

What's Living at Your Place?

by Bruce Chapman



Book Summary

If your house is warm and dry you could have all kinds of creatures as “house guests.” In this book, entomologist Bruce Chapman tells us about some of these unwelcome creatures and why they like to come and live with us.

Features of the Book

- The regular structure of each chapter
- The introduction and poem
- Specialized vocabulary – *pupa*, *abdomen*, *molt*
- Life cycle diagrams
- Labeled diagrams of the creatures
- Photographs with captions
- Detailed, freeze-frame photographs
- Background images that support the theme

Purpose

What's Living at Your Place? can be used to introduce and reinforce the following skills:

- S** recognizing and using different parts of a book to locate information;
- S** understanding and using a glossary;
- S** interpreting and using graphic information in a text, for example, life cycles;
- S** summarizing and presenting information in appropriate formats;
- S** using text as a model for students' own writing.

The Guided Reading Lesson

- S** Recognizing and using different parts of a book to locate information
- S** Understanding and using a glossary
- S** Interpreting and using graphic information in a text, for example, life cycles

Introducing the text

- Look at the cover of the book and discuss the title and photograph.
- What do you think the title of the book means?
- What kind of insect is this? What is it about to do?

Read the blurb on the back cover together and discuss the idea of sharing your home with “house guests.”

- What do you think is meant by “unwelcome visitors”?
- Can you think of any creatures that you wouldn't want living at your house?

Encourage the students to share their experiences of having pests, such as bugs or mice.

- How did you know they were there? How did you feel about that?
- How did you get rid of them?

Look at the contents page and discuss the chapter headings.

- Can you tell what each chapter will be about?

Ask the students for predictions and record these for later discussion.

Read the introduction and the poem as a group. Ask the students to identify and name the bugs in the poem and illustration.

Reading and discussing the text

Look through chapter 1 together and discuss the different ways that information is presented, for example, life cycles, labeled diagrams, and bulleted lists. Ask the students to read the chapter independently.

- *Make a note of any words you need meanings for.*

When the students have finished reading, discuss the vocabulary they had difficulty with.

- *Did anyone notice the words in bold letters? (egg case)*
- *Why are they written like that?*
- *How could we find the meanings for those words?*

Turn to the contents page and point out the glossary.

- *Find the glossary in the book and look up “egg case.”*

Ask the students to read chapter 2 independently.

Ask the following purpose-setting question:

- *As you read, look for ways that this chapter is like the first one.*

After the reading, discuss the way the chapters have the same structure and headings.

- *Can you find a life cycle diagram in this chapter?*

Discuss the way the diagram works – the arrows, labels, numerals, and illustrations.

- *Can you find a labeled diagram? How is it different from the life cycle?*

The students can now read the rest of the book independently. When they have finished reading, discuss their earlier predictions about the content of the chapters.

- *How accurate were your predictions?*
- *Were you surprised by anything?*




Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.


S Summarizing and presenting information in appropriate formats

This book uses diagrams and bulleted lists to present information in a concise way. Revisit the two diagram formats to discuss the different ways that the information is presented and how you “read” the diagrams.

 Ask the students to choose one similar aspect of the creatures in the book, for example, preferred habitats. They can then summarize the information in a format that is easy to understand. They could use the blackline master on page 85 to record their work.

When they have completed the task, ask the students to share their work and discuss possible improvements.

S Using text as a model for students’ own writing

 The chapter format of the book offers a model that the students could follow in their own writing. Suggest that they choose one of the creatures mentioned in the text on page 30 and research and write an additional chapter for the book based on the following format:

- Introduction
- Physical features
- Life cycle
- Habitat and habits
- Pest control.