

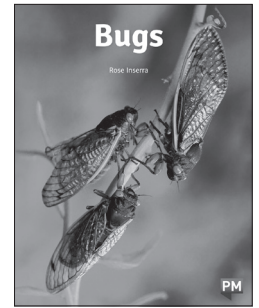
# Bugs

PM Level 22

Gold

**Text Type** Information Report

**Running Words** 798



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of the needs of living things, including food and air, and should be able to name and describe some insects.
- Students should be familiar with the structure of an information report, including the general statement, description and evaluation.

### Orientation to the Text

- Bugs are a special group of insects that have two antennae, six legs and a body structure that consists of a head, thorax and abdomen. But, despite having much in common, different types of bugs also have unique features, such as the pond skater that can skate across the surface of water, and the stink bug that releases an unpleasant smell when it feels threatened.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*easily, sideways, special, stages, stink, usually, wetlands*

#### Content Words

*abdomen, adult, Antarctica, antennae, Arctic, attract, blood, breathe, camouflaged, centimetres, cicada, compound, coriander, deserts, female, herb, juices, marshes, millimetres, moult, nymphs, ocean, predators, prey, ripples, sap, survive, thorax, threatened, tube*

### Decoding

- Support students to break down compound words, such as *leafhoppers* and *wetlands*, into the two smaller words. Talk about how the meanings of the smaller words combine to form the meaning of the compound word.
- Draw students' attention to the pronunciation of *antennae* that is provided after the word on page 4. Discuss why it is there and how the sounds in the word correspond with the letters.
- Look at the word *centimetres* on page 9 together and talk about the base 'metres'. Ask, *What other words do you know that have this word as a base?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What type of text do you think this book will be? What would you expect to learn about in the book?*

- Read to page 4 with students. Point out the word *thorax* and ask, *What do you think this word means? What information in the text can help you to work this out?*
- Before reading to page 6, ask students if they know what the word *nymph* means. Instruct students to read page 6, then invite them to share what they know about nymphs now. Ask, *How did the author help you to understand what this word means?*
- Continue to the end of page 9, and introduce the idea of scanning as a way to quickly run your eyes over a page to find a particular piece of information. Ask, *What would I scan for if I wanted to know how long leafhoppers grow?* Support students to quickly find the information on the page.
- Ask students what they know about coriander before reading page 11. Read the text together and talk about the information the author has provided to help the reader know what coriander is.
- Read to the end of page 13, then ask students to scan pages 14–15 to find how many species of cicadas there are in the world. Ask, *What did you scan for to answer this question?*
- Continue to page 18. Discuss which word or words students might scan for if they wanted to know how pond skaters get around. Support students to find the answer and discuss the process they used.
- Read page 19 together and point out the word *ripples*. Ask, *What does this word mean? How did you work it out?*

### Comprehension

- How do stink bugs get the juice out of fruit? (*Literal*)
- How did pond skaters get their name? (*Inferential*)
- What other animals moult and lose all or part of their outer covering? (*Applied Knowledge*)

### Follow-up Activities

- Ask students to share any experiences they have had with the noises that insects, such as cicadas, make. Watch an online video of cicadas singing. In pairs, ask students to describe what the sound is like, what it reminds them of and how it makes them feel.
- Support students to scan the book to find the different foods that bugs eat. Conduct some research together to find out which bugs humans commonly eat. Use the information to construct a simple food chain together.

# Bugs

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to scan for information.
- We are learning to work out what new words mean as we read.

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## Success Criteria

- I can look for keywords to quickly find the answers to questions about the book.
- I can use what I have read and my own knowledge to predict the meaning of a new word.

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## Guided Reading Notes

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