

# All Kinds of Beetles

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**Text Type:** Non-fiction: Description — Report

**Guided Reading Level:** E

**Summary:** This non-fiction book introduces readers to the many shapes, sizes, and colours of beetles.

## Text Supports

- ▶ labelled photographs that strongly support the text
- ▶ repetitive language

## Possible Text Challenges

- ▶ unfamiliar vocabulary
- ▶ print layout (distinguishing labels from continuous text)

**Word Count:** 75

**High-frequency Words:** *kind, too, know, round*

## Text Features

### Visual Literacy

- ▶ bug-shaped labels
- ▶ inset photographs

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ making connections: comparing

### Working with Words

- ▶ using initial consonant clusters and picture cues to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ evaluate whether beetles are real or pretend
- ▶ make connections to personal experiences
- ▶ analyze information about beetles
- ▶ compare beetles to find common characteristics
- ▶ use consonant clusters and picture cues to solve unfamiliar words
- ▶ synthesize information to create names for beetles

## Oral Language Opportunities

- ▶ expressing opinions with reasons
- ▶ sharing personal knowledge
- ▶ describing various beetles shown in the book
- ▶ suggesting names for beetles



## BEFORE READING

### Evaluating

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

Introduce the book by showing the front and back covers. Read the title and the author's name to students. Ask, *Do you think these are pictures of real or pretend beetles? Why?*

### Making connections: text to world

Invite students to share what they know about beetles. Ask, *Have you ever seen a beetle? What did it look like? Where did you see it?* Then look through the book together to see what other types of beetles there are.

### Visual literacy/analyzing

#### **Overcoming Text Challenges**

As you preview each page with students, point out the labels. Say, *The author used labels to tell us the names of the beetles. What did she make the labels look like?* Discuss possible reasons for the names of the beetles. Some of these are obvious (e.g., *longhorn, leaf*), but others may require some research. Point out the names *chrysolid* and *tenebrionid*, and say, *These are strange names. Where could we find information about the names of these beetles?* Some students could research this with a parent or librarian. (Note: *Tenebrionid* comes from a word that means "dark." *Chrysolid* comes from a word that means "gold.")

### Analyzing

#### **Setting a Purpose**

Say, *As you read this book, you're going to search for information about beetles. After you've read the story, we'll fill in this chart about the beetles we've learned about.* Explain the set-up of the chart to students, and fill in one row with their help.

Name of Beetle	Shape	Colour (s)

#### **ESL Note:**

To prepare students for this activity, review the different geometric shapes—triangle, square, rectangle, circle, etc., by pointing to objects around the room and asking students what shape they are. Display a chart of the shapes and their corresponding names on the board or a chart.



## DURING READING

Tell students to read the book independently, thinking about the purpose that has been set.

As students read, circulate among them and listen for accuracy, fluency, and evidence of problem solving. Encourage students to use initial consonant clusters and picture cues to solve unfamiliar words. For example, for the word

spots on page 4, you might say, *What sound does the “sp” at the beginning of the word make? Now look at the picture. What do you think the word is?*

To assess students’ analyzing ability, ask, *How would you describe this beetle? What is its shape? What colour is it?* Tell students to keep that information in mind for the chart.

If some students finish reading before others, ask them to think about things that all beetles have in common.



## AFTER READING

### Analyzing/making connections: comparing

As a group activity, fill in the chart. Upon completion, have students search for beetles that share common characteristics (e.g., shape, colour).

Have students look back at the pictures. Ask, *In what ways are all the beetles the same?* You may have to coach students to look for hard shells, antennae, three body parts, and how the beetles move.

### Word solving and building

Discuss word-solving strategies used during reading (e.g., using initial consonant clusters, picture cues, etc.). Ask individual students to demonstrate.

### Synthesizing

Have students think about the names of the beetles in the book. Then have them turn to page 12. Ask, *What name would you give to each of these beetles? Why?*

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner. Provide picture books for research on other types of insects.

## Focused Follow-up

The following activities are optional. Choose the ones that meet the needs of your students.

### Analyzing

#### **Beetles**

Have students refer to the pictures of beetles shown on pages 10 and 11 to fill in the relevant information on the BLM.

### Word solving and building

#### **Word Patterns**

Have students think of and build as many words as possible with magnetic letters or cards by adding a consonant or consonant blend in front of “-all.”

**ESL Note:** Have students work in pairs. Give them some blank (beetle-shaped) labels. Together they can brainstorm names for these beetles and write them on the labels. Provide them with picture dictionaries arranged by themes, so they can find the spelling of words like *lobster, fly*, etc., or they can use inventive spelling.

### Making connections: text to text/synthesizing

#### **Writing**

Provide students with non-fiction material about other insects. In partners, let them choose an insect and create their own illustrated page following the format in *All Kinds of Beetles* (i.e., *There are \_\_\_ with \_\_\_, and there are \_\_\_ with \_\_\_*). Completed pages may be compiled into a class book about insects.

# Beetles

Name: \_\_\_\_\_

**The wasp beetle looks like a wasp in these ways:**

**The tenebrionid beetle looks like a spider in these ways:**

**The giraffe weevil looks like a giraffe in these ways:**

**The rhinoceros beetle looks like a rhinoceros in these ways:**