



Running words: 202

Book Summary

This book looks at true bugs and how to identify them from other bugs. It tells how true bugs, which comes in different shapes and sizes, catch prey and move. It also explains the different ways that true bugs defend themselves against predators.

Themes

Animals, birds and insects;
Scientific investigation

Features of the Book

- The information contained in photographs
- Content words for discussion: *beak, disguise, predators, prey*
- Phonics and phonemic awareness: -ue (long /u/ sound)

Strategies

True Bugs introduces and reinforces the following strategies:

- activating prior knowledge
- summarising
- comparing and contrasting

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

True Bugs

by Bronwen Wall

Introducing the Text

Begin by asking the students what they know about bugs. Write their answers on the board or chart paper. Ask:

- *What do you know about bugs?* (They all have six legs.)
- *What is another word for “bugs”?* (insects)

Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (beak, disguise, predators, prey) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author’s purpose. Encourage the students to use the information in the photographs and text to determine comparing and contrasting and summarising the text as you work through the book.

Cover

Together, read the book’s title and the name of the author. Point out the photo.

- *What does the photo show?* (a red bug)
- *What do you notice about the bug?* (It has six legs and a long beak.)

Say *Let’s find out about true bugs.*

Title Page

With the students, read the title of the book.

- *What do you notice about this bug?* (It is green and has six legs.)

Page 2

Read the text with the students. Then point to the photograph and read the caption to the students.

- *Compare this bug to the red bug on the cover. Why do you think this bug is not a true bug?* (This bug has six legs, but it does not have a beak.) Have the students sum up this page in their own words. (There are many kinds of bugs, but not all of them are true bugs.)

Page 3

- *Look at the photo and the label “beak”. What do you think the red bug uses its long beak for?* (getting food)

Read the text together, as well as the caption. Have the students summarise the text on this page. (True bugs use their beak to suck up food and catch other insects.)

Page 4

- Look at the photo of the magnifying glass and aphids. *Why do people use magnifying glasses?* (to make small things look bigger)
- *What do the two photographs on this page tell you about true bugs?* (Some are big and some are small.)

Read the body copy text and captions with the students.

- *What is a summary of this page?* Explain to the students that they need to look for the main idea or information. Discuss how a summary is a short version of a longer text. (A summary of this page is that true bugs come in different sizes and eat different things.)
- *How do the giant water bug and aphids compare and contrast?* (They are both true bugs, however, aphids suck sap from plants, whereas giant water bugs eat tiny animals.)

Page 5

Read the heading of the visual diagram to the students “Parts of a True Bug”.

- *Look at the diagram. Which body part do true bugs have that other bugs don’t have?* (beak) Have the students point to the different body parts as you read aloud the labels.

Page 6

- *How do bugs move about?* (Prior knowledge: They walk, fly, jump and crawl.)

True Bugs

Together, read the text and caption on page 6. Ask the students what the caption tells you about the frog hopper (It is an excellent jumper and can jump long distances.)

Page 7

Look at the photograph of the water strider bug.

- *What do you notice about the photograph?* (The bug is walking on water.)

Read the body copy text together. Then point to the boldface word in the body copy text (prey). Have the students turn to the glossary on page 12, find the word “prey” and read the word’s definition (an animal that is hunted by other animals for food). Now read the caption with the students. Have the students summarise the information on the page. (The water strider can walk and run on water. It uses its legs to help it find prey.)

Page 8

Point out the photograph of the stink bug.

- *This is a stink bug. Why do you think it is called that?* (Answers will vary, but they might be along the lines that the bugs stink!)
- *Why might some bugs use smell?* (to scare away other animals)

Explain that the purpose of a caption is to describe a picture. Read the caption with the students. Discuss the writing style that the author used (informal).

Read the body copy text together. Re-read the boldface word in the body copy text (Predators). Have the students turn to the glossary on page 12, find the word “predators” and read the word’s definition (animals that hunt other animals for food).

Page 9

Point out the photograph of the milkweed bug.

- *This is a milkweed bug. What do you notice about this bug?* (Answers will vary, but they might

be along the lines that it is a bright colour.)

Say, *Let’s read the text together to find out more about the milkweed bug.* Pause to discuss the word “sap”. Have the students look up its meaning in the glossary on page 12 (the liquid inside a plant).

Then ask the students to compare and contrast the two bugs that featured on pages 8 and 9. (They are both true bugs. They both have six legs. The stink bug uses smell to scare its enemies. The milkweed bug uses bright colours and poisonous sap to tell predators to stay away.)

Page 10

- *Why might this green bug look like a tiny leaf?* (to hide)

Point to the boldface word “disguise”. Look up its meaning in the glossary on page 12 (to change the way something looks). Explain to the students that some insects try to look like other things in order to protect themselves from predators. Now read the text and caption with the students. Ask the students if they know any other insects that look like leaves or sticks.

Page 11

Together, discuss the photograph of bug and the “zzz” letters. Ask the students if they know which bug this is (mosquito). Read the text with the students and enjoy the author’s informal writing style to end the book. Discuss the double meaning of the word ‘bug’.

Page 12

Talk about how the glossary is presented in alphabetical order. Have the students find other words that they could add to the glossary, particularly words with scientific meanings, such as *antenna*, *poison* and *abdomen*. Together, look up the words in the dictionary and write their definitions on chart paper or the board. Have the students tell you where they would insert the words in order to keep the alphabetical order

correct.

Revisiting the Text

- Discuss what the students learned about true bugs. Have them summarise the book using key words and their own words. Remind the students to use the main ideas in the book to help them summarise.
- Write the word “true” on the board or on chart paper. Circle the letters “ue” and explain that these letters make the long /u/ sound. Say the sound and word aloud. Have the students list other words that contain “ue” and have the long /u/ sound (*clue*, *glue*, *blue*, *Sue*).

Following Up

- Encourage the students to choose two true bugs from the book to compare and contrast. They could use a Venn diagram or present it in chart form. Remind the students that with a Venn diagram, the things that the two bugs have in common go in the middle part. Encourage the students to use the headings “Different” and the bug’s name on the outer circles and “Alike” in the centre.
- Give the students copies of the BM for this title. They can write a fact and draw each of the three bugs.