

Guided Reading with

Where Do Insects live

Guided Reading Level: F

DRA Level: 10

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Overview: There are thousands of insects in the world. Read this book to find out where some of them live.

8 pages, 98 words

Genre: Nonfiction

Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- read past an unknown word and return to it to solve it
- look at each part or syllable of a longer word to read it

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- line breaks match phrasing

High-frequency words:

- *some, in, are, that, can, on, the, there, of, and, they*

Phonics:

- vowel sounds: short i vs. long i

Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

ELL/ESL

¿Dónde viven los insectos? [See back page](#)

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you know about insects? What kinds of insects do you know?
- What insects do we see around our homes and school?
- Where are some places insects can live?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Where Do Insects Live?*"
- Ask children to predict whether the book will be fiction or informational. Show the back cover and read the copy. Have children predict what insects might be in the book and where they live.
- Have children predict some words they might read in the book.
- Give children the book and have them look at the pictures.
- Ask them to notice what insect is on each page and where it appears to live. Point out the close-up photo boxes on some pages. Point out the note about the butterflies on the cover.



3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sounds of the unknown word. Have them read on and return to the word after completing the sentence. Or, have them look at each part of syllable of a longer word to read it.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: some, in, are, that, can, on, the, there, of, and, they
- It also contains the content-related vocabulary words: butterflies, ants, ladybugs, beetles, grasshoppers, hive, mound, nectar
- Each page includes sentences with the format: “Some insects live in a _____. _____ are insects that can live in a _____. ”
The last page is different.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what insects are in the book and where they live.

2. Have children read quietly, but out loud.

Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

4. As children read, suggest a reading strategy if they are struggling:

“Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.



- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore how the ideas are presented using a repetitive sentence structure and ask students to think about what makes sense based on the previous pages of text.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Model how to revisit the text to find specific examples or ideas.

After the First Reading

- 1. Have children confirm their predictions and talk about the information in the text and illustrations.**
- 2. Ask questions like:**
 - What insects did the book mention? Where did each one live?

- Based on the photos in the book, do you think insects usually live alone or in groups? Why might this be?
- Which photo interested you most? What did the photo show about the insect and where it lives?
- Why do you think two of the pages include close-up photo boxes? What can you learn from these?
- What other information about insects might be interesting to find out besides where they live?
- What are some other places you have seen insects live? For example, do you think insects live in our homes? Which kinds?
- What are some places you won't see insects live? What makes you think so?
- What do all these insects have in common? What qualities do they all share as insects?
- Which is your favorite insect shown here? Why?

Second Reading

- 1. Have children reread the book in a whisper voice or to a partner.**
- 2. This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.



Cross-Curricular Activities

Language: Make a list of words with i in the book (e.g., insect, live, in, hive, termite, different). Sort the words into short i vs. long i. Talk about the special case of “live,” which can be pronounced with a long or short i sound depending on context. Talk about the strategy of trying both the short and long sound of an unknown word when attempting to decode it.

Have students turn the book into a short performance by creating simple stick puppets for each insect and matching them to a picture of the appropriate home as they read.

Write the insect names and homes on word cards and have students match them based on the information in the book. Talk about the letters and word parts to read each word card.

Use the structure of the book to have students create their own books about another type of animal’s homes (e.g., birds, mammals, animals within a certain habitat). Provide the sentence frames: “Some ____ live in a _____. ____ are an animal that can live in a _____.”

Mathematics: Write story problems featuring insects in a home and ask students to show their thinking about them in pictures and numbers (e.g., “There were 11 bees in the hive and 6 more came. How many bees were there?”)

Science: Look at other nonfiction titles or view online content with information about the insects in the book. Compile additional facts about each one on a chart.

List the homes found in the book on a chart and brainstorm and/or research other types of insects or animals that live in those types of homes.

Talk about what an insect (or any animal) needs from its home in order to survive. Talk about how each of the homes listed in the book can provide those things.

Art: Have students depict an insect home from the book using paint or drawing materials. Use collage items or cut paper collage to add insects to the home. Add labels or descriptive sentences.

Physical Education: Play “Insect Simon Says.” Ask students to act out insects flying, crawling, climbing, etc. with reference to the homes in the book (e.g., “Simon says buzz like a bee back to your hive by the doorway”).



Guided Reading with **¿Dónde viven los insectos?**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

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Noun Support

The following insects are listed in the story: las hormigas, las mariquitas, los pinacates, los chapulines, las abejas, las termitas

The following places where insects live are provided in the story: la arena, los árboles, la tierra, las hojas, una colmena, un montículo

Print the insect names and places where insects live on separate, individual index cards. Then, with or without the support of the illustrations, have students match the insects with their corresponding home.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

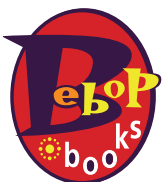
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