

# The Bug Hotel

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Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

**Text Type:** Info-fiction: Description — Rhyming Poem

**Summary:** In this rhyming counting book, a young boy encounters insects as he wanders through his backyard. The number of each of the insects he sees progresses in numerical sequence from one to ten. This progression is reinforced in the detailed illustrations. On the final page, the boy sees one hundred fireflies.

## Text Features

### Visual Literacy

- ▶ detailed illustrations with the right number of a particular insect on each page to build the numerical sequence from one to ten
- ▶ illustration of one hundred fireflies
- ▶ environmental print (“Welcome Visitors!” sign)

## First Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ inferring

#### Working with Words

- ▶ attending to print
- ▶ associating meaning to words and phrases

### Assessment Opportunities

Note each student’s ability to:

- ▶ predict rhyming words when pauses are left for rhyme completions at the end of lines
- ▶ make predictions about content
- ▶ analyze text to identify which insects were included in the book
- ▶ make inferences about the author’s reason for titling the book *The Bug Hotel*
- ▶ track print across lines and down pages
- ▶ understand figurative language, e.g. “earth’s pests”/“nature’s guests”



## BEFORE READING

### **Activating and Building Prior Knowledge**

#### **Predicting**

Examine the front and back covers of the book as well as the title page with the students. Read aloud the title, author, illustrator, and back cover blurb. Ask, *What insects do you see on this page? How many of this type of insect do you see? What other insects do you think we will read about in this book? Where do you think this story takes place? Why?*

**ESL Note:** Some students may not be familiar with the concept of hotels. Ask students if they have ever stayed at a hotel and why people choose to do so. List other types of paid accommodation that are available (motels, resorts, inns).

#### **Making connections: text to world**

Reread the back cover. Ask students to identify the words that the author uses to describe how the insects move. List these actions on chart paper or on the board (*buzz, leap, fly, creep*).

Have students identify, in partners (think-pair-share), insects they have seen that buzz, leap, fly, and creep. Ask them to share their ideas with the class and together, create a two-column chart with the headings “Actions” and “Insects.”

**Teaching Tip:** Some insects may be listed under more than one category. For example, bees can buzz and fly.

**ESL Note:** Some ESL students may not be familiar with insects named in the book. Encourage students to make a bug picture dictionary of their own and to include new words. Students can cut and paste pictures or draw their own.

### **Setting a Purpose**

#### **Analyzing**

*Let’s read the book together and find out which bugs the author included in this book. I wonder which ones will buzz, leap, fly and creep. Let’s find out!*



## DURING READING

#### **Visual literacy**

Direct students’ attention to the “Welcome Visitors!” sign on page 2. Ask, *What visitors do you think the sign is welcoming?*

#### **Tracking print**

Read the book aloud, tracking print. Emphasize the return sweep as you move from one line to the next down the page.

#### **Building confidence/ language predictability**

Invite students to join in with your reading at any time. Pause occasionally at the end of each stanza to give students an opportunity to suggest a rhyming word to complete the stanza.

**ESL Note:** Understanding vocabulary is key for ESL students (e.g., guests/pests differentiation).



## AFTER READING

### Language predictability

Explore the meaning of challenging words with the class in the context of the poem. For “earth’s pests” and “nature’s guests,” for example, point out that a pest’s company is unwelcome or unwanted whereas a guest’s company is welcome or wanted. Ask, *Do you think of insects as pests or guests? Why?*

### Analyzing

Direct students’ attention to the bug chart the class created earlier. Ask, *Which bugs on the chart did the author include in the book?* Place a check mark beside these bugs. Ask, *What other bugs did she include which are not on our chart? How does each bug move?* Add this information to the chart.

### Inferring/evaluating

Ask, *Why do you think the author gave this book the title, The Bug Hotel? Do you think it is a good title? Why? What other title could she have given the book?*

## Second Reading

### Reading Strategies

#### Comprehension

- ▶ sequencing
- ▶ evaluating

#### Working with Words

- ▶ recognizing high-frequency words (number words)
- ▶ attending to rhyming words

### Assessment Opportunities

Note each student’s ability to:

- ▶ join in with the reading, especially when pauses are left for rhyme completions at the end of lines
- ▶ recognize number words one to ten
- ▶ recognize the cumulative nature of counting books
- ▶ evaluate the author’s craft: reasons for the book’s ending
- ▶ use rhyme to recognize unfamiliar words



## BEFORE READING

### Analyzing

#### **Activating and Building Prior Knowledge**

Show each illustration, one at a time, to the class with the exception of the ones on pages 2, 3, and 24. Ask student volunteers to locate and count the insects in each illustration. Once all of the illustrations have been examined say, *Do you think this book is a counting book? Why? Discuss your ideas with a partner.* Invite student pairs to share their ideas with the class.

### Sequencing

#### **Setting a Purpose**

*Let’s read the book together to find out how the author made The Bug Hotel into a counting book.*



## DURING READING

### Tracking print/ building confidence

Track the print as you read and invite students to join in. Pause at a few rhyming line endings to encourage participation. Provide positive feedback.

### High-frequency words

Pause before each number word to encourage students to supply the missing word.



## AFTER READING

### Print concepts

Use your voice to emphasize the meaning of the question mark on page 14 and the exclamation marks on pages 8 and 24.

### Sequencing

Invite students to count the insects in each illustration again with the exception of pages 2, 3, and 24. Draw their attention to the build up in the numerical sequence from one to ten. Say, *So after two walking sticks, how many insects do you think there will be on the next page?* Explain that the author created a counting book by sequencing the numbers one through ten. Point out that counting books always build up the numbers.

### Evaluating

Ask, *How does this counting book end?* (It jumps from ten crickets to one hundred fireflies.) *Why do you think the author ended the book this way? Do you think it worked? Explain.*

### Word solving and building

Locate the rhyming words on several pages and discuss how the first word can help the students work out the second one. For example, turn to page 12 and say, *If you know rocks you can work out the word that rhymes with it (socks). What word that starts with “s” rhymes with rocks? Can you find that word on this page?*

### Teaching Tip:

For this activity, select the rhymes that have the same visual pattern at the end of the words. For example, *tree* and *see* on page 6; *light* and *night* on page 10; *rocks* and *socks* on page 12; *sky* and *butterfly* on page 14; *team* and *cream* on page 16; *sky* and *fly* on page 22; *sight* and *light* on page 24.

## Third Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ making connections: text to world

#### Working with Words

- ▶ attending to print
- ▶ generating words based on rhyming patterns

### Assessment Opportunities

Note each student's ability to:

- ▶ analyze text to find out what insects eat or drink
- ▶ identify insects they have observed in nature and describe what these insects eat or drink
- ▶ use a pointer to track print when reading a familiar book
- ▶ generate rhyming words based on a familiar visual word pattern



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Show students the cover of the book and remind them that this is a counting book about insects. Invite them to share some of the things they found out about insects.

### Analyzing

#### **Setting a Purpose**

*Let's read the book together again and think about what each insect is eating or drinking.*



## DURING READING

### Tracking print/ building confidence

Reread the book with students. Invite a few students, one at a time, to “share the pointer with you” to track a page or two of print. Support students when necessary.

### Analyzing

Pause after you read the pages about what each insect eats or drinks. Ask, *What is this insect drinking/eating?* Record the insect and its food or drink on chart paper, e.g., The bumblebee sips (nectar) from flowers. The mosquitoes drink (blood) from people.

#### **Teaching Tip:**

Information about what each of the insects in the book eats or drinks is not explicitly stated within the text for all of the insects. Students will need to make inferences about what some of the insects (e.g., bumble bee, mosquitoes) eat and/or drink. Collect ideas from students and offer help where needed. For some of the other insects (e.g., walking sticks) research will be required. Record the name of each insect along with a question mark. Answers can be obtained from reference books later.

### Print concepts

Point out that you've used question marks on the chart to show that you have a question about what a particular bug might eat or drink. Locate the question mark on page 14 (“Can you spot six caterpillars gazing at the sky?”). Discuss the use of the question mark in the book.



## AFTER READING

### Analyzing

Ask the class to formulate questions for each insect. For example, What do walking sticks eat or drink? Write each question on the chart. Locate appropriate resources and read the information to students. Have them identify the answers. Record the answers on the chart.

### Making connections: text to world

Ask students, in small groups or with a partner, to discuss other insects they've seen and to describe what they eat or drink. They can draw and write about an insect and its food or drink on a large sticky note. The notes can be read to the class, then placed on the chart.

#### **ESL Note:**

ESL students may have information about insects found in their birth countries. Ask them to draw or find pictures of these insects in reference books, and to share the information orally with classmates.

## Word solving and building

Write two rhyming words with the same word ending on separate pieces of card. Place the cards in a pocket chart. Have blank cards ready and ask students to generate other words in the same word family. For example, using *rocks* and *socks* from the book as a starting point, the students may think of *blocks*, *docks*, *flocks*, *locks*, and *clocks*. Ask students to spell these words as you write each one on a card for the pocket chart. If a word prediction doesn't fit the pattern (e.g., box), write the word and compare it with the original "ocks" pattern in *rocks*. Ask students to provide oral sentences using each word.



## FURTHER READINGS

Many texts benefit from being reread with the students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

### Print Concepts, Book Handling, and Text Features

#### Tracking print/ print concepts

Continue to track print but offer individual students roles in print tracking during rereadings. Offer as much support as necessary (e.g., by guiding the pointer with the student who needs assistance).

Offer a range of print tracking and book handling prompts to meet the needs of individual students in the classroom, e.g. *Where do I start reading on this page? Why is there an exclamation mark here? Why is there a capital letter here?*

#### Print concepts

Invite students to find the question mark (page 14) and the exclamation marks (pages 8 and 24) in the text. For each, ask, *What is this mark called? How can you use your voice when reading aloud to show what this mark means?*

### Focusing on Comprehension

#### Making connections: text to self

Invite students to orally share a personal experience they have had with one of the insects mentioned in the book. Prompt students' thinking by asking, *Have you ever been stung by a bee? Have you ever been bitten by a mosquito? Have you ever caught a firefly?* Have students record one of their experiences with insects in their journal.

#### Making connections: comparing

Read another counting book to students (e.g., *A Pod of Orcas* by Sheryl McFarlane, Fitzhenry & Whiteside Limited, 2002). Discuss as a class the similarities and differences between this book and *The Bug Hotel*.

#### Evaluating

Have students express their opinions of *The Bug Hotel*. Ask, *Is this book telling us a story or does it give us facts and information? If you were an insect, what would you think of the bug hotel? Why? What does the author think about insects? Do you think of insects as "earth's pests" or "nature's guests"? Why?*

### Phonological and phonemic awareness

### Letter knowledge

### High-frequency words

### Word solving and building

### Language predictability

## Working with Words

List some multi-syllabic words from the book on chart paper or the board. With the class, read each word and clap the syllables in each one, e.g., *cat-er-pill-ars*, *drag-on-flies*, *butt-er-fly*.

Have students locate words in *The Bug Hotel* that start with a particular letter or sound. Say, *Find the words on this page (page 10) that begin with the letter “s” (slimy, slugs, Sun)*. Highlight the letters with Wikki Stix or coloured acetate.

Frame a selection of high-frequency words to introduce or review them. (See list of high-frequency words recommended for grade one in the Working with Words Guide.)

Point out “s” in *insects* (page 2). With students, skim through the text looking for other plural words that end in “s.”

Teach students to read ahead and reread to work out words in context. Place sticky notes over key words in the book and say, *Read that sentence again and think of a word that makes sense. Now check it out*. Have student lift the sticky note and check the print details.



## RESOURCE LINKS



### Home Links

Send home a “language bag” with each of the students for one or two days. Include the list of high-frequency words for kindergarten and grade one (see the Working with Words Guide) and magnetic or plastic letters in a plastic zip-lock bag. Highlight some or all of the high-frequency words that the students have met in print. Suggest that parents or other family members work with their child or sibling to build or spell some of these high-frequency words. Students could spell the word using the sounds they hear and check the spelling against the list.

### Writing

Model writing a counting book from one to ten with the class. Themes that may appeal to grade one students include: dinosaurs, pets, sharks, toys, vehicles, and topics related to field trips.

Once the theme is chosen, start by modelling a sentence starter, e.g., *One white cat. Two black dogs*. Continue modelling, inviting students to suggest ideas until they demonstrate that they understand the pattern.

Students can write descriptive mini-reports on a favourite insect and share their reports with the class. See the Writing Guide for details on conducting a Descriptive text type study.

Invite students to write poems or stories about a real or imaginary insect who is either “earth’s pest” or “nature’s guest.” See the Writing Guide for details on conducting a Narrative text-type study.

### Independent Reading

Make the six small versions of *The Bug Hotel* and the online audio available for students. Invite students to use these materials to read the book independently.

Gather together a selection of factual insect books from the class/school library to create a “bug book basket.” Remember to include books at different reading levels to meet the needs of all class members.

## **Working with Words**

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the specific Building Words lessons (“Vegetables” and “Dragonflies”) in the Working with Words Guide.

## **Read Aloud**

Read aloud articles on insects from magazines such as *Geographic World*, *In My Backyard*, and *Chickadee*.