



Insects

Tell It Again!™ Read-Aloud Anthology





Insects

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



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Tell It Again!™ Read-Aloud Anthology

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Alignment Chart for Insects

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

| Alignment Chart for Insects | Lesson | | | | | | | |
|---|--------|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Core Content Objectives | | | | | | | | |
| Explain that insects are the largest group of animals on Earth | ✓ | ✓ | | | | | | ✓ |
| Explain that there are many different types of insects | ✓ | ✓ | | | | | | ✓ |
| Explain that most insects live solitary lives, but some, such as honeybees, paper wasps, ants, and termites, are social | ✓ | | | ✓ | ✓ | | | |
| Explain that insects live in virtually every habitat on Earth, with the exception of the oceans | ✓ | | | | | | | |
| Classify and identify particular insects as small, six-legged animals with three main body parts | | ✓ | | | | ✓ | ✓ | |
| Identify and describe the three main body parts of insects: head, thorax, and abdomen | | ✓ | | | | ✓ | ✓ | |
| Identify the placement and/or purpose of an insect's body parts | | ✓ | | | | ✓ | ✓ | |
| Describe an insect's exoskeleton | | ✓ | | | | ✓ | ✓ | |
| Explain why spiders are not insects | | ✓ | | | | | | |
| Describe insect life cycles and the processes of complete and incomplete metamorphosis | | | ✓ | | | | | |
| Describe how some insects look like miniature versions of adults when they are born from eggs | | | ✓ | | | | | |
| Explain why some insects molt | | | ✓ | | | | | |
| Describe how some insects go through four distinct stages of development, including egg, larva, pupa, and adult | | | ✓ | | | | | |
| Distinguish between social and solitary insects | | | | ✓ | ✓ | | | |
| Describe how all members of a social insect colony come from one queen | | | | ✓ | ✓ | | | |
| Describe the roles of honeybee workers, drones, and queens | | | | ✓ | | | | |
| Describe how honeybees communicate with one another through "dances" | | | | ✓ | | | | |






Alignment Chart for Insects

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| Describe the social behavior of ants and ant colonies | | | | | ✓ | | | |
| Describe the roles of worker ants, males, and queens | | | | | ✓ | | | |
| Compare and contrast grasshoppers and crickets | | | | | | ✓ | | |
| Identify ways in which insects can be helpful to people | | | | | | | | ✓ |
| Identify ways in which insects can be harmful to people | | | | | | | | ✓ |

Reading Standards for Informational Text: Grade 2

Key Ideas and Details


| | | | | | | | | | |
|--------------|--|---|--|--|---|--|--|--|---|
| STD RI.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | | | | | | | | |
| CKLA Goal(s) | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud |  | | | | | | | |
| | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships |  | | | | | | | |
| STD RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | | | | | | | | |
| CKLA Goal(s) | Identify the main topic of a multiparagraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text | | | | | | | |  |
| STD RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | | | | | | | |
| CKLA Goal(s) | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud | | | |  | | | |  |

Craft and Structure

| | | | | | | | | |
|---------------------|--|---|--|--|--|--|--|--|
| STD RI.2.4 | Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. | | | | | | | |
| CKLA Goal(s) | Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions | ✓ | | | | | | |





Alignment Chart for Insects

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|--|---|---|---|---|---|---|---|---|
| STD RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | | | | | | |
| CKLA Goal(s) | Identify the main purpose of a nonfiction/informational read-aloud, including what the author wants to answer, explain, or describe | | ✓ | | | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | |
| STD RI.2.8 | Describe how reasons support specific points the author makes in a text. | | | | | | | | |
| CKLA Goal(s) | Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud | | | | | ✓ | | ✓ | |
| STD RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. | | | | | | | | |
| CKLA Goal(s) | Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds | | ✓ | | ✓ | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| STD RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | | | | |
| CKLA Goal(s) | Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4 | | | | |  | | | |
| Writing Standards: Grade 2 | | | | | | | | | |
| Text Types and Purposes | | | | | | | | | |
| STD W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | | | | | | | |
| CKLA Goal(s) | Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Production and Distribution of Writing | | | | | | | | | |
| STD W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | | | | | | | |
| CKLA Goal(s) | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing | | | | | | | | ✓ |



Alignment Chart for Insects

Lesson

| Alignment Chart for Insects | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|--|---|---|---|---|---|---|---|---|
| Research to Build and Present Knowledge | | | | | | | | | |
| STD W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | | | | | | | | |
| CKLA Goal(s) | Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic) | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| STD W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. | | | | | | | | |
| CKLA Goal(s) | Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds | | ✓ | | | | | | |
| | With assistance, categorize and organize facts and information within a given domain to answer questions | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Generate questions and gather information from multiple sources to answer questions | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Speaking and Listening Standards: Grade 2 | | | | | | | | | |
| Comprehension and Collaboration | | | | | | | | | |
| STD SL.2.1 | Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups. | | | | | | | | |
| STD SL.2.1a | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | | | | | | | | |
| CKLA Goal(s) | Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. |  | | | | | | | |
| STD SL.2.1b | Build on others’ talk in conversations by linking their comments to the remarks of others. | | | | | | | | |
| CKLA Goal(s) | Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age |  | | | | | | | |
| STD SL.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | | | | | | |
| CKLA Goal(s) | Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud |  | | | | | | | |
| STD SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | | | | | | | |
| CKLA Goal(s) | Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud |  | | | | | | | |

Alignment Chart for Insects

Lesson

| Alignment Chart for Insects | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------------------------------|---|---|---|---|---|---|---|---|---|
| STD SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | | | | | | |
| CKLA Goal(s) | Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue | ✓ | | | | | | | |
| Presentation of Knowledge and Ideas | | | | | | | | | |
| STD SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | | | | | | | |
| CKLA Goal(s) | Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences | | ✓ | | | | | | |
| STD SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | | | | | | | |
| CKLA Goal(s) | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| STD SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.) | | | | | | | | |
| CKLA Goal(s) | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification |  | | | | | | | |
| Language Standards: Grade 2 | | | | | | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | |
| STD L.2.5 | Demonstrate understanding of word relationships and nuances in word meanings. | | | | | | | | |
| STD L.2.5a | Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). | | | | | | | | |
| CKLA Goal(s) | Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>) |  | | | | | | | |
| | Provide synonyms and antonyms of selected core vocabulary words | | ✓ | | | ✓ | ✓ | | ✓ |
| | Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions | | | | ✓ | | | | ✓ |

Alignment Chart for Insects

| Alignment Chart for Insects | | Lesson | | | | | | | |
|---|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| STD L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). | | | | | | | | |
| CKLA Goal(s) | Learn the meaning of common sayings and phrases | ✓ | | | | | | | |
| | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>) | ✓ | | | | | | | |
| Additional CKLA Goals | | | | | | | | | |
| Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions | | | ✓ | | | | | | |
| Share writing with others | | ✓ | | | | | | | |
| Use adverbs correctly in oral language | | | | | | | ✓ | | |



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Insects

This introduction includes the necessary background information to be used in teaching the *Insects* domain. The *Tell It Again! Read-Aloud Anthology for Insects* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

| Week One | | | | | | |
|--|---|--|---|---|-------------------------|------|
| Day 1 | # | Day 2 | Day 3 | Day 4 | Day 5 | # 10 |
| Lesson 1A: “Insects Everywhere!” (40 min.) | | Lesson 2A: “What Makes an Insect an Insect?” (40 min.) | Lesson 3A: “Life Cycles of Insects” (40 min.) | Lesson 4A: “Social Insects: Bees and Wasps” (40 min.) | Pausing Point (60 min.) | |
| Lesson 1B: Extensions (20 min.) | | Lesson 2B: Extensions (20 min.) | Lesson 3B: Extensions (20 min.) | Lesson 4B: Extensions (20 min.) | | |
| 60 min. | | 60 min. | 60 min. | 60 min. | 60 min. | |

| Week Two | | | | | | | |
|--|---|--|---|---------------------------------------|---|-------------------------|---|
| Day 6 | Day 7 | Day 8 | # | Day 9 | # | Day 10 | # |
| Lesson 5A: “Social Insects: Ants and Termites” (40 min.) | Lesson 6A: “Insects that Glow and Sing” (40 min.) | Lesson 7A: “Armored Tanks of the Insect World” (40 min.) | | Lesson 8A: “Friend or Foe?” (40 min.) | | Domain Review (60 min.) | |
| Lesson 5B: Extensions (20 min.) | Lesson 6B: Extensions (20 min.) | Lesson 7B: Extensions (20 min.) | | Lesson 8B: Extensions (20 min.) | | | |
| 60 min. | 60 min. | 60 min. | | 60 min. | | 60 min. | |

| Week Three | |
|----------------------------------|---|
| Day 11 | # |
| Domain Assessment (60 min.) | |
| 60 min. | |
| Day 12 | # |
| Culminating Activities (60 min.) | |
| 60 min. | |

¹⁰ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Insects*
- *Tell It Again! Image Cards* for *Insects*
- *Tell It Again! Supplemental Guide* for *Insects*

*The *Tell It Again! Multiple Meaning Word Posters* for *Insects* are found at the end of the *Tell It Again! Flipbook*.

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN 978-1890517748

Why Insects Are Important

This domain will introduce students to the largest group of animals on Earth. Students will learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey, some cosmetics, and even medicines. Students will gather the information they learn in a journal and will have the opportunity to further research questions and points of interest. Students will use the information gathered in their journals to plan, draft, and edit an informational narrative.

Each of the read-alouds in this domain is narrated by a different character. Lessons 1 through 7 are narrated by an insect character, and Lesson 8 is narrated by an entomologist.

This domain will lay the foundation for review and further study of the life cycles, habitats, and classifications of insects and other animals.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Insects*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Plants (Kindergarten)

- Describe how bees collect nectar and pollen
- Explain how bees make and use honey
- Describe the important role bees play in plant pollination

Animals and Habitats (Grade 1)

- Describe what a habitat is
- Explain why living things live in habitats to which they are particularly suited
- Classify animals on the basis of the types of food they eat (herbivore, carnivore, omnivore)

Core Vocabulary for Insects

The following list contains all of the core vocabulary words in *Insects* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

habitats

host

insects

social

solitary

Lesson 2

abdomen

antennae

exoskeletons

microscopic

thorax

Lesson 3

larva

metamorphosis

molt

nymph

progression

pupa

Lesson 4

colonies

cooperate

drones

pollen

societies

Lesson 5

aggressive

chambers

destructive

emit

nurseries

Lesson 6

bioluminescence

forelegs

lanterns

transparent

tymbals

Lesson 7

adapt

armor

beetles

elytra

mimicry

Lesson 8

entomologist

extinction

foe

pesticides

pollinators

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Insects*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Insects*, there are numerous opportunities in the lessons and in the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Insects

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *About Insects*, by Cathryn Sill and illustrated by John Sill (Peachtree Publishers Ltd., 2003) ISBN 978-1561452323
2. *Ant Cities*, by Arthur Dorros (HarperCollins Publishers, 1987) ISBN 978-0064450799
3. *Are You a Bee?*, by Judy Allen and Tudor Humphries (Kingfisher, 2001) ISBN 978-0753458044

4. *Are You a Butterfly?*, by Judy Allen and Tudor Humphries (Kingfisher, 2003) ISBN 978-0753456088
5. *Are You a Dragonfly?*, by Judy Allen and Tudor Humphries (Kingfisher, 2001) ISBN 978-0753458051
6. *Are You a Grasshopper?*, by Judy Allen and Tudor Humphries (Kingfisher, 2002) ISBN 978-0753458051
7. *Are You a Ladybug?*, by Judy Allen and Tudor Humphries (Kingfisher, 2000) ISBN 978-0753456033
8. *Are You an Ant?*, by Judy Allen and Tudor Humphries (Kingfisher, 2002) ISBN 978-0753458037
9. *Bee Life*, by Lynette Evans (Insight Editions, 2013) ISBN 978-1608871988
10. *Beetles*, by Cheryl Coughlan (Capstone Press, 1999) ISBN 978-0736802352
11. *Bugs are Insects*, by Anne Rockwell and illustrated by Steve Jenkins (HarperCollins Publishers, 2001) ISBN 978-0064452038
12. *Children's Guide to Insects and Spiders*, by Jinny Johnson (Simon & Schuster, 1996) ISBN 978-0689811630
13. *Chirping Crickets*, by Melvin Berger and illustrated by Megan Lloyd (HarperCollins Publishers, 1998) ISBN 978-0064451802
14. *Clara Caterpillar*, by Pamela Duncan Edwards (HarperTrophy, 2001) ISBN 978-0064436915
15. *Crickets*, by Cheryl Coughlan (Capstone Press, 1999) ISBN 978-0736882088
16. *The Dragonfly Door*, by John Adams and illustrated by Barbara L. Gibson (Feather Rock Books, Inc., 2007) ISBN 978-1934066126
17. *Eliza and the Dragonfly*, by Susie Caldwell Rinehart and illustrated by Anisa Claire Hovemann (Dawn Publications, 2004) ISBN 978-1584690597
18. *From Caterpillar to Butterfly*, by Deborah Heiligman and illustrated by Bari Weissman (HarperCollins Publishers, 1996) ISBN 978-0064451291

19. *Grasshopper on the Road*, by Arnold Lobel (HarperCollins Publishers, 1978) ISBN 978-0064440943
20. *Grasshoppers*, by Margaret Hall (Capstone Press, 2005) ISBN 978-0736850964
21. *Helpful and Harmful Insects*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2005) ISBN 978-0778723752
22. *Hey Little Ant*, by Phillip and Hannah Hoose illustrated by Debbie Tilley (Tricycle Press, 1998) ISBN 978-1883672546
23. *Honey in a Hive*, by Anne Rockwell and illustrated by S.D. Schindler (HarperCollins Publishers, 2005) ISBN 978-0064452045
24. *The Honey Makers*, by Gail Gibbons (Mulberry Books, 1997) ISBN 978-0688175313
25. *Honeybees*, by Joyce Milton and illustrated by Pete Mueller (Grosset & Dunlap, 2003) ISBN 978-0448428468
26. *How to Hide a Butterfly*, by Ruth Heller (Grosset & Dunlap, 1992) ISBN 978-0448404776
27. *Hurry and the Monarch*, by Antoine Ó Flatharta illustrated Meilo So (Dragonfly Books, 2009) ISBN 978-0385737197
28. *Insects: Six-Legged Animals*, by Suzanne Slade and Rosiland Solomon (Picture Window Books, 2010) ISBN 978-1404855243
29. *The Insect Book*, by Connie Zakowski (Rainbow Books, Inc., 1997) ISBN 978-1568250373
30. *Insect Bodies*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2005) ISBN 978-0778723745
31. *Insect Life Cycles*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2005) ISBN 978-0778776239
32. *Inside an Ant Colony*, by Allan Fowler (Children's Press, 1998) ISBN 978-0516263656
33. *The Life and Times of the Ant*, by Charles Micucci (Houghton Mifflin, 2003) ISBN 978-0618689491

34. *The Life and Times of the Honeybee*, by Charles Micucci (Houghton Mifflin, 1995) ISBN 978-0395861394
35. *The Life Cycle of a Butterfly*, by Bobbie Kalman (Crabtree Publishing Company, 2002) ISBN 978-0778706809
36. *The Life Cycle of a Honeybee*, by Bobbie Kalman (Crabtree Publishing Company, 2004) ISBN 978-0778706946
37. *The Life Cycle of an Ant*, by Bobbie Kalman and Hadley Dyer (Crabtree Publishing Company, 2006) ISBN 978-0778707004
38. *The Magic School Bus: Inside a Beehive*, by Joanna Cole and Bruce Degen (Scholastic Inc., 1996) ISBN 978-0590257213
39. *Monarch Butterfly*, by David M. Schwartz and photography by Dwight Kuhn (Creative Teaching Press, Inc., 1999) ISBN 978-1574715798
40. *Monarch Butterfly*, by Gail Gibbons (Holiday House, 1989) ISBN 978-0823409099
41. *A Monarch Butterfly's Life*, by John Himmelman (Children's Press, 1999) ISBN 978-0516265377
42. *Old Cricket*, by Lisa Wheeler and illustrated by Ponder Goembel (Aladdin Paperbacks, 2003) ISBN 978-1416918554
43. *On Beyond Bugs!*, by Tish Rabe and illustrated by Aristides Ruiz (Random House, 1999) ISBN 978-0679873037
44. *Sarah's Story*, by Harley Bill and illustrated by Eve Aldridge (Tricycle Press, 1996) ISBN 978-1582461786
45. *The Very Quiet Cricket*, by Eric Carle (Penguin Group, 1990) ISBN 978-0399218859
46. *Where Butterflies Grow*, by Joanne Ryder and illustrated by Lynne Cherry (Puffin Books, 1989) ISBN 978-0140558586
47. *A World Without Bees*, by Kenneth Peters and illustrated by Sonya Opal (Ken W. Peters, 2011) ISBN 978-0986615818
48. *Joyful Noise: Poems for Two Voices*, by Paul Fleischman (HarperCollins, 1988) ISBN 978-0060218522

Websites and Other Resources

Student Resources

1. **Insect and Bug Word Search**
http://www.primarygames.com/science/insects/games/word_search/search.htm
2. **Insect Riddles**
http://www.bugs.com/kids_corner/insect_riddles.asp
3. **San Diego Zoo Insect Page (for students)**
<http://kids.sandiegozoo.org/animals/insects>
4. **University of Michigan Wasps, Bees, and Ants**
<http://www.biokids.umich.edu/critters/Hymenoptera/pictures>

Teacher Resources

5. **Honeybee Mystery**
<http://kids.nationalgeographic.com/kids/stories/animalsnature/honey-bee-mystery>
6. **Insects**
<http://www.insects.org>
7. **San Diego Zoo Insect Page (for teachers)**
<http://www.sandiegozoo.org/animalbytes/a-insects.html>

There are numerous places, both on-line and at science supply stores, to purchase live and/or preserved insect specimens for use in classroom observations.