

# Insects

*Written by Sarah O'Neil*

*Photography by Patrick Honan*

*Illustrations by Alex Stitt*

**Level 14**

## Getting ready for reading

You could use the process known as KWL to introduce this book. In this process, children's ideas of what they know about a topic are listed on a chart. Then questions about what they want to learn are added, and after reading the information learned is recorded.

### TOPIC: INSECTS

K	L	W
What do we <b>know</b> about the topic insects?	What do we want to <b>learn</b> about the topic? List questions:	<b>What</b> facts did we learn?

## Talking through the book

Introduce the book. Have the children read each double page and then refer to the questions they have posed. *Did the text provide any answers to these questions? What information did it provide? What do we now know about insects?* You may like to focus on the skills needed to read diagrams.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

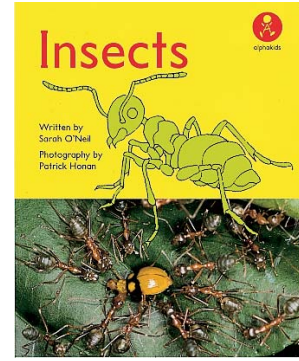
### ***Being a meaning maker***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*Which insects live in groups?*

*Which insects look like something else?*

*What is the same about all insects?*



### TEXT FEATURES

- **This book provides information about a range of insects, explaining why they are classified as insects and providing information about specific insects.**
- **The text contains labelled diagrams and full-colour photographs.**
- **Headings are used to begin each section.**

### ***Being a code breaker***

Children may like to explore the following language features:

- compound words such as:  
cockroach      grasshopper      sometimes  
butterflies      anything      another

### ***Being a text user***

Discuss:

*Which of our questions did this book provide information about?  
Which questions do we still have that have not been answered by this book?  
What information is contained only in the diagrams?*

### ***Being a text critic***

Discuss:

*How has the author organised the information?  
Can you think of anything else that would have been useful or interesting to include in a book like this?*

**Keeping track**  
Observing children as they evaluate the usefulness of a text in relation to the question they wished to address by reading the text provides information about their understanding of the text.

## **Literacy learning centres – follow-up activities**



### **BOOK BROWSING CENTRE**

Provide books about insects for children to read – either familiar books, or books at an appropriate level.

*Microcosmos* is available on video. Filmed entirely in macro, this is a magnificent look at the insect world, where the grass looks as tall as trees. Other related Alphakids books include: *Butterfly* (level 3), *The Tree* (level 6) and *Animal Skeletons* (level 8).



### **WRITING CENTRE**

Children can use Blackline Master 5 to do further research on an insect of their choice from the book.



### **INTERACTIVE LITERACY CENTRE 1**

Have children work in groups to draw labelled diagrams of various insects. They could go on a minibeast hunt in the school to find different insects, and record their findings on Blackline Master 8.



### **INTERACTIVE LITERACY CENTRE 2**

Encourage children to investigate the symmetrical properties of insects by making prints from paint placed on folded pieces of paper, for example butterfly prints and ant prints.