

Tennessee Common Core Reading Unit for Grades K-1:

Insects

Learning Objective: The goal of this unit is to teach kindergarten and first grade students to read closely and critically in order to comprehend complex informational text. In this unit, the teacher uses a variety of strategies, including a multi-sensory approach, to actively engage students in analyzing vocabulary, answering text-dependent questions and creating diagrams. Students learn to take collaborative notes using a graphic organizer and to use those notes to develop a deeper understanding of the text through the creation of a class book. Discussion and writing exercises help students to construct meaning of the text in a way that “sticks.”

Reading Tasks: The first text, “A Bug’s Body,” will be read aloud in its entirety for the first read. The text is then read multiple times (in shorter specific sections). The Lexile level for this text is 630. The second text, “Good Bugs: Some Insects are Helpful to People,” will be read aloud in its entirety for the first read. The text is then read multiple times (in shorter specific sections). The Lexile level for this text is 500. The third text, “Bug Power: Some Insects Work Together in Groups,” will be read aloud in its entirety for the first read. Then the text is read multiple times (in shorter specific sections). The Lexile level for this text is 660. All full texts are included in this unit. The texts are also presented with guiding questions for teachers. All of these texts are located in the Tennessee Electronic Library (www.tntel.tnsos.org). The qualitative measure for the first text is slightly complex. The second and third texts are moderately complex. The qualitative measures were found using the Informational Text Qualitative Rubric found at http://www.tncore.org/english_language_arts/curricular_resources/text_complexity.aspx.

Discussion/Language Tasks: The text is presented and explored orally. Group discussions about the content from the texts form the foundation of the lessons.

Writing Tasks: All of the writing tasks for this unit are highly guided and scaffolded. Students learn to take notes using a graphic organizer and use those notes to develop a deeper understanding of the text through the creation of a class book. In kindergarten, students should use a combination of drawing, dictating, and writing. In first grade, students should move toward more independent writing.

Note: These units are peer-reviewed and have been vetted for content by experts. However, it is the responsibility of local school districts to review these units for social, ethnic, racial, and gender bias before use in local schools.

Common Core Standards:

Strand	Kindergarten	1st Grade
Reading: Informational Text	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.8 Identify the reasons an author gives to support points in a text.
Writing	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons for the opinion, and provide some sense of closure.
Speaking and Listening	SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.6 Speak audibly and express thoughts, feelings, and	SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

	ideas clearly.	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
Language	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
Science (TN Science Standards 2009-10)	GLE.0007.1.1 Recognize that many things are made of parts. GLE.0007.2.1 Recognize that some things are living and some are not.	GLE.0107.1.1 Recognize that living things have parts that work together. GLE.0107.2.1 Distinguish between living and non-living things in an environment.

A Note on the Standards: This unit is not designed with an emphasis on Foundational Skills Standards. Teachers are encouraged to address any Foundational Skills Standards that they feel are needed or will enhance this unit.

First Full Text:**A Bug's Body**

Millions of kinds of insects live in the world. An ant is an insect. Every insect's body has three main parts: a head, a thorax, and an abdomen.

Head

The ant's head has eyes, mouthparts, and antennae. The antennae are sometimes called "feelers." The ant uses them to smell and feel. That is how the ant learns about its surroundings.

Thorax

The thorax is the middle part of the ant's body. The ant's six legs are attached to the thorax.

Abdomen

The abdomen is the rear part of the ant's body. The ant digests food in its abdomen.

Wings, Stingers, and Jaws

Many insects have wings attached to the thorax. Ladybugs have two hard outer wings and two clear inner wings.

Bees, hornets, and wasps have stingers on the abdomen. If those insects are in danger, they use their stingers to protect themselves.

Grasshoppers have two jaws called mandibles that help the insects chew and grind their food.

Source Citation: (MLA 7th Edition)

"A bug's body." *Weekly Reader, Edition 2* [including Science Spin] 4 May 2007. *General OneFile*. Web. 13 Sept. 2013.

Document URL: http://go.galegroup.com/ps/i.do?id=GALE%7CA163153474&v=2.1&u=tel_s_tsla&it=r&p=GPS&sw=w

Gale Document Number: GALE | A163153474

Second Full Text:

Good Bugs: Some Insects Are Helpful to People

Insects can be trouble. Some bite. Others eat our plants and food. Not all insects bug people, though. Some can be quite helpful.

Helping Farmers Grow Food

Honeybees help farmers grow crops*. The bees collect nectar from flowers. Nectar is a sweet liquid. Honeybees use it to make honey. They also collect pollen to eat. Pollen is a yellow powder made by flowers.

As a honeybee flies to each flower, pollen sticks to tiny hairs on the bee's body. The pollen then rubs off onto other flowers. That is when pollination takes place. Pollination helps flowers make seeds. Those seeds grow fruits and nuts.

Cleaning Up

Termites help recycle dead trees. How? They eat wood. Termites never sleep. They eat all day and night. They use their sharp jaws to break down the wood. That makes room for new plants to grow.

Rid of Pests

Ladybugs help farmers by eating aphids. Aphids are tiny insects that eat plants. Farmers release* ladybugs near their crops. The ladybugs eat the aphids. Ladybugs also lay their eggs on the plants. When the eggs hatch*, the newborn ladybugs start eating aphids too. A ladybug can eat up to 50 aphids each day! That protects crops the farmers grow.

Source Citation: (MLA 7th Edition)

"Good bugs: some insects are helpful to people." *Weekly Reader, Edition Pre-K* [including Science Spin] May-June 2012: 1+. *General OneFile*. Web. 13 Sept. 2013.

Document URL: http://go.galegroup.com/ps/i.do?id=GALE%7CA285993785&v=2.1&u=tel_s_tsla&it=r&p=GPS&sw=w

Gale Document Number: GALE | A285993785

Third Full Text:**Bug Power: Some Insects Work Together in Groups**

What do termites, ants, and honeybees have in common? They are all social insects. Social insects live together in large groups called colonies. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected* by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees

Life in a honeybee hive* is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

Talented Termites

Termites build tall nests in wood or soil*. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

Source Citation: (MLA 7th Edition)

"Bug power: some insects work together in groups." *Weekly Reader, Edition 2* [including Science Spin] May-June 2008: SSS1+. *General OneFile*. Web. 13 Sept. 2013.

Document URL: http://go.galegroup.com/ps/i.do?id=GALE%7CA178409874&v=2.1&u=tel_s_tsla&it=r&p=GPS&sw=w

Gale Document Number: GALE|A178409874

Glossary:

Crops---plants that are grown by farmers

Release---to set free

Hatch---to come out of an egg

Connected---joined or linked together

Hive---a nest for bees

Soil---loose dirt in which plants grow

Unit Overview

This is a suggested timeline in which to teach this unit. Times can be flexible to meet the needs of the students and schedules. Due to the age of the students, all text will be read aloud by the teacher. Teachers are encouraged to display the text while reading aloud. Teachers can project the text, write the text on chart paper, or provide an individual copy. Teachers should use multiple readings of the text using choral and echo reading to promote student engagement with the text. Developmentally appropriate teaching strategies such as pantomime and drawing help make this type of close reading and analysis accessible to young children. Teachers should display pictures of insects to aid in comprehension of the text.

Day 1: Read the first text (“A Bug’s Body”) aloud, in its entirety. Discuss what the text is mostly about.

Day 2: Re-read the first text in sections focusing on vocabulary and text dependent questions.

Day 3: Re-read the first text. Use the text to draw and label the parts of a bug/insect.

Day 4: Read the second text (“Good Bugs”) aloud, in its entirety. Discuss what the text is mostly about.

Day 5: Re-read the second text in sections focusing on vocabulary and text dependent questions.

Day 6: Re-read the second text. Use the text to explain how insects help people.

Day 7: Read the third text (“Bug Power”) aloud, in its entirety. Discuss what the text is mostly about.

Day 8: Re-read the third text in sections focusing on vocabulary and text dependent questions.

Day 9: Re-read the third text. Use the text to explain how insects help each other.

Day 10: Create a t-chart with supporting reasons. Discuss an opinion on the prompt.

Day 11: Create a class book that supports the opinion.

Directions for Teachers

Day 1: Read the first text (“A Bug’s Body”) aloud, in its entirety. Discuss what the text is mostly about.

The first read establishes a first familiarity with the text for students. The teacher should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using tone and volume of your voice to help the students understand each line and to provide some context for inferring unknown words.
2. When you have finished reading, discuss what the text is mostly about (main topic). When discussing the main topic, explain to students that the main topic is what the text is mostly about. You can only find the main topic after you have read.
3. Allow students to share the parts of an insect with a partner.

Text Under Discussion	Kindergarten Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the first text, “A Bug’s Body” in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this mostly about?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p>	<p>After reading the text aloud, ask the students, “What is the main topic?”</p> <p>Guide students to the main topic and include supporting details.</p> <p>Have students give evidence from the text to support the main topic. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p>

	<p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Day 2: Re-read the first text in sections focusing on vocabulary and text dependent questions. Sample text dependent questions are in the table below. This lesson should take approximately 20 minutes. Teachers may choose to underline or highlight the types of insects named in the texts.

Text Under Discussion	Kindergarten Grade Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p style="text-align: center;">A Bug’s Body</p> <p>Millions of kinds of insects live in the world. An ant is an insect. Every insect's body has three main parts: a head, a thorax, and an abdomen.</p> <p>Head</p> <p>The ant's head has eyes, mouthparts, and antennae. The antennae are sometimes called "feelers." The ant uses them to smell and feel. That is how the ant learns</p>	<p>Many things are made of parts. What are the three main parts of an insect? Are insects living or non-living things? How do you know?</p> <p>What are antennae? What do they do?</p>	<p>Living things have parts that work together. What are the three main parts of an insect? Are insects living or non-living things? How do you know?</p> <p>How do antennae help the insect?</p>

<p>about its surroundings.</p> <p>Thorax</p> <p>The thorax is the middle part of the ant's body. The ant's six legs are attached to the thorax.</p> <p>Abdomen</p> <p>The abdomen is the rear part of the ant's body. The ant digests food in its abdomen.</p> <p>Wings, Stingers, and Jaws</p> <p>Many insects have wings attached to the thorax. Ladybugs have two hard outer wings and two clear inner wings.</p> <p>Bees, hornets, and wasps have stingers on the abdomen. If those insects are in danger, they use their stingers to protect themselves.</p> <p>Grasshoppers have two jaws called mandibles that help the insects chew and grind their food.</p>	<p>Where is the thorax?</p> <p>Where is the abdomen?</p> <p>Where are wings attached? What are wings?</p> <p>Where are stingers? How do insects use stingers?</p> <p>What are mandibles? What do they do?</p>	<p>What is attached to the thorax?</p> <p>What happens in the abdomen? What does digest mean?</p> <p>Where are wings attached? What are wings? Why do you think ladybugs have two different kinds of wings?</p> <p>Where are stingers? How do insects use stingers?</p> <p>What are mandibles? What do they do? How do the parts of the insect work together? Can an insect live without all its parts? Why or why not?</p>
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Extension Idea: Teachers may choose to create a list on chart paper of the types of insects named in the texts. This list can serve as a reference for students when writing. Advanced students could write the list themselves. A sample chart is provided below.

Types of Insects

Day 3: Re-read the first text. Use the text to draw and label the parts of a bug/insect. This lesson should take approximately 20 minutes.

1. Re-read the first text.
2. Pantomime the text to further explore the rich language and vocabulary, and assess understanding. When you have finished close reading this section, students can pantomime the text. Have students carve out a section of space for themselves. Tell the students they are going to pantomime (act out) the page they just heard/read. Explain that each student is to stay in his/her own space. Demonstrate, and have students imitate, the parts of an insect by using their bodies.
 - a. Touch head with hands (say "Head").
 - b. Touch chest (say "Thorax").
 - c. Touch stomach (say "Abdomen").
 - d. Flap arms out to the side (say "Wings").
 - e. Wiggle (say "Stinger").
 - f. Touch jaw (say "Jaw").
3. Teacher will model drawing and labeling the parts of an insect on chart paper.
4. Then each student will draw and label the parts of an insect on his/her own paper. Guide students to use the text to help with spelling the words used to label the insect.
5. Students will share their drawing with a partner by pointing to the parts of an insect and reading the labels.

Day 4: Read the second text ("Good Bugs") aloud, in its entirety. Discuss what the text is mostly about.

The first read establishes a first familiarity with the text for students. Teacher should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using tone and volume of your voice to help the students understand each line and to provide some context for inferring unknown words.
2. When you have finished reading, discuss what the text is mostly about (main topic). When discussing the main topic, explain to students that the main topic is what the text is mostly about. You can only find the main topic after you have read.
3. Allow students to share with a partner the three things insects do that are helpful to people.

Text Under Discussion	Kindergarten Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the first text, “Good Bugs” in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this mostly about?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p>After reading the text aloud, ask the students, “What is the main topic?”</p> <p>Guide students to the main topic and include supporting details.</p> <p>Have students give evidence from the text to support the main topic. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>

Day 5: Re-read the second text in sections focusing on vocabulary and text dependent questions. This lesson should take approximately 20 minutes.

Text Under Discussion	Kindergarten Grade Sample Teacher Dialogue & Guiding Questions	1 st Grade Sample Teacher Dialogue & Guiding Questions
<p>Good Bugs: Some Insects Are Helpful to People</p> <p>Insects can be trouble. Some bite. Others eat our plants and food. Not all insects bug people, though. Some can be quite helpful.</p> <p>Helping Farmers Grow Food</p> <p>Honeybees help farmers grow crops. The bees collect nectar from flowers. Nectar is a sweet liquid. Honeybees use it to make honey. They also collect pollen to eat. Pollen is a yellow powder made by flowers.</p> <p>As a honeybee flies to each flower, pollen sticks to tiny hairs on the bee's body. The pollen then rubs off onto other flowers. That is when pollination takes place. Pollination helps flowers make seeds. Those seeds grow fruits and nuts.</p> <p>Cleaning Up</p> <p>Termites help recycle dead trees. How? They eat wood. Termites never sleep. They eat all day and</p>	<p>What troubling things do insects do?</p> <p>What are crops? What is nectar? What do bees make with nectar? What is pollen?</p> <p>How do honeybees collect pollen? What is pollination? How do honeybees help farmers?</p> <p>What does recycle mean? How do termites help plants? How do termites help farmers?</p>	<p>What troubling things do insects do?</p> <p>What are crops? What is nectar? What do bees make with nectar? What is pollen?</p> <p>How do honeybees collect pollen? What is pollination? How do honeybees help farmers?</p> <p>What does recycle mean? How do termites help plants? How do termites help farmers?</p>

<p>night. They use their sharp jaws to break down the wood. That makes room for new plants to grow.</p> <p>Rid of Pests</p> <p>Ladybugs help farmers by eating aphids. Aphids are tiny insects that eat plants. Farmers release ladybugs near their crops. The ladybugs eat the aphids. Ladybugs also lay their eggs on the plants. When the eggs hatch, the newborn ladybugs start eating aphids too. A ladybug can eat up to 50 aphids each day! That protects crops the farmers grow.</p>	<p>What are aphids? How are aphids harmful? What does release mean? What does hatch mean? How do ladybugs help crops? How do ladybugs help farmers?</p>	<p>What are aphids? How are aphids harmful? What does release mean? What does hatch mean? How do ladybugs help crops? How do ladybugs help farmers?</p>
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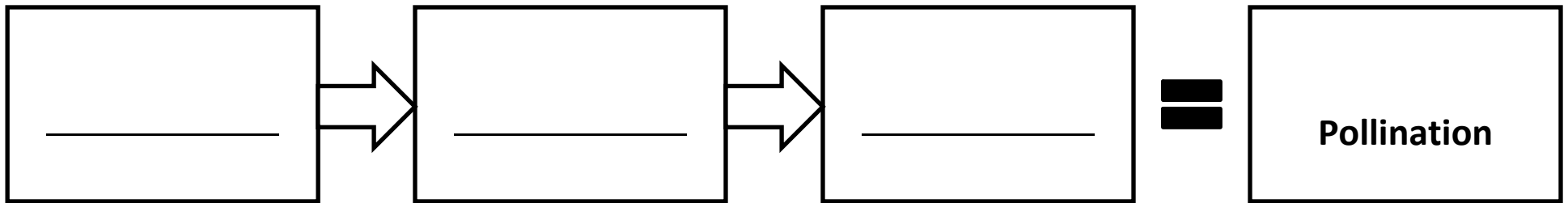
Extension Ideas: Several extension activities can be done to help students better understand this text or to challenge students.

1. Teachers may want to make a list (T-chart) of the living and non-living things mentioned in this text. First grade students may be able to write their own lists. A sample T-chart is included below.
2. Teachers can choose one of the examples in the text to create a flow map. For example, they could begin with honeybees landing on flower, gathering pollen, going to another flower and resulting in pollination. A sample flow map is included below. For first grade or advanced students, they could create the flow map on their own.
3. Students can act out or pantomime one of the processes described in the text. For example, they could act out being the honeybee and going from flower to flower during the pollination process.

Extension #1: T-chart of Living and Non-Living Things

Living Things	Non-Living Things

Extension #2: Flow Map for the Pollination Process



Day 6: Re-read the second text. Use the text to explain how insects help people. This lesson should take approximately 30 minutes.

1. After re-reading the text, teachers should make a list of the things insects do to help farmers.
2. Make this list on chart paper. Add a title to the list: Things insects do to help people/farmers.
3. Go back into the text to find information/key ideas. When possible, use the words from the text. For example, “Honeybees help farmers grow crops.” Teachers can use complete sentences or just create a list.
4. Give students a copy of the page “Things Insects Do To Help Each People/Farmers” found below. Students can copy the teacher chart onto individual papers. First grade or more advanced students can write independently. For struggling students, see the suggestions at the end of this unit.
5. Students will share their writing with a partner by pointing to the words on the page.

Things Insects Do to Help People

1.

2.

3.

Day 7: Read the third text (“Bug Power”) aloud, in its entirety. Discuss what the text is mostly about.

The first read establishes a first familiarity with the text for students. Teacher should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using tone and volume of your voice to help the students understand each line and to provide some context for inferring unknown words.
2. When you have finished reading, discuss what the text is mostly about (main topic). When discussing the main topic, explain to students that the main topic is what the text is mostly about. You can only find the main topic after you have read.
3. Allow students to share the ways insects help each other.

Text Under Discussion	Kindergarten Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the first text, “Bug Power” in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this mostly about?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p>	<p>After reading the text aloud, ask the students, “What is the main topic?”</p> <p>Guide students to the main topic and include supporting details.</p> <p>Have students give evidence from the text to support the main topic. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw students back into the text:</i></p>

	<p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Day 8: Re-read the third text in sections focusing on vocabulary and text dependent questions. Sample questions are in the table below. This lesson should take approximately 20 minutes. Teachers may want to lead students in a discussion around the word “social” before starting this lesson. What is social? What does it mean to be social? What are some ways the word social is used?

Text Under Discussion	Kindergarten Grade Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Bug Power: Some Insects Work Together in Groups</p> <p>What do termites, ants, and honeybees have in common? They are all social insects. Social insects live together in large groups called colonies. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.</p> <p>Amazing Ants</p> <p>Ants often live in underground nests. The nests have</p>	<p>What are social insects? What are colonies? What does the queen do? What do the others do?</p> <p>What is a nest? What does the word connected mean? How</p>	<p>What are social insects? What are colonies? What does the queen do? What do the others do?</p> <p>What is a nest? What does the word connected mean? How many</p>

<p>thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.</p>	<p>many ants can live in a nest? What does the queen do? What do worker ants do? What do soldier ants do? What does guard mean?</p>	<p>ants can live in a nest? What does the queen do? What do worker ants do? What do soldier ants do? What does guard mean?</p>
<p>Busy Bees</p> <p>Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.</p>	<p>What is a hive? How many bees can live in a hive? How many queens are there? What do worker bees do? Why do you think it is important to keep the hive clean?</p>	<p>What is a hive? How many bees can live in a hive? How many queens are there? Name 3 things a worker bee does. Why do you think it is important to control the hive's temperature?</p>
<p>Talented Termites</p> <p>Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.</p>	<p>What is soil? How high can a nest be? How many termites may live in a nest? Both ants and termites have soldiers. What do the soldiers do?</p>	<p>How is a termite nest different from an ant nest? What do worker termites do that is different from worker bees? Both ants and termites have soldiers. What do the soldiers do?</p>

Extension Ideas: Several extension activities can be done to help students better understand this text or to challenge students.

1. Teachers can choose one of the examples in the text to create a diagram. For example, students could make a diagram of a hive and label the parts and various types of bees inside.
2. Students can act out or pantomime one of the colonies described in the text. For example, several students could act out the ant nest by pantomiming the different actions/roles of the ants.

Day 9: Re-read the third text. Use the text to explain how insects help each other. This lesson should take approximately 30 minutes.

1. After re-reading the text, teachers should make a list of the things insects do to help each other.
2. Make this list on chart paper. Add a title to the list: Things insects do to help each other.
3. Go back into the text to find information/key ideas. When possible, use the words from the text. For example, “Worker ants take care of the other ants.” Teachers can use complete sentences or just create a list.
4. Give students a copy of the page “Things Insects Do To Help Each Other” found below. Students can copy the teacher chart onto individual papers. First grade or more advanced students can write independently. For struggling students, see the suggestions at the end of this unit.
5. Students will share their writing with a partner by pointing to the words on the page.

Things Insects Do to Help Each Other

1.

2.

3.

Day 10: Create a T-chart listing the ways in which insects help people and the ways in which insects help each other. The teacher will lead the students in forming an opinion about which is more important. The T-chart is included below. This lesson will take approximately 20 minutes.

1. Use the details from the text and/or the graphic organizers to create the T-chart.
2. Teachers should display the chart by projecting it or creating it on chart paper.
3. For first grade students, teachers may use individual copies of the T-chart and have students add the details themselves or add the details after the teacher models it.
4. Guide students to use the text to help with spelling the words used to complete the chart. Continually refer to the text when adding to the chart.
5. Students will share their graphic organizer with a partner by pointing to the words and reading the words if they created an individual copy. If using a class chart, have the students choral and echo read it.
6. After students have created the chart, the teacher should model the thinking around the opinion prompt and conduct a class discussion. Teachers can display the prompt on chart paper, project it or give students copies to look at.

Opinion Prompt

Which statement do you agree with and why?

Statement #1: Insects are most helpful to people.

Statement #2: Insects are most helpful to each other.

T-Chart

Things Insects Do to Help People	Things Insects Do to Help Each Other

Day 11: Create a class book that gives an opinion and supports the opinion with reasons. This lesson will take about 30 minutes.

1. During a group discussion, work on turning the details from the t-chart into an opinion. Use the prompt to help. Make sure students can see the prompt.
2. Since this is a class book, the teacher will have to lead the class in coming to a consensus on the opinion. Have a class discussion about which opinion in the prompt to support. Teachers may wish to have the class vote on which opinion has the strongest evidence.
3. Decide on a structure for the opinion that makes the most sense based on the reasons.

For example:

- Include an introductory sentence that names the topic.
 - State an opinion.
 - 1-2 sentences telling why (reasons). First grade or advanced students may be able to provide 3-4 reasons.
 - First grade needs to include a closing statement/sentence. This can be a simple restatement of the opinion.
4. Since this is a class book, teachers should take dictation from the students for the sentences. Model the thinking and writing. This can be projected or recorded on chart paper.
 5. Continuously refer to the t-chart to help with spelling and remind students that the information on the t-chart came from the texts. This is a teacher directed/modeled activity that uses discussion to show students how to organize the writing.
 6. Teachers model “talking the writing” before writing each sentence. By “talking the writing” the teacher is giving an oral rehearsal of what will be written. Likewise, after writing each sentence, teachers should go back and re-read each sentence, pointing to each work as it is read aloud. Students can then choral or echo read the sentence.

Additional extension Ideas: The class book can be written, typed or duplicated by the teacher. Students can add illustrations to each page. In first grade, teachers may decide to have each student write an individual book. If students write an individual book, students will be able to choose his/her own opinion statement. Students can also be encouraged to type their writing on a computer.

Support for Struggling Readers and Writers:

Teachers will need to use informal and formative assessment to know the individual needs of his/her students. There are many strategies that can be used with struggling readers to help them access and understand a text. This unit uses reading aloud, asking questions to aid comprehension and define words, repeated readings, choral and echo readings, and creating diagrams to enhance understanding. Further, these units don't include instruction with the Foundational Skills Standards. All students should have direct, explicit instruction with the Foundational Skills Standards daily.

Likewise, there are many strategies that can be used with struggling writers to help them engage in the writing process. Several of these strategies are described below.

1. **Dictation:** The student will plan and/or rehearse what he/she wants to write about orally. Then the student will tell the teacher what he/she wants to write. The teacher will take dictation. After the teacher writes everything the student said, the teacher should then go back and read each word by pointing to it and creating a voice-to-print match. Having the student echo the teacher and point to the words can repeat this process and provide for needed practice.
2. **Thinking Aloud:** While the teacher is writing, the teacher may want to model the *decoding process* by "thinking aloud." For example, the teacher may model the decoding process by saying, "The next word we need to write is 'bug.' Before I can write the word 'bug,' I need to think about the sounds in the word 'bug.' First I get my mouth ready to say the word. As I say each sound, I tap it on my finger. /b/ /u/ /g/. Bug has 3 sounds. Now I will write each sound that I hear." The teacher may also want to model using the text to help find the word. ("I remember reading that word in our text. Let's see if we can go back and find it. We can use the words in the text to help us spell.")

While the teacher is writing, the teacher may want to model the *writing process* by "thinking aloud." For example, the teacher may model the processes of starting a sentence with a capital letter by saying, "I know that all sentences begin with a capital letter. So I am going to start this sentence with a capital (name the letter)." The teacher may also want to model things such as spacing between words, ending punctuation, and scrolling from left to right while taking dictation. These are all parts of the writing process that may need to be modeled for struggling writers.

3. **Sentence Frames and Stems:** Sentence frames provide struggling writers with scaffolds and structure to help ease the writing process. In a sentence frame, some words are given to students with only a word or two missing for students to complete. The missing words can be substituted with a blank line. For example, in the prompt, “How do insects help people?” a sentence frame could look like: Insects help people by _____ and _____.

Sentence stems usually provide the beginning of the sentence for students and then encourages students to finish the sentence on his or her own. Sentence stems usually don’t include blank lines. This encourages students to use more than one word to complete the sentence and include the ending punctuation. For example a sentence stem from the above example could look like: Insects help people by...

4. **Clapping and Drawing Lines for Each Word:** In this scaffold, the teacher models how to clap one time for each word in the sentence. Then, the teacher draws a line for each word in the sentence. Finally the student writes each word on the line. If students aren’t able to write the whole word, students should be encouraged to write the beginning sound for each word. For example, if the student says the sentence is “Insects helping people is important.” The teacher would clap 5 times and draw 5 lines on the paper. The student would then write the words/sounds. Students should be encouraged to clap with the teacher and eventually learn to clap the words on his/her own. Likewise, the students should be encouraged to eventually draw the lines for each word on his/her own.