

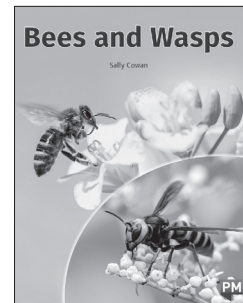
Bees and Wasps

PM Level 22

Gold

Text Type Information Report

Running Words 830



Preparing for Guided Reading

Prior Knowledge

- Discuss with students what an insect is and some of the basic characteristics of insects, such as having six legs. Talk about how insects are different from other animals.
- Students should be familiar with the basic structure of an information report, including the general statement, description and evaluation.

Orientation to the Text

- Most people have encountered bees and wasps in their lives, but probably do not know a lot about them. Learn about the similarities and differences between bees and wasps, what they eat and where they live, as well as how they contribute to the environment.

Building the Balanced Reader

Vocabulary

Key Vocabulary

also, biting, cover, disturb, giant, narrow, share, sized, solid, spread, usually, world

Content Words

abdomen, antennae, body, chew, colonies, colony, environment, European, fierce, habitats, insects, larvae, muscles, nectar, pollen, pupa, sturdy, tarantulas, thorax, waist, wasp

Decoding

- Draw students' attention to singular and plural forms of words, such as *larva* and *larvae* on page 6 and *colony* and *colonies* on page 10.
- Encourage students to look for known parts of longer words to help them read accurately.
- Look at the word *muscles* together. Ask, *What sounds can you hear in this word? What letters make each of the sounds?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Which photo on the cover shows a bee? Which one is a wasp? How do you know this?* Encourage students to think about how what they see on the cover might relate to the contents of the book.
- Read pages 2–3 together. Highlight the importance of looking at everything on the page, including the photos and the image labels.

Ask, *Why do you think the author chose to put these photos here? What extra information do they give you?*

- Read page 4 together. Talk about how an adjective can give more detail about a noun. Ask, *What adjective is used to describe the waist of a bee or wasp? Why might it be important to know this?*
- Look at the table on page 5 with students. Explain what an information table or graphic organiser is and ensure that students understand how the information is organised. Ask specific questions to help them use the information, such as, *Where is the abdomen on the wasp? What information are we given about female bees?*
- Review what an adjective is. Ask, *Which adjectives are used to describe the body of a honeybee? Are these the same as the adjectives used for the body of a wasp? Why do you think it is important for authors to choose adjectives carefully?*
- Look at the diagram on page 7 together and ask students to explain in their own words what it is telling them. Support students to find the key words from the diagram in the text on page 6, and discuss how the text and diagram work together to build the reader's understanding.
- Instruct students to read the *Where Bees and Wasps Live* chapter and look for any adjectives. Discuss the words they find and ask questions to point out particular adjectives. For example, ask, *What sort of nests do wasps build out of mud?*
- With students, look at the diagram showing parts of a honeybee hive on page 17. Ask, *How does this diagram connect with what we have just read? What information does it confirm? What extra information does it give us?*

Comprehension

- What are some of the habitats of bees and wasps? (*Literal*)
- What dangers might the worker bees need to protect the hive from? (*Inferential*)
- How are bees and wasps important to humans? (*Applied Knowledge*)

Follow-up Activity

- Return to the table showing the differences between bees and wasps on page 5 of the text and discuss the different parts of each insect. Show students a photo of another insect, such as an ant, and invite them to name the different body parts. Discuss how the insect is similar to and different from a bee or wasp.

Bees and Wasps

Date _____

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Learning Intentions

- We are learning to notice and interpret visual information.
- We are learning to identify how authors add meaning to what they write.

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Success Criteria

- I can recognise an information table and explain how the information is organised.
- I can describe and explain different parts of diagrams.
- I can find adjectives in the book and discuss why the author used them.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up