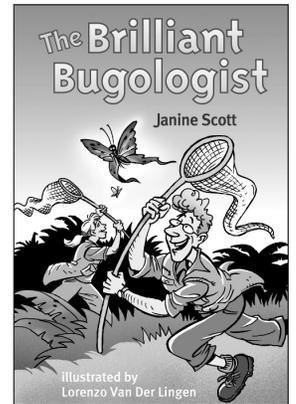


# The Brilliant Bugologist

by Janine Scott

illustrated by Lorenzo Van Der Lingen



## Book Summary

Archibald is a bugologist. He travels the world to find rare and interesting insects. With his two helpers, Daisy and Rob, Archibald goes in search of the rare blue butterfly of Mooloomunga.

## Features of the Book

- Life cycle of a butterfly – *eggs, caterpillars, cocoons, butterfly*
- Similes – *as slowly as a snail; like giant wings; as annoying as ants at a picnic*
- Alliteration – *brilliant bugologist; blue butterfly; great grasshoppers; jumping jitterbugs; bouncing bug of Bangaloola*
- Invented names – *Bugologist, Mooloomunga, Teepeepunga, Bangaloola*
- Recurring description – *shimmering and glimmering*

## Purpose

*The Brilliant Bugologist* can be used to introduce and reinforce the following skills and understandings:

- S** determining the similarities and differences in characters;
- S** studying the use of adjectives;
- S** identifying the use of figurative language, such as similes;
- S** exploring multisyllabic words through segmenting;
- S** using graphic aids such as diagrams to convey information;
- S** developing an understanding of life cycles.

## Investigation Tools

- What's the Background? – Phases of the Moon, page 29
- Step-by-step – Butterfly Life Cycle, pages 30–31
- Looking Closer – Fireflies, page 32

## The Guided Reading Lesson

- S** Determining the similarities and differences in characters
- S** Studying the use of adjectives

## Introducing the text

Look at the title and illustration on the front cover. Discuss what the book might be about.

- *What are the people doing in the illustration?*
- *Why might they be trying to catch butterflies?*
- *Do you know what a bugologist might be?*

Let the students know that a bugologist is an invented name for a person who studies insects and that the proper, scientific name for someone who studies insects is “entomologist”.

## Reading and discussing the text

Ask the students to read the first chapter silently, thinking about the characters as they read.

- *What do you know about Archibald B. Moon?* (He eats beetles. He doesn't have much luck with cars. He has lots of adventures.)
- *Who are the other characters in the story?*

- What have you learnt about Daisy and Rob?
- How are the characters similar? How are they different?

Explain to the students that an adjective is a word that describes a noun. Write the words “rare”, “blue”, “huge”, and “giant” from chapter 1 on the board. Now ask the students to read to the end of chapter 4 silently. Ask them to look out for adjectives and to think about similarities and differences between the three characters as they read.

- What have you learnt about Archibald and Daisy?
- What did you learn about Rob?
- What did Archibald and Daisy do when Rob ran away screaming?
- What would you have done?
- Are you similar to or different from Rob?

Ask the students to read the rest of the story (to the end of page 28) independently. When they have finished reading, discuss the ways in which the different characters made the story interesting.

- What do you think their next adventure will be?

The last four pages in the text contain non-fiction information related to the story. The students can read this now, or they can read it later as part of their independent reading.



## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Identifying the use of figurative language, such as similes

Read the first sentence on page 3 aloud to the students.

- What is the author trying to say?

Explain that the author has used a simile and that a simile uses “like” or “as” to compare two things. In this example, the author has said that Archibald’s car moves “as slowly as a snail”.

Working in pairs, ask the students to find the similes on pages 6 and 16 and discuss what they mean. The students could now make up further similes to describe characters or events in the story.

### **S** Exploring multisyllabic words through segmenting

The book contains many multisyllabic words. Write several of these words on the board. Say them aloud with the students, drawing lines between the segments (syllables) as you say them. The students can then find other multisyllabic words in the text and segment them in the same way, for example, bug/ol/o/gist, Moo/loo/mun/ga.

### **S** Developing an understanding of life cycles

Ask the students to reread chapters 5 and 6. Tell the students that the changes in the life of a living thing is called a life cycle. Then read Step-by-step on pages 30–31 together and discuss it.

### **S** Using graphic aids such as diagrams to convey information

-  The students can complete the blackline master on page 65 to show the life cycle of the B. Moon butterfly.