

## Book Summary

Many creatures are insects and have six legs ... but watch out! Some creatures that look like insects aren't insects at all!

## Repeated Phrases

Yes! A \_\_\_ is an insect.  
It has six legs.

**Text Type** – Information text

## Materials

- copies of words and punctuation for this book from page 125
- copies of PCM, pencils
- a large sheet of paper, photocopies of the insects from the book, construction card, paper, scissors, glue

# Is It an Insect?

by *Jane Buxton*


photographs by *Nic Bishop*



Set E

## Skills and Strategies

Reading *Is It an Insect?* will reinforce the following objectives and give the children the opportunity to:

- W** discuss new words contained within the story
- S** understand that the text must make sense and use cues to monitor this
- T** demonstrate an understanding of how print is organised and read
-  select information from the story for a specific purpose.

## Word Study

- High-frequency words: Is, It, Yes, A, No, is
- Punctuation: full stops, exclamation marks, question marks, capital letters
- Phonics and phonemic awareness:
  - I, i – Insect, Is, It, insect, is
  - A, a – A, an, ant
  - onset and rime – n/ot
  - compound words – dragonfly, ladybird, butterfly

## Speaking and Listening

Use this text to help the children:

- respond to simple questions about the content of the story
- share ideas about the story with others in the group.

## The Guided Reading Lesson

Introducing the text

Play a game of What am I? Describe the features of some insects, such as a bee or a butterfly, that the children will be able to recognise. Encourage the children to share their ideas and prior knowledge about insects.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

*Cover* – What can you tell me about the insect on the cover?

*Title page* – Together, read the title and the names of the author and the photographer again. What do you know about this creature?

*Pages 2 and 3* – Do you think this is an insect? Do you know what it is called? What letter do you think “fly” will begin with? Can you find the word “fly” on page two?

*Pages 4 and 5* – Is this bee an insect? How do you know? Can you find the word “Yes” on page four? What word do we read next? What do we do at the end of the line?

*Page 7* – How many wings does this dragonfly have? Why do you think it might be called a dragonfly?

*Page 9* – Who likes ladybirds? Encourage the children to share why they like these insects.

*Pages 10 and 11* – Who can find the word “butterfly”? How do you know that word is “butterfly”?

Discuss the similarities and differences between the butterfly on the cover and this one.

*Pages 12 and 13* – This is a cricket. What can you hear at the beginning of the word “cricket”? What can you hear at the end? Can you find the word “cricket” on page twelve?

*Page 15* – Look at this ant. Can you see its eyes? Who can find its jaws? What do you notice about its legs?


*Page 16* – What is the girl looking at? Is it an insect? How could we find out? How does “No” begin? Can you find another word on this page that begins like that? Discuss what the spider could be if it is not an insect. (an arachnid)

The children can now read the book again independently.

## Revisiting the Text

- Draw up a grid with nine squares across and four squares down on a sheet of paper titled “Is It An Insect?” Label the four rows Creature, Six Legs, Wings, Feelers. Place a photocopy of each insect from the book in the squares of the top row labelled Creature. Ask the children to share their ideas on what is an insect and have them write the words Yes or No in each square as appropriate.
- Using the words and punctuation for this book from page 125, reassemble the sentences with the children.

## Following Up

-  Select information from the story for a specific purpose.
- Using construction card and paper, the children could make a model of an insect of their choice. Help the children to write one or two sentences about their insect. Display these in a classroom “museum exhibition”.
- P** On the PCM activity opposite, children answer the question with either Yes or No and write the creature’s name in the correct column below.