

Focus Question:

What do cockroaches need to survive?

Book Summary

Text Type: Nonfiction/Informational

Most people think of cockroaches as pests. But *Cockroaches* introduces readers to how amazing these insects can be! The book can also be used to teach students how to determine an author's purpose for writing and how to interpret information provided by labels.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Identify author's purpose
- ☐ Identify and discriminate long vowel /e/ sound
- ☐ Identify long /e/ vowel digraph
- ☐ Recognize and use the preposition *without*
- ☐ Describe information provided by labels
- ☐ Identify and understand the use of homophones *to*, *too*, *two*

Materials

- ☐ Book: *Cockroaches* (copy for each student)
- ☐ Visualize, author's purpose, homophone 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:** *are*, *can*, *have*
- **Words to Know**
Story critical: *amazing* (adj.), *breathe* (v.), *cockroaches* (n.), *insect* (n.), *need* (v.), *pest* (n.)
- **Academic vocabulary:** *without* (prep.)

Guiding the Reading

Before Reading

Build Background

- Place on the board photographs of various insects, including cockroaches. Ask students to work with a partner to identify all the insects they can. Have students find a cockroach among the pictures.
- 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 *Cockroaches*. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the photographs in a book can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board.

Guiding the Reading (cont.)

Explain to students that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way.

- Review with students a book the class has previously read. Have students work in groups to determine the author's purpose, and guide students to a class consensus. Have students work with a partner to predict the author's purpose for *Cockroaches*.

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 cockroaches. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- *What do all insects have?* (level 1) page 4
- *What basic needs does a cockroach have?* (level 1) page 5
- *What special abilities does a cockroach have?* (level 2) multiple pages
- *Why did the author write this book about cockroaches?* (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 4 and its labels. Ask students: *How do the labels in the picture help you understand the text? How do labels clarify visual information? Why are labels an important tool for classifying objects?* 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

- Using the [visualize worksheet](#), model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Have students work in groups to periodically review the details they have read and discuss why the author may have included those details (to inform, entertain, or persuade). Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model evaluating details to determine the author's purpose.
Think-aloud: *The book is providing me with many details about cockroaches: their insect characteristics, their basic needs, and so on. All of these facts give me new information on the topic, so I believe the author's purpose is to inform. Still, I will read to the end of the book, examining each detail, to see if she has a different main purpose or more than one.*
- Model how to complete the [author's purpose worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

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: Visualize

Review the visualize worksheet that students completed. Have students share their pictures in groups. Invite volunteers to share with the rest of the class the pictures they drew, and have other students compare them to their own.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that cockroaches need air, food, and water to survive—just like all insects.)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness:

Discriminate medial long vowel /e/ sound

- Ask students to listen carefully as you say words that contain the long /e/ sound (*meet, read, breathe, see*), stretching the words out as you say them. Ask students to identify the sound that is the same in all of the words.
- Read page 6 aloud to students. Have them raise their hand when they hear a word that has the long /e/ sound (*meet, need, breathe*). Repeat with page 7 (*need, eat*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the long /e/ sound: *feel, not, peek, phone, scream*.

Phonics: Vowel digraphs ee and ea

- Write the word *needs* on the board. Have students find the word on page 5 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (the long /e/ sound). Circle the ee in the word and review that the letters ee can stand for the long /e/ sound as in *meet* and *need* (as in first sentence on page 6). Write the word *meet* on the board next to *needs*. Blend the words aloud as you run your finger under the words. Have a volunteer circle the letters in *needs* that represent the long /e/ sound.
- Write the word *breathe* on the board, and have students find the word on page 6. Review or explain that the letters ea can also stand for the long /e/ sound.
- **Check for understanding:** Ask students to find a word on page 7 that has the long /e/ sound with the letters ea (*eat*). Point out the variant vowel digraph in the word *head* on page 7 and its different sound (the short /e/ sound) as in *bed*.
- **Independent practice:** Draw a T-chart on the board, with one side labeled ee and the other side labeled ea. As a class, sort the words on the board into the appropriate columns. Have students look in the book to find all examples of ee and ea words and circle them. Invite volunteers to come to the board and write words from the book or words they know with the long /e/ vowel sound. Monitor and assist students in writing the words in the appropriate column on the board.

Grammar and Mechanics: Preposition without

- Explain to students that *prepositions* are words that show a relationship between things. They provide information about *where, when, how, why, and with what* something happens. Explain to students that *without* is an example of a preposition.
- Ask students to turn to page 6. Read the sentence aloud and write it on the board: *Cockroaches can meet one basic need without a head! Circle the word without. Have a volunteer explain how the preposition is used in this sentence (it explains how the cockroach lives).*
- **Check for understanding:** Have students work with a partner to find and highlight all the occurrences of the preposition *without* in the book. Have them take turns reading the sentences in which the preposition *without* occurs.
- **Independent practice:** On a separate piece of paper, have students compose two sentences using the preposition *without*.

Word Work: Homophones to, too, two

- Have students turn to page 3 and follow along as you read the second sentence: *Insects have a head and two body parts.* Write the word *two* on the board. Ask students to explain or show the meaning of the word *two*.
- Read the next sentence on page 4 aloud: *Insects have six legs, too.* Write the word *too* on the board. Ask the students how this word is different (it is spelled differently; it doesn't mean the same thing).
- Explain to students that this is an example of a homophone pair. Homophones are words that sound the same, but are spelled differently and have different meanings.
- Explain that sometimes there can be more than two words that sound the same. Write the sentence *Cockroaches do not need to eat every day.* Circle the word *to*. Explain to students that, when they are writing, homophones can be tricky, and they have to know which spelling of the homophone to use. Knowing the meaning of the word and the meaning of the sentence will help them.
- **Check for understanding:** Write the following sentences on the board: *There are ___ cockroaches on page 10. Cockroaches can be amazing, ___. Write the words *too* and *two* below the sentences. Ask volunteers to tell you which of the homophones goes in the blanks. Ask them how they knew.*
- **Independent practice:** Introduce, explain, and have students complete the [homophone worksheet](#). Discuss answers aloud after they are finished.

Connections

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