



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 631

Book Summary

Bedbugs used to be something we only chanted about in a rhyme, but bedbugs are real, and unfortunately they have returned! They are causing problems in big cities all over the world. Read *Bedbugs Bite!* and find out what they are, how they travel, and the best way to get rid of them.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details
- Understand the use of y as a vowel
- Identify complex sentences
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Bedbugs Bite!* (copy for each student)
- Chalkboard or dry erase board
- Ask and answer questions, main idea and details, y as a vowel 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 Vocabulary a-z.com.

- Content words:

Story critical: *developing (adj.)*, *digests (v.)*, *infected (adj.)*, *mattress (n.)*, *suitcase (n.)*, *victims (n.)*

Enrichment: *attracted (v.)*, *critters (n.)*

Before Reading

Build Background

- Ask students if they have ever heard the rhyme *Good night, sleep tight. Don't let the bedbugs bite!* Explain that this is a very old rhyme that refers to bugs that hid in beds and would bite people, similar to fleas or mosquitoes. Discuss with students that bedbugs had become very rare but that there has recently been a new wave of bedbug problems around the world.
- Show students a photograph of a bedbug. Ask what questions they have about bedbugs. Record their questions on the board.

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, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that good readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Model how to ask questions..
Think-aloud: Before I start reading, I always have several questions that come to mind about the topic or title of a book. From what I see on the cover and title page, it appears that this book is all about bedbugs. I know we talked about how bedbugs are a real problem right now. I wonder why they are a problem. I also wonder how I might recognize one if I saw it and if they really bite. As I read, I will be curious to see if I can discover the answers to my questions. This helps me understand what I'm reading and makes reading enjoyable.
- Introduce and explain the [ask-and-answer-questions worksheet](#) to students. Refer them back to the list of questions about bedbugs generated on the board in the Build Background section. Have them write one or two questions in the first section of their worksheet. Invite students to share some of their questions and curiosities. Add any new ones to the list on the board.
- 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**

- Explain that a book has a general topic that is the subject of the book; this is the *main idea* of the book. The extra information or the descriptions that help us to better understand the book are the *details*. Explain to students that we need both main idea and details in order to fully comprehend and enjoy a book.
- Explain that sometimes there is so much information on a topic that it is grouped into sections, and each section has its own main idea. Oftentimes, the reader must read carefully to determine the main idea, as well as the extra details that support or enhance the main idea.
- Read page 4 aloud to students. Model for students how to identify the main idea and details of the introduction.
Think-aloud: As I read the introduction, I noticed it talked about how bedbugs had almost gone away, but now they are a problem all over the world. Based on what I've read, I think the main idea sentence in this paragraph is: Bedbugs have returned.
- Show students a copy of the [main-idea-and-details worksheet](#). Write the main idea sentence in the correct bubble. Ask students to identify the details from the paragraph that support this main idea (*we used to chant a rhyme about them; they were hard to find, but today this is good advice; little pests are causing problems*). Write these details in the appropriate bubbles.

Introduce the Vocabulary

- Introduce the story critical words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *developing*, *digests*, *infected*, *mattress*, *suitcase*, and *victims*.
- Turn to the glossary on page 16. Read the words and discuss their meanings.



- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word developing, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. I could also make connections to something I already know to help me figure out the meaning. When I read page 8, I can see that the word must mean "growing into a more advanced form." I know that this is a word that the doctor uses to describe babies who are growing up into kids.*

Set the Purpose

- Have students read to find out more about bedbugs. Encourage them to ask and answer questions while reading.


During Reading

Student Reading

- Guide the reading:** Have students read from page 5 to the end of page 7. Encourage those who finish early to go back and reread. Ask students to go back and look at their ask-and-answer questions worksheet and then circle or highlight any questions that were answered in this part of the text.
- Model answering a question and filling in the second section of the ask-and-answer-questions worksheet.
Think-aloud: Before reading, more than one question came to mind about this book. I was curious about what bedbugs looked like. I also wanted to know if they really bite. While reading, I discovered that bedbugs are brown, crawling insects about the size of an apple seed. They come out at night. I also learned that they do indeed bite—and drink a person's blood! I will write these answers on the ask-and-answer-questions worksheet.
- Ask students to write answers to the circled questions and any additional questions they raised on their ask-and-answer-questions worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class ask-and-answer-questions list on the board.
- Model identifying the main idea and details for a specific paragraph of the book.
Think-aloud: The paragraph on page 5 titled "What Are Bedbugs?" contained information about what bedbugs look like and where they live. I will highlight these facts. I also learned that they bite people and drink their blood. I will highlight this information, too. On the basis of what I've read, I think I can use the heading on this page as the main idea of this paragraph: What are bedbugs?
-  Ask students to highlight the same words and phrases in their book. Next, model writing the main idea in the appropriate space on another blank main-idea-and-details worksheet. Ask students to assist you in identifying details that support this main idea (brown, crawling insects; size of an apple seed; hide in tight spaces like mattresses; come out at night, and so on). Remind them to refer to the words and phrases they highlighted. Record their responses in the appropriate bubbles on the worksheet.
- Check for understanding:** Have students read pages 6 and 7. Have them write answers they found while reading on their worksheet and any additional questions that came to mind, for example, specific questions they have about where bedbugs hide. Invite them to share the information they learned and the questions they generated as they read these pages.
-  Have students work in pairs to read the section on pages 8 and 9, titled "Bedbug Life Cycle," underlining or highlighting the important words and phrases. Instruct them to work with their

partner to identify the main idea of the section.

- Distribute a two-sided copy of the main idea and details worksheet so students have two copies of the graphic organizer. Have them work together to record the main idea and then use their highlighted words and phrases to record the supporting details. Check individual responses for understanding.
- Have students read the remainder of the book. Remind them to look for and write answers to their worksheet questions. Encourage them to add new questions they might have to their worksheet as they read.

 Have students make a 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

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they read.
- **Think-aloud:** *Before reading, I wanted to know about these bugs. I now know how these bugs behave and why they have become such a problem. I also know that the best way to get rid of them is with specially trained dogs that can find them! I will record this information at the bottom of my chart.*
- **Independent practice:** Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions (websites, books, and so on). Invite students to write on their ask-and-answer-questions worksheet one or two more questions they still have about bedbugs. Ask them to share questions they added.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the big ideas in the book.
- **Independent practice:** Have students complete the other side of their main idea and details worksheet, using one of the other remaining sections of the book.
- **Enduring understanding:** In this book, you learned a lot of interesting facts about bedbugs, including the fact that they usually don't spread germs or disease. Now that you know this, why do you think bedbugs are still considered a problem?


Build Skills

Phonics: Y as a vowel

- Review with students the letters that are vowels (a, e, i, o, u, and sometimes y) and the letters that are consonants (all the letters in the alphabet that are not vowels). Point out that y is the only letter in the alphabet that can either be a consonant or a vowel, depending on its use within a word. Discuss the fact that all words need at least one vowel sound per syllable.
- Write the following words on the board: *rhyme, fly, try, why*. Read the words aloud and ask students to listen for the sound that they all share (the long /i/ sound). Ask students what vowel each word uses that makes the long /i/ sound (y).
- Have students turn to page 4. Read the first sentence aloud as students follow along. Point out the word *rhyme*. Explain that the y makes the long /i/ sound, and there are no other vowels in

the word except for the silent e at the end. Therefore, the y is acting like a vowel in this word.


- Explain to students that when y is used as a vowel, it can also make the long /e/ sound. Write the following words on the board: *fancy, money, easy, quietly*. Read the words aloud and ask students to listen for the long /e/ sound. Point out that all of these words use the letter y to make the long /e/ sound.
- Have students turn to page 8. Read the first sentence aloud as students follow along. Point out the word *very*. Explain that the y makes the long /e/ sound and therefore is acting like the vowel for the second syllable in the word.


 **Check for understanding:** Have students work in pairs to locate all of the words on page 12 that use the letter y as a vowel. In the margins of their book, have them write the sound (long /i/ or long /e/) that each y makes. Invite students to share their findings.

- **Independent practice:** Introduce, explain, and have students complete the [Y-as-a-vowel worksheet](#). Discuss their answers aloud after students finish.

Grammar and Mechanics: **Complex sentences**

- Review or explain to students that writers often combine two simple sentences into one longer sentence. When two complete simple sentences are joined together, a conjunction is used to join them. Write a list of conjunctions on the board (*and, or, but, so, yet, and so on*) and provide some examples of simple sentences combined (for example, *I ride my bike to school; Jorge rides the bus; I ride my bike to school, but Jorge rides the bus*).
- Reinforce to students that a compound sentence is made up of two complete, or *independent*, sentences.
- Explain to students that a *complex sentence* is different from a compound sentence. Instead of joining two independent sentences (or clauses) together, a *complex sentence* joins one independent clause or sentence with a dependent clause. A *dependent clause* is a group of words that contains a subject and a verb but does not express a complete thought. It cannot stand alone as a sentence. Writers still join the clauses together with a conjunction.
- Have student turn to page 5, and read the sentence *As their name suggests, bedbugs often live in people's beds*. Write this sentence on the board. Explain to students that this is an example of a complex sentence. Draw a circle around the independent clause, *bedbugs often live in people's beds*. Reinforce that this clause is independent because it can be a complete sentence on its own. Next, draw a circle around the dependent clause, *As their name suggests*. Ask students if this clause can be a complete sentence on its own (no).
- Circle or highlight the conjunction *As* in the sentence and explain to students that this is the conjunction. Point out that in this example, the dependent clause is at the beginning of the sentence.
- Write the sentence on the board in reverse order: *Bedbugs often live in people's beds, as their name suggests*. Point out to students that you placed the independent clause first and then wrote a comma before the conjunction *as*.

 **Check for understanding:** Ask students to turn to page 8 and find the sentence *When a bedbug eats, its body swells up*. Ask them to underline the independent clause—the group of words that can be a complete sentence (*its body swells up*). Next, ask them to underline the dependent clause—the group of words that is not a complete thought or sentence (*When a bedbug eats*). Monitor their understanding. Have a volunteer identify the conjunction, or joining word (*when*).

 **Independent practice:** Give student pairs highlighters of two different colors. Ask them to find another complex sentence on page 8 (there are several to choose from). Have them highlight the independent clause in one color and the dependent clause in another. Then ask them to circle the conjunction. Discuss their findings.

Word Work: Alphabetical order

- Remind students that *alphabetical order* is a tool people use for organizing a list of information. Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *bug* and *pest* on the board. Have a volunteer explain which word would appear first in alphabetical order (*bug*) and why (because *b* comes before *p* in the alphabet).
- Write the words *mattress* and *money* on the board. Point out that the words begin with the same letter (*m*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*mattress*, because the second letter, *a*, in *mattress* comes before the second letter, *o*, in *money*).
- **Check for understanding:** Write the words *digest*, *suitcase*, and *develop* on the board. Have students write the words in alphabetical order on a separate piece of paper.
- **Independent practice:** Write the words *dog*, *sniff*, *blood*, *bite*, *cities*, and *common* on the board. Have students write the words in alphabetical order on a separate piece of paper. Ask students pairs to check each other's answers.

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 students practice asking and answering questions as they read with someone at home.

Extend the Reading
Informational Writing and Art Connection

Provide print and Internet resources related to bedbugs, including recent newspaper articles regarding their spread in big cities. Have the students use their research findings, and work in small groups to create a "Wanted" poster, as if bedbugs are criminals wanted by the police. Provide examples of old-fashioned "Wanted" posters, perhaps from the Old West era. Require groups to include a clear description of the "criminal," in which it hides out and what it is wanted for (causing red, itchy bites, and so on).

Visit [Writing A–Z](#) for a lesson and leveled materials on informational report writing.

Science Connection

Have small groups reuse the print and Internet resources to specifically look for information regarding other treatments for getting rid of bedbugs. Lead a roundtable discussion in which each group shares its findings.

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.

Lesson Plan *(continued)***Bedbugs Bite!**

- Conduct a class discussion as a review before the book quiz.

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

- consistently use the strategy of asking and answering questions to comprehend the text during discussion and on a worksheet
- accurately identify the main idea and supporting details of paragraphs and sections in the text, using a graphic organizer worksheet
- understand the use of y as a vowel; accurately identify on a worksheet the two sounds it can represent
- understand the parts of a complex sentence and identify complex sentences in the text
- understand the process of arranging words in alphabetical order during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)