

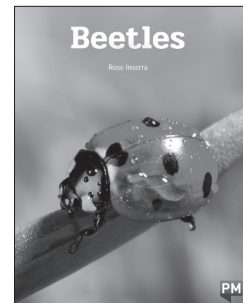
# Beetles

PM Level 22

Gold

**Text Type** Information Report

**Running Words** 740



## 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

- All beetles have wings, but that's where the similarities between many of the different species of beetles end. From glowing fireflies to the horns of the rhinoceros beetle, learn about what makes these small creatures unique and important to the environment.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*also, animals, creeks, different, diving, easily, farmers, harm, pests, stages, streams, usually, world*

#### Content Words

*abdomen, adult, Antarctica, antennae, aphids, crops, cycle, darkling beetles, destroy, dung, fireflies, grasp, ladybirds, larva, litter, nectar, oval, predators, pupa, rhinoceros, sap, stag, thorax, twilight, weevils*

### Decoding

- Support students to use the pronunciation guides after more difficult words to help them with how to break the words up and say them.
- Encourage students to look for known parts of longer words to help them read accurately.
- Look at the word cycle together. Ask, *What sound does the first 'c' in this word make? What sound does the second 'c' make? Can you think of any other words where the same letter makes two different sounds?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What questions do you have before reading this book? What do you already know from the cover?* Make a note on a chart of the questions that students ask with room to record the answers later.

- Point out the table of contents to students and discuss why it is there. Practise finding different chapters in the book together using the contents.
- Look at the diagram on page 5 together. Ask, *What is this diagram showing us? Why do you think the author chose to use a diagram instead of explaining all this information in words?*
- Ask students to read the first chapter and stop at the end of page 7. Ask, *Which questions that you asked before you began reading have now been answered? What else do you want to know about what you have read about beetles so far?*
- Continue to page 8. Ask, *Which word on this page would I find in the glossary?*
- Ensure students know what a glossary is, and read the meaning of **stages** from the glossary together.
- Instruct students to discuss the life cycle diagram on page 9 with a partner. Ask, *Why are there arrows in this diagram? Where does the life cycle start?*
- Instruct students to find the picture caption on page 14. Ask, *Why has the author used a caption? Why is it important to read the image captions?*
- Read the information about fireflies on pp. 16–17 together. Ask, *What did you learn about fireflies? What have these pages made you curious about?*
- Review the index on page 24 together. Ask, *What would you use an index for? How is the information in the index organised?*

### Comprehension

- What is special about a diving beetle? (*Literal*)
- Why do you think only male rhinoceros beetles have horns? (*Inferential*)
- Do you think a beetle would make a good pet? Why? (*Applied Knowledge*)

### Follow-up Activities

- Revisit the questions that students asked before reading the text. Identify any questions that were answered in the book and record the answers. In pairs or small groups, ask students to try to find out the answers to the remaining questions. Allow students to share what they discovered and record their responses next to their questions.
- Model writing a brief description of an insect that students are familiar with, such as a bee or an ant. Ask students to choose one type of beetle from the text to write their own description of, using the information they found in response to their questions, if appropriate.

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## Learning Intentions

- We are learning to recognise and use the features of information reports.
- We are learning to think as we read.

• \_\_\_\_\_

## Success Criteria

- I can find and explain how to use the contents, diagrams, image captions, glossary and index in the book.
- I can ask and answer questions about the book, during and after reading.

• \_\_\_\_\_

## Guided Reading Notes

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