Bug Buzz!

Author: Wayne Gerdtz
Teacher’s Notes author: Jane Wood
Text Type: non-chronological report

Synopsis
This book looks at a wide range of amazing insects in close-up. It explores appearances, body parts and how they work, feeding, habitats and life cycles. It also explains why insects are important to humans.

Group or guided reading

Introducing the book

• Look at the front cover and read the title together. Ask: What other word could you use instead of ‘Bug’? What do you think this creature is?
• Talk about the word ‘Buzz’. Ask the children why they think this word has been used in the title. (Answer: alliteration.)
• Read the Contents list together. Challenge the children to identify other headings which use alliteration.

Strategy check

• As they read, encourage the children to sound out and blend new words, e.g. ‘i-n-s-e-c-t-s’.
• This book contains some words which the children may find challenging, e.g. antennae, exoskeleton, chrysalis, compound, predators, burrowing, gladiator, armour. Read these words for the children if necessary to help build familiarity before they read the book independently.

During reading

• Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read.
• Turn to p4 and read the heading together. Check the children understand that this section will explain how to identify an insect. As they read the labels on p5, challenge them to point out the corresponding body parts of the unlabelled insects pictured on p4.
• Read p6 and check understanding by asking the children to explain the information in their own words. Ensure that the children do not mistakenly think that the first sentence means individual insects have had an extremely long lifespan!
• Look at p10 and read the sequence of captions showing the development of a butterfly. Ask: How can you tell which order to read these captions in? What are the three dots for?
• Turn to p13. Ask what each half of the image represents. (Answer: the left side shows how an insect sees a flower; the right side shows how humans see it.)
• Turn to p16. Remind the children that the Glossary explains the meanings of words that appear in bold in the book. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
Independent reading

- Return to p4. Ask: *Can all insects fly?* (Answer: only some insects can fly.)
- Reread p9. Ask: *Where in the world might there be many insects that no human has ever seen before?* (Answer: in the rainforests.) *Why do you think they haven’t been seen by humans?*
- Return to p17. Ask: *How can the patterns on insects’ wings help them to survive?*
- Look at p18. Ask: *Some insects use their legs for ‘burrowing’. What other verbs could you use to describe this activity?* (e.g. digging, tunnelling, mining.)
- Look at p21: Ask: *What sound do the letters ‘er’ make in ‘treehoppers’? What other letter patterns can you find on this page that make the same sound?* (Answer: *predators, gladiator, armour.* ) What about on p20? (Answer: *world.* )

Speaking and listening

- Ask the children to discuss the book in a group. Encourage them to take it in turns to say which facts they found surprising and which they already knew.
- Ask: *Which insects, details or pictures did you really like or dislike? Do any of you feel the same way? Are your reasons the same or different? As a group, which is your favourite and least favourite insect or picture in the book?*

Writing activity

- Ask the children to choose an insect from the book. Ask them to draw a picture of the insect and label its body parts.
- Encourage them to write a few sentences about the insect (e.g. its life cycle, where it lives, how it eats or moves), using appropriate vocabulary from the book and ordering their information sensibly.

Cross-curricular activity

**Science, Year 2:**

- identify that most living things live in habitats to which they are suited
- identify and name a variety of plants and animals in their habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

**Science activity:**

- Explain that as a class, the children are going to create a rainbow insect display.
- Help each child to use child-friendly sites on the Internet or books from the library to research an insect of their chosen colour from the rainbow. They can draw their insect and write a few sentences to explain why its colour is important. Remind them to find out whether its colour helps it to blend in with its habitat, or warn off predators.
- Display children’s work in rainbow colour order to create a rainbow insect display.

An eBook version of this title is also available in the inFact eBook collection. The eBooks feature Activity hotspots to develop literacy skills and Find out! hotspots with further information including video, audio, images and text.

For more information visit www.oxfordowl.co.uk
### Curriculum links and assessment

#### Links to Oxford Reading Criterion Scale:
- Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ) [ORCS Standard 3, 1]
- Can apply phonics skills and knowledge to recognize an increasing number of complex words. (READ) [ORCS Standard 3, 3]
- Can locate some specific information, e.g. key events, characters’ names or key information in a non-fiction text. (R) [ORCS Standard 3, 6]
- Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant). (READ) [ORCS Standard 3, 13]
- Can confidently relate texts to their own experiences. (D) [ORCS Standard 3, 24]

#### Cross-curricular links

**Science, Year 2:**
- Identify that most living things live in habitats to which they are suited
- Identify and name a variety of plants and animals in their habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

#### ENGLAND The National Curriculum in England: English programme of study, Year 2

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<tr>
<th>National Curriculum objectives</th>
<th>Book-related assessment pointers</th>
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<td>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2)</td>
<td>Check the children sound out and blend unknown words. Encourage them to point out sounds with alternative graphemes (e.g. in the blurb: <em>armour</em>, <em>turning</em>, <em>wonderful</em>).</td>
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<tr>
<td>checking that the text makes sense to them as they read and correcting inaccurate reading (Y2 ReadComp.1ii)</td>
<td>Check the children’s understanding by asking them to explain information from the book in their own words. Support them in recognizing whether their ideas make sense and encourage them to reread details if necessary.</td>
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<td>being introduced to non-fiction books that are structured in different ways (Y2 ReadComp.1iv)</td>
<td>Ask the children to use the Contents page, headings and page numbers to locate specific information, e.g. about insects’ legs. Can they find any more information about legs by using the Index?</td>
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<td>drawing on what they already know or on background information and vocabulary provided by the teacher (Y2 ReadComp.2i)</td>
<td>Encourage the children to talk about familiar insects and relate their features to the information in the book where possible.</td>
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<td>writing down ideas and/or key words, including new vocabulary (Y2 WritComp.2ii)</td>
<td>Ask children to note down useful new vocabulary that they could use in their own writing. Can they compose a sentence using these words appropriately?</td>
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#### SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

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<td>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1–12a)</td>
<td>Check the children sound out and blend unknown words. Encourage them to point out sounds with alternative graphemes (e.g. in the blurb: <em>armour</em>, <em>turning</em>, <em>wonderful</em>).</td>
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<td>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1–14a)</td>
<td>Ask children to point out text features such as the Contents page, headings, labels and Index. Can they use these to locate specific information, e.g. about insects’ legs?</td>
</tr>
<tr>
<td>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1–13a)</td>
<td>Encourage the children to talk about familiar insects and relate their features to the information in the book where possible.</td>
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To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. (LIT 1–16a)

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. (LIT 1–28a / LIT 1–29a)

**WALES Foundation Phase Framework: Year 2**

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| apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts:  
• phonic strategies  
• recognition of HFW  
• context clues, e.g. prior knowledge  
• graphic and syntactic clues  
• self-correction, including re-reading and reading ahead (Y2_ReadStrat.4i–4v) | Check the children sound out and blend unknown words. Encourage them to point out sounds with alternative graphemes (e.g. in the blurb: *armour, turning, wonderful*). |
| identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information (Y2_ReadStrat.9) | Ask the children to point out text features such as the Contents page, headings, labels and Index. Can they use these to locate specific information? |
| draw upon relevant personal experience and prior knowledge to support understanding of texts (Y2_ReadComp.4) | Encourage the children to talk about familiar insects and relate their features to the information in the book where possible. |
| apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts:  
• self-correction, including re-reading and reading ahead (Y2_ReadStrat.4v) | Check the children’s understanding by asking them to explain information from the book in their own words. Support them to recognize whether their ideas make sense and encourage them to reread details if necessary. |
| organise writing with a beginning, middle and end (Y2_WritStru.4) | Check the children can organize and order information appropriately, e.g. to recount events in an insect lifecycle. |

**NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2**

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| use a range of reading strategies (L2_com_read.2) | Check the children sound out and blend unknown words. Encourage them to point out sounds with alternative graphemes (e.g. in the blurb: *armour, turning, wonderful*).  
Check the children’s understanding by asking them to explain information from the book in their own words. Support them to recognize whether their ideas make sense and encourage them to reread details if necessary. |
| recognise some forms and features of texts (L2_com_read.4) | Ask children to point out text features such as the Contents page, headings, labels and Index. Can they use these to locate specific information, e.g. about insects’ legs? |
| talk about what they read and answer questions (L1_com_read.5) | Encourage the children to talk about familiar insects and relate their features to the information in the book where possible. |
| show a sense of structure and organisation (L2_com_write.2ii) | Check the children can organize and order information appropriately, e.g. to recount events in an insect lifecycle. |