

Teachers' Guide for CLICK

May/June 2013 - "Bug Me!"

Prepared by Barbara Garriel

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All activities are assumed to be teacher/adult assisted, unless students are independent at the level of the questions/activities. Most are appropriate to be accomplished as a class, in reading groups, or with a reading partner.

Getting Started/Pre-reading:

RL/RI2: **"Bug Me!"** is the theme of this month's Click magazine. What do you think of when you hear that phrase?

- As a class, or with a reading buddy, glance through the pages of the May/June issue of CLICK. Read the title of each story and look at the illustrations/photos. What do these stories have in common?
- Do you like bugs? Why or why not? What are your favorite bugs or insects? After you read the stories in this issue of CLICK, do you still have the same opinion about bugs and insects?

"Click and the Kids"

RL1&2&3: Key Ideas and Details, Making Inferences:

- How do you think Amy and Martin feel about ants?
- Why does Amy say the queen ant is very important?
- Why does Martin think boy ants are cool?
- What are some of the rooms in an anthill? How do you know?
- What are some of the jobs ants have?
- How do Amy and Martin say they are similar to ants?
- Instead of telling Amy and Martin to clean up their toys, what does Liz do or say?

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/illustrate each of the following words or phrases. If needed, check a dictionary:
pinchers (p.3), exhibit (p.3), museum (p.3), tunnels (p.3), nursery (p.3), chamber (p.4), organized (p.5), tidy (p.6), patio (p.6)
- What does Amy mean when she says, "Its eyes are obviously bigger than its stomach"?
- What does the saying, "Many ants make light work!" mean? Who says this in the story?

"Doug Taron Bug Scientist"

- What is it called when someone asks another person a series of questions and the other person answers?
- Why do you think the author chose to write this story in this format?

- Look at a map. Where in the world is Malaysia?

RI1&3: Key Ideas, Facts, Details and Inferences:

- Why does Doug think bugs are so cool?
- What are some of the jobs that bugs have? On what page did you find this information?
- Where are most bugs found?
- Are there bugs in Antarctica?
- What is Click's favorite bug?
- What does Doug tell Click is important to do after he has a closer look at the butterflies he catches? Why do you think he tells this to Click?
- Doug tells Click that the museum doesn't catch butterflies. How does the museum get them?
- What do butterflies look like when they first emerge?
- Why do butterflies hang upside down?
- How do butterflies get nectar from flowers?
- How does Doug explain to Click to tell the difference between a butterfly and a moth?
- What is the name of one of the biggest bugs in the world? How large is it?

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/illustrate each of the following words or phrases. If needed, check a dictionary:
jungle nymph (p.7), disappeared (p.8), chrysalis stage (p.9), uncoil (p.10), nectar (p.10), emerge (p.10)

RI6: Craft and Structure:

- Who is the author of "Doug Taron - BUG SCIENTIST"?
- Who is the illustrator of "Doug Taron - BUG SCIENTIST"?
- Who is the photographer for "Doug Taron - BUG SCIENTIST"?
- The photographer and illustrator help us understand the information in the story. Pick one or two examples and explain what the photographer and/or illustrator did to help make sense of the words.

"Insect or Not!"

RI1&3: Key Ideas, Facts, Details and Inferences:

For all questions, answer - "How do you know? Where did you find that information?"

Fill in the blanks:

- More than one _____ insects have already been discovered.
- The abdomen of an insect contains _____ insects use to _____, _____, and _____.
- Insects always have 3 pairs of _____
- If a critter has more or less than 6 legs it is not _____.
- Insects _____ through spiracles.
- Most _____ insects have two pairs of _____.
- The main job of an insect's antennae is to _____.
- Some insects can also _____ or _____ with their antennae.
- You will find an insect's eyes and mouth on its _____. (Which body part?)

Circle T for True or F for False:

If the answer is false, tell your reading buddy the correct answer. Whether true or false, show in the story where you found your answer.

- Insects do not have a nose. T F
- The last section of an insect's body is called the thorax. T F
- An insect has 4 body parts. T F
- The exoskeleton of an insect holds up its body and muscles, just like a human's skeleton. T F
- The exoskeleton is on the inside of an insect's body. T F
- Insects breathe through something called spiracles, tiny holes on the tops of their bodies. T F

- When you look at the pictures of the critters on page 13, what is the first feature YOU used to identify which were insects and which were not?

SL1&4: Presentation of Knowledge and Ideas:

- If you were going to teach someone or another class that did not read this story about insects, what are some of the most important things you would share with him/her/them? You can draw, make a chart, or write what you'd say, and then, practice it with a partner and explain why you made your decisions.

"Bug Cycle"

- Select one of the two cycles of metamorphosis described in "Bug Cycle", the 3-stage (dragonfly) or 4-stage (ladybug) cycle. With a reading buddy, create a visual representation, including some captions and/or labels, of the cycle and share it with your class. You can draw, use collage materials, use a similar technique as the artist did in "Bug Cycle" or any other method you think will best represent the information.

OR

- With a reading buddy or reading group, write a fictional story or a play about a dragonfly or a ladybug going through its metamorphosis, using the facts you learned about metamorphosis. Read or perform it for your or another class.

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, define each of the following words or phrases. If needed, check a dictionary:
maggot, grub, caterpillar, chrysalis, cocoon – all on p.16

"Yo Wants to Know"

RL1&3: Facts and Details and Inference:

- Who are the characters in this month's "Yo Wants to Know"?
- How does the author and the illustrator show us that Yo's dad is excited to see a falling star?
- What does Yo mistake for a falling star?
- How do you think a firefly got its name?
- What does Dad tell Yo a firefly is doing turning on and off its lights?
- Where are they? What is the setting of this story?
- Why does Yo say, "There's no fire on it, Dad. It's not even hot." What would make Yo think the firefly might be hot?

RL7: Integration of Knowledge:

- Use the text and illustrations to determine your answer. Is Yo interested in fireflies? Using the illustrations and the story, explain how you know.

L1: Conventions of English Language:

- The author uses these symbols (! , . ?). What is the name of each punctuation mark and why is it used??
- Why does the author use (" ") around each statement Yo or Yo's father says? What is the name of that punctuation mark and what does it mean?

"Insect Senses"

RI1-3&7: Key Ideas, Details and Integration:

- Based on what you learned about how insects learn about the world, which insect would you prefer to be, the cabbage white caterpillar, the ant, dragonfly, fly, or cricket? Why? Explain based on what each insect does.

"Meet the Beetles"

RI1-3&7: Key Ideas, Details and Integration:

- Explain how to tell the difference between a beetle and other kinds of insects.
- Are the two hard front wings used to fly? If not, what are they used for?
- If "nearly half of all insects are beetles", then if there are about 1 million (that's 1,000,000) known insects (scientists think there may be 8-10 million still undiscovered insects), how many are beetles? (hint: 5 is half of ten, and 50 is half of 100, and 500 is half of 1,000... keep going from there)

"Abby's Mantises"

Read and/or listen to the story at: www.clickmagkids.com/read

RL6: Name the illustrator and author of this story.

RL5: Craft and Structure:

- Is "Abby's Mantises" a made-up story (fiction) or writing that gives true facts and information (non-fiction)? How do you know?

RL1-3&7: Key Ideas, Details and Integration:

Some of your answers will come from the story and some from the captions under the photographs. For all your answers, explain how you know and where you found your answers.

- Is the title a good one for this story? Why or why not?
- Where does this story take place?
- Who are the characters in the story?
- Is it easy for Abby to see the praying mantis babies in the garden once they hatch? Why or why not?
- How long is an adult praying mantis? What does Abby compare the size to?
- How many eggs does a praying mantis egg case hold?
- What colors are praying mantises?
- What do baby mantises look like?
- How do mantises catch and hold their prey?
- What happens to the white foam the praying mantis lays her eggs in?

RL2&3 and S&L5-6: Key Ideas and Details, Comprehension and Collaboration:

Work with a reading buddy or your class.

- Draw pictures and/or write words to support your presentation to another class. Explain how praying mantises help Abby's mom's garden.

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/ draw a picture to demonstrate the following words or phrases. If needed, check a dictionary:
mantises (p.28), Styrofoam (p.29), hatched (p.32), swarm (p.32), devour (p.33)

"Beatrice Black Bear"

RL1&3: Key Ideas and Details:

- Where is the setting for "Beatrice Black Bear" this month?
- What does camouflage mean?
- Which insect that Beatrice shows us do you think is the most camouflaged?
- Does Beatrice do a good job of camouflaging herself?