

Books for Young Learners Teacher Resource

Book Notes



My Bug Box / Mi caja de insectos

Authors Pat Blanchard and Joanne Suhr

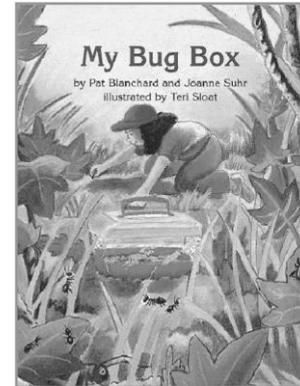
Illustrator Teri Sloat

12 pages ■ 98 Eng. words ■ 93 Spn. Words

Fountas and Pinnell Level E

Reading Recovery Level 7

Descubriendo la Lectura Level 7



My Bug Box

SYNOPSIS

Collecting bugs is interesting and fun, but not for the bugs when they share space with a toad.

WHAT THE BOOK OFFERS

- Realistic fiction
- First person
- Past tense
- Two-sentence repeated structure, second sentence remains constant
- Internal changes of nouns and prepositional phrase in first sentence
- Alternating illustration pattern; second one in each pair is cumulative
- Pronoun “it” carried overleaf, from page to page
- Requires inferential reading to understand main point of the story
- Final page is a question—open-ended

POSSIBLE SKILLS EMPHASIS

- Attending to internal changes within sentence—text detail
- Using initial, medial, and final blends to decode
- Understanding different blends may have same sound: *ee, ea*
- Understanding how the illustrations extend the text
- Thinking beyond the text for point of story
- Summarizing

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INTRODUCING THE BOOK

Using cover illustrations: *What kinds of bugs is the girl collecting? Could they go in the same bug box? Why or why not?*

The cover illustration shows several places where she might find bugs. Can you suggest where she could look?

What will the girl have to do once she has put some bugs in the box?

FOCUS OF INSTRUCTION

- The changes within the first sentence of the repeated pattern require close attention to detail—consonant blends, long vowel sounds, and prepositions.

Pages 2 and 3: *What can we find out from the text on page 2? What extra information do the illustrations provide?*

Pages 4 and 5: *What do you notice about the text on these two pages? How will that help you read fluently and with expression?*

Which part of the text will you look at before you read?

What do you notice about the illustration on page 5?

What pattern are the authors using to help you read this book?

What pattern is the illustrator using?

What happened between pages 11 and 12? I wonder why the authors did not tell you that.

FOLLOWING THE READING

- Identify blends and building lists: *tw, st, wh, ee, ea, oa*

- Write an extended answer to the question on page 12.

Why did the authors write page 12 as a question? What did they want you to think about after you had read the book?

Summarizing: *What was this book really about?*

How could the authors have written this in a shorter text? Think about who was there in the beginning and about what happened. Think how you combine the events on pages 4 through 9 or 10. Then think about the ending.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>People use bug boxes because they . . . The bugs in the girl's bug box felt . . .</i>
USE YOUR MEMORY	<i>How many bugs did the girl put in the bug box? Where did the girl find the beetle? How do you know?</i>
WHAT'S YOUR OPINION?	<i>Why do you think the girl put a little toad in her bug box? Would you put a frog in a bug box? Why or why not?</i>
BE CREATIVE	<i>Draw a giant bug box where you could keep bugs for about 1 week. What would it look like? Label all the parts of your bug box. What would you put inside the bug box so your bugs would be safe and healthy? Be sure to show some bugs in your box and label them too.</i>
VOCABULARY AGENT	<i>Think of as many words as you can to describe these bugs: *ladybugs *caterpillars *grasshoppers *bees *mosquitoes *spiders</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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