

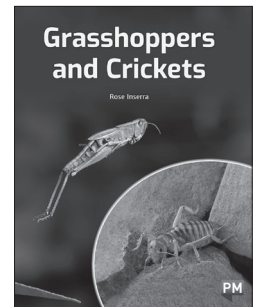
Grasshoppers and Crickets

PM Level 22

Gold

Text Type Information Report

Running Words 735



Preparing for Guided Reading

Prior Knowledge

- Students should know what an insect is and be able to identify some of their basic characteristics, such as the number of legs and their general size.
- Students should also be familiar with the structure of an information report, including the general statement, description and evaluation.

Orientation to the Text

- Grasshoppers and crickets have much in common, including their long back legs and their ability to 'sing'. There are also unique species of both insect, such as the Jerusalem cricket. Learn about the place that grasshoppers and crickets play in the world's ecosystems.

Building the Balanced Reader

Vocabulary

Key Vocabulary

also, crickets, easily, grasshoppers, hissing, many, moss, stages, store

Content Words

abdomen, active, adult, attract, camouflage, chirping, compound, cotton, crops, destroy, energy, environment, Jerusalem, katydid, lenses, litter, locusts, metamorphosis, moult, nymph, poisonous, predators, protein, swarm, thorax

Decoding

- Guide students to find the smaller word at the beginning of *poisonous* to help them break it down as they read.
- Encourage students to think about whether what they have read looks right, sounds right and makes sense when they misread or skip words.
- Point out the word *moult* to students. Ask, *What sound does 'ou' make in this word? What other sounds does 'ou' make in words?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Why do you think this book is more likely to be non-fiction than fiction?*
- Read pages 2–3 together. Talk about the different purposes of texts. Ask, *What do you think the main purpose of this text is so far? Why might the author have chosen to write it?*

- Look at the table comparing grasshoppers and crickets on page 5 with students. Ask, *Why do you think the author decided to present the information in this way? What did she want you to know?*
- Continue to page 8 and explain to students what a topic sentence is. Instruct students to read the first paragraph and ask, *Which sentence is the topic sentence in this paragraph? How do you know?* Repeat the same process with the last paragraph.
- Together, read the chapter about how grasshoppers fly and sing on pages 12–15. Ask, *What did you learn from this chapter? What does this tell you about why the author wrote the book?*
- Continue to the description of a katydid. Identify the topic sentence in each of the paragraphs with students. Re-read just the topic sentences that you have chosen. Ask, *Do these sentences give us the main information about katydids? What extra detail do the other sentences provide?*
- Look at page 20 together. Ask, *Which is the topic sentence in the first paragraph? How do you know?*
- Read to the end of the book and talk about the text type with students. Ask, *How does knowing the text type help you to understand the author's purpose? Do you think the author did a good job of informing you about grasshoppers and crickets?*

Comprehension

- How do Jerusalem crickets scare away predators? (*Literal*)
- Why do you think crickets are mostly active during the night? (*Inferential*)
- Do you think it is a good idea to eat insects such as crickets? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- Revise collective nouns, the words used for large groups of animals. With students, make a list of other animals that come in swarms. Invite students to suggest other collective nouns that are used for groups of animals. Allocate one of the words to pairs or small groups of students to write and illustrate, then collate their responses in a collective noun dictionary.
- Provide another information report for students to read. Choose a page and have students work with a partner to identify the topic sentences. Come back together and invite students to share and justify their choices.

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Learning Intentions

- We are learning to identify why the author wrote a book.
- We are learning to identify topic sentences.

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Success Criteria

- I can explain whether the author wanted to entertain, inform, explain or persuade with the book.
- I can find a topic sentence in a paragraph and explain my choice.

• _____

Guided Reading Notes

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