



About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 2,167

Book Summary

Insects are everywhere on our planet, and many are so small that we don't notice them. Not these insects! Come along on a trip around the world to the homes of some of the largest insects on Earth. Find out their relative sizes, their habits, and where they live. Vibrant photographs enhance the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Identify main idea and details
- Recognize and use inflectional ending -est
- Identify and create closed compound words

Materials

Green text indicates resources available on the website.

- Book—*Giant Insects* (copy for each student)
- Chalkboard or dry erase board
- Ruler
- Summarize, inflectional ending -est, compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

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

- Content words:

Story critical: **adapted** (v.), **colonies** (n.), **mandibles** (n.), **safari** (n.), **species** (n.), **titans** (n.)

Enrichment: **canopy** (n.), **evolved** (v.), **fossil** (n.), **nocturnal** (adj.), **swarm** (v.), **wingspan** (n.)

Before Reading

Build Background

- Provide scratch paper to students and ask them to draw the first thing that comes to mind when you say the word *bug* or *insect*. Then ask them to write three adjectives next to their drawing to describe insects (for example, *tiny*, *annoying*, *stinging*, and so on).
- Ask if anyone wrote the word *big* as a describing word for insects. Explain to students that although most insects are very small, some rare ones around the world are very large.
- Display a ruler, and mark off 5 inches, 7 inches, and 11 inches. Tell students that some of the insects they will be reading about are this size.

Preview the Book

Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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: **Summarize**

- Direct students to the table of contents. Remind them that the table of contents provides an overview of the book. Ask students what they expect to read about in each section.
- Have students preview the rest of the book, looking at photographs, captions, and other text features. Show students the glossary and index, and explain the purpose of each.
- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in a section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read page 4 aloud to students and introduce summarizing.

Think-aloud: *As I read this book, I am going to stop every now and then to remind myself about the information I have read so far about giant insects. Doing this helps me remember what I'm reading and think about new information. When I finish reading the book, I will be able to tell, in my own words, some of the most important information from each section of the book.*

- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Ask students to skim through the text, noticing where the sections begin (where the subtitles are). Explain to students that when a book or text is large, the author groups the information into smaller sections. Each section has its own main idea, and details in the section support that main idea.
- Explain to students that this book is informational. To identify the main idea and details in the book, the reader must determine what is essential and nonessential information.
- Explain to students that the section headings often give clues about the main idea in each section.

Think-aloud: *I know that a section heading often identifies the main idea in that section. Each section contains details that support a main idea about giant insects. For example, the section titled "Giant Darner Dragonfly: The Speed Demon" is likely to be about a dragonfly. When I read that section, I will probably learn many details about the darner dragonfly, including how big it is, where it lives, what it eats, and more.*

Introduce the Vocabulary

- Explain that nonfiction texts use vocabulary that is important to the content, or topic of the book. Review or explain that the glossary contains a list of these vocabulary words and their definitions. Have students locate the glossary at the back of the book. Model how students can use the glossary or a dictionary to find a word's meaning.
- Have students work in pairs to read the definitions for the words in the glossary that deal with the topic of insects. Provide opportunities for students to talk about difficult words such as *mandibles* and *titans*. Provide opportunities for students to say the new vocabulary words, discuss their meanings, and use the words in sentences.

Set the Purpose

- Have students read to find out more about giant insects, stopping after each section to summarize what they read and reflect on main idea and details.

During Reading

Student Reading

- **Guide the reading:** Have students read page 5. Model summarizing important information and identifying point of view in the introduction.
Think-aloud: I made sure to stop reading after this section to summarize what I'd read so far. First, I thought about the information that answered the questions who, what, when, where, and why. Then, in my mind, I organized the important information into a few sentences. In this section, I learned that an ancient dragonfly called a Meganeura had a wingspan of 30 inches. Insects grew so huge during prehistoric times because there was more oxygen in the air. I underlined Meganeura, dragonfly, wingspan, 30 inches, grew so huge, and higher amount of oxygen in the air. I also learned that some insects have remained huge and that the book is going to take me on an imaginary trip—an "insect safari." I underlined these words and phrases, too.
- Invite students to assist you in filling in this information on the chart. Have them decide which facts go in the various boxes of the chart. Point out that sometimes not all of the questions (*who, what, when, where, and why*) are answered in every section. Create a summary with students, based on the information in the chart. (*Insects like the Meganeura dragonfly grew to have a 30-inch wingspan. Insects in prehistoric times grew so huge because there was more oxygen in the air, but some insects have stayed huge. You (the reader) will be taking a "trip" to see some of these monsters.*)
- **Check for understanding:** Have students read to the end of page 7. When they have finished reading page 6 and studying page 7, have them work with a partner to identify the important information (*Who:* giant darner dragonfly; *Where:* southwestern United States; *What:* 5-inch wingspan, speeds of over 35 miles per hour, shimmering black, blue, and green 5-inch body; *Why:* speed and ability to turn come in handy when hunting other insects).
- Have students work together to create a summary of this section on a separate piece of paper.
- Repeat the process of underlining important information, with the next section of the book, "The Titan Beetle: The Pencil Breaker."
- Write the word Main Idea and Details on the board. Ask students volunteers to share the main idea for the section of the book, "The Titan Beetle: The Pencil Breaker." Write the main idea on the board under the heading Main Idea. Point out to students that the sentences and phrases they underlined while reading were the supporting details for this main idea. Using what they have underlined, ask students to identify details that support this main idea and wrote these details on the board under the heading, Details.
- Model how to create a summary from the main idea and details. Say: Now that I have identified the main idea and details, I can write a summary in my own words for this section. I think a summary of this section might be: The Titan Beetle is the largest beetle in the world and has many unique features.
- ✍️ Have students read the remainder of the book. Remind them to underline information in each section that answers the questions who, what, when, where, and why, and to identify the main idea and details.
- ✍️ Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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.

Reflect on the Reading Strategy

- ✍️ Divide students into pairs. Assign each pair one of the remaining sections/insects in the book. Remind them to underline information that answers the questions *who, what, when, where, and why* as they read. Have each pair discuss the information they underlined in their section. Have them use the information to rehearse an oral summary of the section. When students have finished working, share and discuss their summaries aloud, comparing the characteristics of the various insects.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know that I will remember more about giant insects because I summarized as I read the book.*
- Introduce and explain the **summarize worksheet**. Have students fill in their underlined information and then write a summary for the section they worked on.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book. Explain that determining which details are essential and nonessential is an important skill that takes practice.
- **Enduring understanding:** In this book, you read about what it might be like to travel to different locations and see firsthand some of the largest insects in the world. Now that you have read this information, how might it affect your behavior the next time you are around insects?

Build Skills

Grammar and Mechanics: Inflectional ending -est

- Write the following on the board: *Inflectional ending -est*. Explain or review with students that some inflectional endings (or suffixes) are added to a root word to show a comparison. For example, write the word *tall* on the board and then write *taller* and *tallest*. Circle the *-er* and the *-est* inflectional endings and discuss with students what those endings usually indicate (for example, *-er* usually means *more* (comparative) and *-est* usually means *most* (superlative)).
- Review or explain that sometimes the *-est* ending is just added to the root word, as in the example (*tall/tallest*). At other times, something must be done to the root word before *-est* can be added. Create a four-column chart on the board and label the columns as follows: *Do nothing*; *Double final consonant*; *Change y to i*; and *Drop final e*. Write the word *tallest* in the *Do nothing* column.
- Direct students to page 8. Have them find the word *biggest* in the first paragraph. Ask a volunteer to identify the root word (*big*). Ask another volunteer to explain what was done to the root word before *-est* was added (the final consonant *g* was doubled). Ask that volunteer to come to the board and write *biggest* in the *Double final consonant* column. Explain that in most cases, if a word has a short vowel followed by a consonant, the consonant must be doubled before adding the ending.
- Have students find a word with the *-est* ending on page 12 (*heaviest*). Repeat the process, demonstrating how the *y* in the root word *heavy* was changed to an *i* before adding the *-est*.
- ✍️ **Check for understanding:** Have students find the word *largest* on page 14. Have each student write the root word in the margin and then decide which column *largest* would be placed in and why (*Drop final e* because the word *large* ends with a silent *e*).
- **Independent practice:** Introduce, explain, and have students complete the **inflectional ending -est worksheet**. Monitor for correct spelling of words when adding *-est*.

Word Work: Compound words

- Write the word *wingspan* on the board. Ask students which two words were joined together in the word *wingspan* (*wing* and *span*). Explain or review that *wingspan* is an example of a *compound word*. A compound word contains two words that together create one word meaning. Explain that the definitions of the two separate words can often help students figure out the meaning of the compound word (for example, the *span* of the *wings*).
- Write the words *outside* and *dragonfly* on the board. Tell students that these are examples of *closed compound words*. Closed compound words have no space or hyphen between the two smaller words.
- Have students turn to page 8 in their books. *Read the following sentence: When you arrive in the steamy Amazon rainforest, it's dark, and you can hear the tapping of rain on the leaves overhead.* Have students identify the two compound words (*rainforest* and *overhead*). Ask students to identify the two separate words that make up each compound word. Ask a volunteer to use the meanings of the two smaller words to figure out the meaning of each bigger word.
- **Check for understanding:** Have students turn to page 10. Have them work with a partner to identify and circle the six compound words on the page (*afternoon, freshwater, underwater, tadpole, anything, overpower*). Ask students to identify the two separate words that make up each compound word. Discuss the definition of each word, using the smaller words to figure out the meaning.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). Discuss their answers aloud after they are finished.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them summarize the sections of the book and discuss the main idea and details with someone at home.

Extend the Reading
Informational Writing Connection

Have student pairs from the summarizing activity revisit the pages of the book that described their assigned insect. Provide Internet access so students can research and learn more about their insect. Ask them to write three paragraphs detailing the insect's habitat, what it eats, and so on. Allow time for student pairs to share their writing or display it on a bulletin board.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Provide art materials to student writing pairs so they can draw or create a life-sized model of the insect they researched. Ask them to share their artwork with the class alongside their writing.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of summarizing to understand text during discussion and on a worksheet
- accurately identify main idea and details in the book during discussion
- correctly understand and use inflectional ending *-est* during discussion and on a worksheet
- accurately identify compound words in text, and create and use compound words on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**