

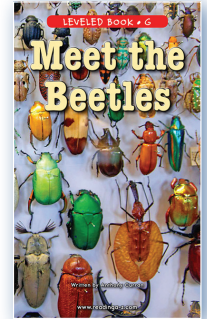
Focus Question:

Why are beetles amazing insects?

Book Summary

Text Type: Nonfiction/Informational

Beetles are amazing insects. There are more kinds of beetles than any other living creature on the planet. *Meet the Beetles* provides students with a comprehensive look at these fascinating insects. The book can also be used to teach students how to identify the main idea and supporting details and the proper use of simple predicates.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine the main idea and details of a text
- ☐ Describe information provided by labels
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and use simple predicates
- ☐ Identify and use the high-frequency words *can*, *eat*, *live*

Materials

- ☐ Book: *Meet the Beetles* (copy for each student)
- ☐ Main idea and details, short vowel *i*, simple predicates worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *can*, *eat*, *live*
- **Words to Know**
Story critical: *beetles* (n.), *deserts* (n.), *insects* (n.), *jungles* (n.), *skeleton* (n.), *waste* (n.)
- **Academic vocabulary:** *different* (adj.), *pairs* (n.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of various insects, including beetles. Ask students to work with a partner to identify all the insects they can find. Have students point to the beetles in the picture.
- Discuss with students what makes an animal an insect. Have students draw on a separate piece of paper a picture of an insect, real or imaginary, that includes insect characteristics. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of *Meet the Beetles*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers consider what they know and don't know about a topic before beginning to read. Create a KWLS chart on the board. Invite students to share their knowledge of beetles and record this information in the *K* column of the chart. Ask students what questions they have about beetles and record these questions in the *W* column. Point out that the *L* column is to record what they have learned from the book and the *S* column is for information they still want to know that was not included in the text.

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that books often have a main idea, or topic that is the subject of the book. Point out that the details of a book give information to help readers better understand the main idea.

Guiding the Reading (cont.)

- Explain that the title of a book often provides clues about the main idea and that the details in the book are related to the main idea. Have students work in small groups to predict the main idea of the book, using information from the title and from the pictures. Invite students to share predictions with the rest of the class.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about beetles. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How are beetles the same as other insects?* (level 1) page 3
- *How does the skeleton of a beetle help it survive?* (level 1) page 5
- *Where can beetles live?* (level 2) pages 7–8
- *What do beetles eat?* (level 2) pages 11 and 12
- *Why did the author write this book about beetles?* (level 3) multiple pages

Text Features: Labels

Explain that labels clarify pictures by identifying specific parts of the picture. Have students work with a partner to review the picture on page 9 and its labels. Ask students: *How do the labels in the picture support the main idea of the book? How do labels clarify visual information? Why are labels an important tool for understanding beetles?* Have students review other pictures in the book and discuss in groups where they would add labels and why. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Review the questions listed in the KWLS chart with students. Ask volunteers to share information from the book that answered their questions and record this information in the *L* column. Invite students to share new questions that arose as they read and record them in the *W* column. Remind students that not all questions will be answered in the book and this information should be listed in the *S* column.
- Model identifying the main idea and supporting details.
Think-aloud: *The book is providing me with many details about beetles: their life cycles, where they live, what they eat, and so on. Before I began reading, I considered the title of the book because it can give clues about the main idea. I know that the main idea of this book is that beetles are amazing insects. I know that every book has details that help explain the main idea. For example, I read that there are more kinds of beetles than any other living thing. This details supports the main idea that beetle are amazing insects.*
- Model how to complete the [main-idea-and-details worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details in small groups.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they recorded.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics that make beetles amazing insects. Samples: *Beetles can live just about anywhere. There are more kinds of beetles than any other living creature. During their lifetime, beetles change several times as they grow.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Phonological Awareness: Short vowel /i/ sound

- Say the word *stick* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound. Have students practice saying the /i/ sound to a partner.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that contains the short vowel /i/ sound: *drip, life, sip, sun, miss, sit, nice, and tip*.

Phonics: Short vowel i

- Write the word *insects* on the board and read it aloud with students.
- Have students say the /i/ sound aloud. Then, run your finger under the letters in the word *insects* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *insects*.
- **Check for understanding:** Write the following words on the board, leaving out the short vowel *i*: *pit, quit, stick, and bit*. Invite a volunteer to come to the board and add the short vowel *i* to the first word and read the word aloud. Then, have another volunteer use the word in a complete sentence. Repeat with the remaining words.
- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Simple predicates

- Write the following sentence on the board: *Beetles change several times as they grow*. Read the sentence aloud with students while pointing to each word as you read.
- Explain that every sentence has two parts, a subject and a predicate. Review or explain that the *simple subject* tells who or what the sentence is about and the *simple predicate* is a verb that tells what the subject does.
- Ask students to identify the subject and the predicate of the sentence (*beetles, change*). Circle the subject and underline the predicate in the sentence.
- **Check for understanding:** Have students locate and underline all of the simple predicates, or verbs, in the sentences on pages 5 through 7 with a partner. Invite volunteers to share their answers and discuss with the class.
- **Independent practice:** Introduce, explain, and have students complete the [simple predicates worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency words *can, eat, live*

- Write the word *can* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Beetles can live in forests*. Read it aloud with students and discuss the meaning of the word *can*.
- Have students practice spelling *can* in shaving cream spread on their desk. Repeat the process with the words *eat* and *live*.
- **Check for understanding:** Have students work in pairs to review the book and highlight each occurrence of the words *can, eat, and live*.

Connections

- See the back of the book for cross-curricular extension ideas.