

UNIT OVERVIEW

“Bugs of Summer: Creepy Crawly Fun” is a two week language arts unit intended for use with Grade One/Two children who have developed some independent reading and writing skills. It can be used to further strengthen the children’s reading and writing skills. Throughout this unit, children are involved in activities that focus their attention on language and how it is used. They brainstorm, study words, alphabetize, rhyme, categorize words, read, answer questions in complete sentences, and complete writing activities. They are encouraged to use their knowledge of reading strategies to help them read the insect fact cards.

A display of books about insects should be set up in the classroom. The books motivate the children and encourage them to read for enjoyment and for information. Children read these books in their spare time and during silent reading.

Section One: Lesson Plans

Section One contains two weeks of lesson plans. The lesson plans describe the different teaching strategies for using the activities in each day’s lesson. Each lesson includes a spelling activity, a brainstorming activity, a study of new words, work in the student booklet, a writing activity, work at the learning center, playing the bugs of summer trivia game, and a parent page.

Section Two: Student Booklets

Section Two includes a student booklet that is ready to be photocopied for student use. Every page includes four or five questions about one of the insect fact cards that the children read in class. The children are encouraged to answer the questions in their student booklets using complete sentences.

Section Three: Parent Pages

Section Three includes ten parent pages. The children take home a parent page at the end of each day’s lesson. The parent pages reinforce what the children learn each day. They are meant to make the parents aware of what their children are learning in school and should only take five to ten minutes each evening to complete.

WEEK TWO – DAY FIVE

SPELLING

Any children who did not score 100% on their spelling test during day four are retested today.

BRAINSTORMING

The children add new words to the brainstormed lists they began on day one. If any of the words brainstormed earlier were found to be inaccurate, they are crossed off the lists.

WORD CARDS

Review the ten words that the children were introduced to during day one. Working individually or with a partner, the children arrange the word cards into different categories. Explain to the children that words in a category need to have something in common. If the children are not familiar with this type of activity, provide the children with a demonstration on how to complete this activity. After the children finish putting their words into categories, they share their categories with the rest of the class and explain why they chose their categories.

READING ACTIVITY

Provide each child or pair of children with the 'Spider Fact Card'. Explain to the children that they read their insect fact card and then answer the questions in their student booklet. Remind the children to answer the questions in complete sentences. If the children are not familiar with this type of activity, work through the questions as a class or provide the children with sentence starters. The amount of assistance you provide depends on the abilities of the children in your class.

WRITING ACTIVITY

Read Eric Carle's book entitled *The Very Busy Spider*, to the children. Discuss the pattern of the story with the children. Each child chooses an insect and patterns a story after Eric Carle's book. If the children are not familiar with this type of activity, work through an example of patterning a story with the children. Once the children are familiar with patterning a story, they write their own story, illustrate it, and make it into a book.

LEARNING CENTER ACTIVITIES

As the children finish their writing activities, they work independently on the learning center activities. Encourage the children to work through as many of the activities as they can during the study of the "*Bugs of Summer*" unit.

BUGS OF SUMMER TRIVIA GAME

Whenever the children have free time, they find a partner and play a game of concentration with the *Bugs of Summer Trivia Game* cards.

PARENT PAGE

At the end of the day's lesson, send home the *Week Two – Day Five* parent page. The children spend five to ten minutes at home, with their parents, reviewing what they learned during the day's lesson.

Insects

1. Look at books with pictures of insects in them. Choose one insect and draw a picture of it in the box.



2. Make sure the insect you drew has six legs. Label the head, thorax, and abdomen.

3. When do we see insects?

4. How many legs do insects have?

5. What are an insect's "feelers" called?



SPELLING Card 2



In your learning center booklet, print the words that are spelled correctly:

- | | | |
|---------|-------|------|
| 1. runn | run | rune |
| 2. jup | jupe | jump |
| 3. spot | spote | spat |
| 4. bea | bee | bie |
| 5. egg | eg | ege |



SPELLING Card 3



In your learning center booklet, print the words that are spelled correctly:

- | | | |
|----------|--------|--------|
| 1. lind | land | lande |
| 2. harm | harme | herm |
| 3. betl | beetle | bettle |
| 4. wangs | wengs | wings |
| 5. peste | pess | pest |

What is a spider?

- to identify body parts and special features of a spider's body
- how a spider is different from an insect.

Different Kinds

- 35,000 different kinds
- to identify several.

Reproduction

- to learn about egg sacs.

Homes

- different homes and their locations.

Enemies

- what animals eat spiders.

Mythology

how the spider got its name.

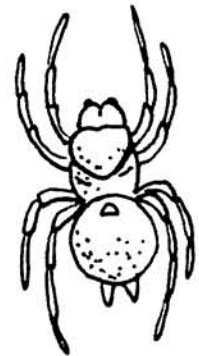
Arachnid Objectives

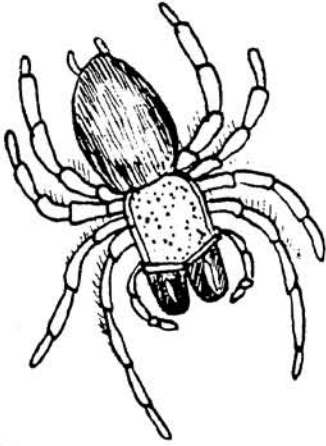
Food

- what spiders eat, how they eat and how they catch their prey.

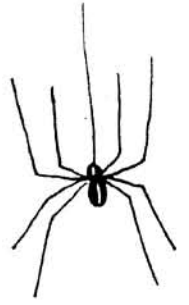
Spider Misconceptions

- why people are afraid of spiders and why they shouldn't be.





Arachnids! Arachnids! Arachnids!

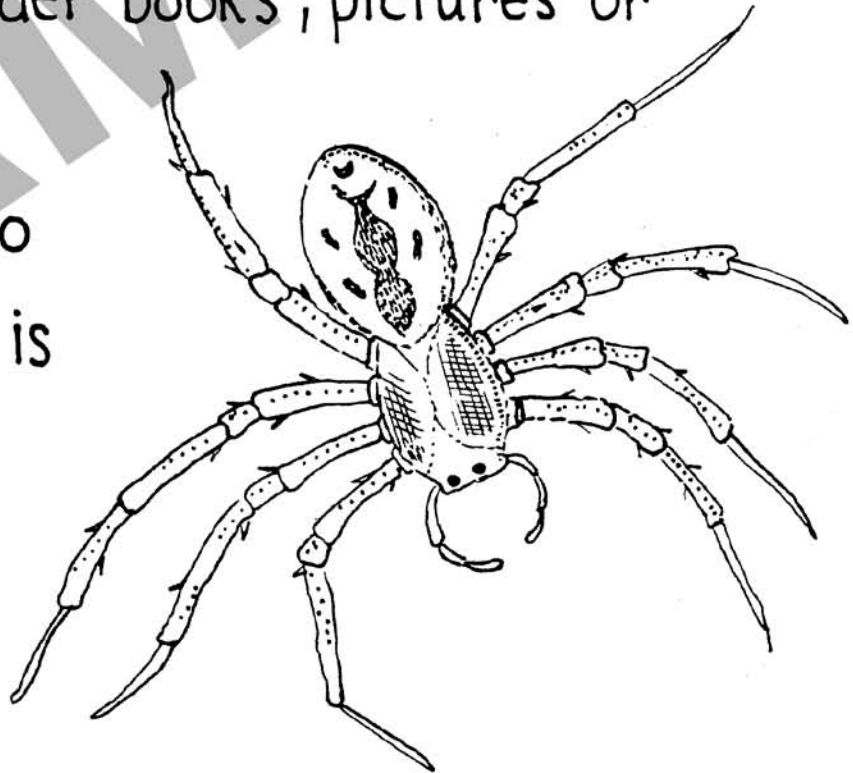


Dear _____,

We are studying Arachnids!
We want to study the mysterious
life of the spider! Can you help us
with any spider books, pictures or
experiences?

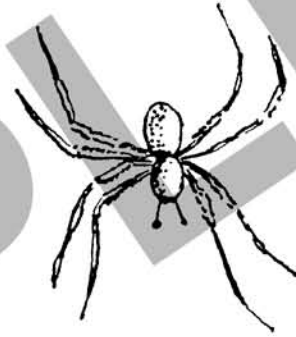
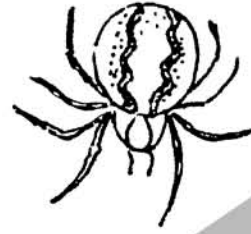
We want to
know all there is
to know about
arachnids!

Sincerely,



Spider Words

i n s e c t s s b
g r a r s a b p e
o t r a p u a i r
s v a b i r n d w
s k c e n p r e y
a l h u n t e r s
m s n w e b i l i
e u i d r u g i l
r a d v e k h n k
u n q c t s t g c

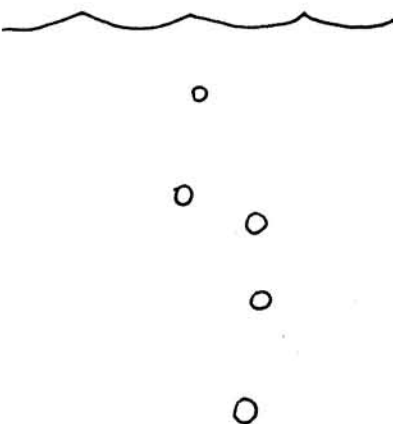


Task Card # 3 File Folder # 2
Name _____ date _____

Can you find the spider words listed below? Circle the words when you find them.

spiderling, arachnid, trap, web,
spinneret, hunter, eight, silk,
insects, prey, gossamer

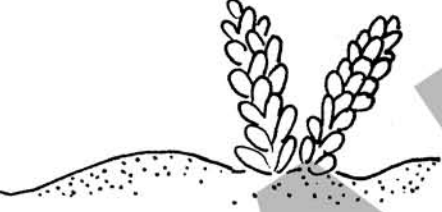
Water Spiders



Some spiders live
in the water.



Water spiders
hunt for insects
under the water.



When water spiders
need air , they come to the top
of the water. Water spiders
collect bubbles of air on their
legs. They take the bubbles down
and store them underwater.