



The Bug Band

Level: BB1.1 Word Awareness

Lesson One	Prior Knowledge
Lesson Two	Comprehension Strategies – making, connections to self and text
Lesson Three	Exploring the Setting
Lesson Four	Exploring the Characters
Lesson Five	Phonemic Awareness - word awareness
Lesson Six	Innovations
Lesson Seven	Revise, Consolidate, Extend

Lesson One – Prior Knowledge

Before Reading

- Extend prior knowledge and vocabulary around the book cover and title page.
- Read the title to the students. Tell them that there are three words in the title.
- Discuss the title and the cover photo. Tell the students that these insects are the characters in this book. Invite the students to identify the insects they know.
- Discuss the setting. Ask the students where they think the critters are. If they are in a band, what will they be doing? Where might they be going?
- Explain that they will learn what a word is as you read them the book. Tell them that there is a song in the book that they can join in with, when you have read the book few times.

- Turn to the title page. Invite the students to read the title again with you. Tell them that before you read them the book they are going to find out some things about the real insects.
- Click on the picture of Roach. Tell the students that this character is called Roach. Roach is a short form of cockroach.
- Ask the students what they already know about cockroaches. Discuss the photos with them to add to their knowledge. Add to and/or correct their knowledge as necessary.
- Tell the students – *Cockroaches are very interesting insects. They have been around since the time of the dinosaurs. The largest type of cockroach is the Australian burrowing cockroach which can grow to about the size of a computer mouse. Show the students a computer mouse. Cockroaches can live for one month without food, two weeks without water, and even one week without its head. Cockroaches can hold their breath for 40 minutes, and run at three miles an hour.*
- Ask the students how long they can go without food and water. Can they last a week without their head? How long can they hold their breath for?
- Click on the picture of Hornet. Follow the same procedure. Then tell the students – *Hornets are a type of wasp. Hornets make nests and live together. A big nest can have over 700 hornets in it. Hornets have a sting that can be dangerous if you are allergic to them.*
- Ask the students if any of them are allergic to hornets or bees? What happens if they get stung?
- Click on the picture of Centipede. Follow the same procedure. Then tell the students – *Centipedes have lots of legs. The word centipede means hundred feet, but they can have between 30 and 340 feet. The largest centipede can grow to about the same length as a loaf of bread. Centipedes eat insects.*
- Click on the picture of Termite. Follow the same procedure. Then tell the students – *Termites are small insects that look like white ants. They live together in very large groups. They can build termite mounds that can be bigger than a single-storey house.*
- Click on the picture of Dragonfly. Follow the same procedure. Then tell the students – *Dragonflies are insects that can fly. They have four wings and six legs. Dragonflies have very big eyes and great eyesight. They can see all around, even behind them. If dragonflies were as big as you, their eyes would be the size of soccer balls.*
- Ask the students about the size of groups or families they live in. Do they think their family is as big as a hornets?

During Reading

- Use the audio or turn down the volume and read the complete book to the students with the appropriate intonation and pacing.

After Reading

- Discuss what the student's liked and didn't like about the story, then ask them to think about the part they liked the best.
- Have the students give a personal response to the story and draw the part they liked the best part.
- Discuss any vocabulary that the students may not be familiar with, for example – rapper, band, horn, cymbals, triangle, drum.

Lesson Two

Comprehension Strategies – Making Connections to Self and Text

Before Reading

- Invite the student's to read the title with you.
- Have them recall the facts they learned about cockroaches, hornets, centipedes, termites and dragonflies in the previous lesson.
- Tell the students that as you read the story this time, you are going to ask them questions about how the things that they do are the same as/different from the characters in the story.

During Reading

- Turn the audio down and read the story to the students.
- Invite the students to participate in the reading by asking for personal connections to the text as you read, for example –
- Page 3 – Ask the students if they know anyone who plays in a band. Have they ever heard any rap music on the radio or TV?
- Page 5 – Invite discussion about cymbals. Have the students ever clanged cymbals? What could they use for cymbals if they didn't have any?
- Page 6 – Discuss the triangle. What else do the students know that is a triangle shape?
- Page 11 – Ask the students if anyone has ever yelled at them for getting something wrong? How did they feel?
- Page 13 – Have the students seen people on a skateboard ramp?
- Page 18 – Ask the students if they have ever had to do something over and over again to get it right? What was it?

After Reading

- Ask the students some literal comprehension questions about the story, for example –
Who was the leader of the band?
Who hooted the horn?
What instrument did Dragonfly play?
What noise did the triangle make?
How man claps for "We are the rap band?"
What happened in the end?
- Ask some inferential questions, for example –
Which instrument do you think makes the loudest noise? Why?
How do you think Roach felt when they were all out of time?
Why do you think the insects wanted to be in Roach's band?
Which instrument would you like to play? Why?

Discuss with the students how long they think it would have taken them to get the words and the claps right. Revisit page 16 and see how good they are.

Lesson Three - Exploring the Setting

Before Reading

- Tell the students that today they are going to learn some more about where the story took place. They are going to learn the names of some of the things in the photos.
- Turn to page 2/3. Click on the background and a popup box with the background photo only will appear (to remove the photo click on the X on the top right hand corner of the photo). The aim of this part of the lesson is that ELL students and students who speak English, but have very limited experiences, will have English language words that they can use in the following discussion.
- Invite the students to look closely at the photo and tell you all the things that they can see. Invite volunteers to come and point to the item they are naming.
- Elaborate on the students' answers, for example – *Yes these are trees. You see trees in parks.* Then say – *where are the trees?* You want all students to say the word, *park.* Ask what else you see in parks.
- Ask questions about items that the students do not mention. For example, *Can you see the people sitting on the seats. You can call seats like this benches.*
- Repeat this sequence with the other pages in the book where the background differs. Ensure that your ELL students repeat the English words as you point to and name objects.

During Reading

- Turn the audio down and read the story again reinforcing the setting. As you read, stop and discuss the setting further, for example –
Page 2/3 – *What time of year is it? How do you know?*
Page 4/5 – *Why do you think they are on the side of the bridge? Are you allowed to do that? Will they be cold if they fall in the water?*
Page 6/7 – *What in this photo tells you more about what time of year it is?*
Page 8/9 – *Have you ever walked on a path like this?*
Page 12/13 – *Is there a skateboard ramp in a park near where you live? Does it look like this one?*
Page 16/17 – *What in this photo tells you what time of year it is?*
Page 22/23 – *Why are they at the band rotunda?*

After Reading

- Revisit the photos again and see how many objects the students can name.
- Have the students draw themselves in a park. Have them choose one part of the park in the book where they would like to be. Caption their stories with, *"I am in the park," said...* Encourage the students to write their own name.
- Invite volunteers to share their pictures and say where in the park they are. Have them read the caption.

Lesson Four – Exploring Characters

Before Reading

- Tell the students that today they are going to learn more about the characters in the book.
- Turn to page 8/9. Click on Roach and a popup box will appear with Roach only in it.
- Invite the students to recall the facts they know about cockroaches.
- Invite volunteers to describe what the Roach character looks like – size, shape, clothing etc.
- Have them say what is the same as/different from a real cockroach and Roach.
- Guide their responses if necessary by asking questions such as – *Has Roach got the same number of legs as a real cockroach. Can cockroaches talk? Did you ever see a cockroach wearing sunglasses?*
- Repeat this sequence with each of the characters on page 8/9.

During Reading

- Turn the audio down and read the story to the students.
- Ask questions related to the characters as you read, for example, Page 14/15 *Look at the expressions on the characters' faces. How are they feeling? How do you know?*
- Invite the students to join in as much of the reading as they can. Encourage them to join in the refrains singing and clapping –
We are the rap band
Sing, sing, sing.
Hoot, hoot, hoot.
Ting, ting, ting.
We are the rap band
Bang, bang, bang.
Sing, sing, sing.
Clang, clang, clang!
- Use the oral cloze procedure of hesitating before certain words to encourage participation, for example, *Hornet hooted his..., Termite tinged her ...*

After Reading

- Discuss the characters with the students.
Which character do they like the most? Why?
Ask the students who is the main character?
How do they think the characters felt when Roach yelled at them?
Do they think that the characters were having fun? Why or why not?
- Have the students chose a character to draw.
Caption their drawing with, *This is ...*
- Invite volunteers to share their characters and tell all about who they have drawn.

Have them read the caption.

Lesson Five – Word Awareness

Before Reading

- Tell the students that today they are going to learn about words. Explain that a word is a group of letters. There are spaces between words and this helps you read them.
- Write a student's name on the board, for example, *Jane*. Tell the students that this group of letters is the word *Jane*. Repeat this procedure with another student's name.
- Turn to page 11. Read *We are the rap band*, slowly, pointing to each word as you read it.
- Read the sentence again clapping the words as you say them.
- Read the sentence again and have the students clap with you.
- Tell them that there are five words. Point to each word as you count from one to five.
- Frame the word *we* with your forefingers or a mask. Tell the students that they can see the word *we* between your fingers. Repeat this procedure with each of the five words.
- Explain that each word is separated by a space. Point to the spaces between the words.
- Turn to page 12. Ask the students if they can see the same words on this page.
- Invite the students to read the words with you clapping as they say each one.
- Invite volunteers to come and frame a word with their fingers.

During Reading

- Turn the audio down and read the story to the students. Have them join in as much as possible.
- Invite them to clap the refrains as well as joining in the reading.

After Reading

- Say *I am Roach. How many words is that?*
- Have the students clap the words to help them answer.
- Say *Stop said Roach.*
- Invite the students to tap the number of words on their knee.
- Write *Roach* on the board. Tell the students this is the word *Roach*.
- Invite a volunteer to point to the word *Roach* on page 2.
- Invite other volunteers to point to the word *Roach* on other pages in the book.
- Have the students revisit the pictures they drew of the characters. Ask them how many words are in the captions.
- Have students move around the room, identifying words and counting them.

Lesson Six – Innovations

- Tell the students that today they are going to make a new story. The new story is going to have the characters playing different instruments.
- Write on the board, *Hornet hooted his horn.*
- Invite students to chose another instrument that Hornet could play. To assist some students you may have to provide a range of instruments that the school may have, for example, xylophone, recorder, guitar. You could also suggest some improvised instruments for example, pot lids, jars with different levels of water. The students may also chose an instrument played by another insect in the story.
- List the students' responses above and below the word *horn*, for example -

flute

Hornet hooted his horn.

guitar

piano

- Invite the students to read the new stories with you –
Hornet hooted his flute. Hornet hooted his guitar. Hornet hooted his piano.
- Discuss the meaning of *hooted* and whether this word fits the new story. Help the students chose another word for *hooted* if it doesn't fit.

For example -

Hornet hooted his flute.

Hornet hooted his horn.

Hornet strummed his guitar.

Hornet played his piano.

- Have the students read all the new stories with you. Have them clap the words as they read.
- Repeat the procedure with one or more of the other characters.
- Tell the students that there are now lots of stories they can read.
- Invite volunteers to each read one of the new stories.
- Have the other students clap the words as the volunteer reads.
- Invite the students to chose a character and an instrument and role play the actions. Assign yourself to the role of Roach.

Lesson Seven – Revise, Consolidate, Extend

During Reading

- Turn up the audio and encourage the students to join in as much of the reading as they can. Have them clap the refrains. Point to each word as the reader reads them.

After Reading

- Ask the students what happened at the beginning of the story, and what happened next. Ask them how the story ended.
- Have them recall the things that were in the park where Roach and her friends went.
- Invite volunteers to point to the objects in the background photo as they name them. Ask how many of these things they have seen and where they saw them.
- Discuss the difference between the characters and real insects. Correct any misconceptions.
- Re-read the innovation book with the students and have them tap their knee, click their fingers, touch their head, for each word in the refrains.
- Make a mural of the park. Have the students draw and cut out the things they named in the park. Glue them to the mural and label them. Read the labels with the students.
- Have the students work in pairs or small groups to reread the story at the computer with the audio on.