each of the different groups of nouns on index cards that are small enough to be label. Photocopy each of the illustrations and cover the text so that students cannot see the nouns. With the word cards, have students place the appropriate word cards for the noun on the photocopied illustrations

The following verb/action words describe the insects in the story:

nadar, caminar, volar, tienen, ver, grandes, escarbando, aparearse, cuidan, buscan, reparan, limpian, defienden, levantar, viven, vuelan, recogiendo, llevan, producen, darles, tomar, protegen, esconderse, mezclándose, sirven, chupar, encontrar

Continued on next page...

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INT. (Intervention) Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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BEBOP CLASSROOM CONNECTION



Guided Reading Level: L
DRA Level: 24

Encourage students to write or share a sentence with a partner that uses each of the words that describes the actions that the insects in the story do.

For students engaging with both English and Spanish texts, have students note that there are questions statements used throughout the story. In Spanish, the question marks come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Encourage students to create an illustration of their favorite insect from the story and to write a sentence using the nouns and verbs they learned in the story.

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