

ECVI-DHH UNIT: Insects *at a glance*

by Akilah Curtis

| WORDS | | |
|--|--|--|
| LEVEL 1 | LEVEL 2 | LEVEL 3 |
| Drink (verb) Fly (verb) Jump (verb) Wings (adj) | Bewildered (adj) Foul (adj) Relax (verb) Swarmed (verb) | Larva (noun) Thorax (noun) Abdomen (noun) Antennae (noun) |

| SUGGESTED BOOKS | |
|--|---|
| Expository | Narrative |
| What Do Insects Do? by Susan Canizares ASL read aloud | Hotel for Bugs by Suzy Senior |

| DRILL AND PRACTICE | CONCEPTUAL ACTIVITIES |
|------------------------------------|--|
| ❖ Fly Swatter ❖ Vocabulary Sort | ❖ Styrofoam Insects ❖ Insect Collages |

| NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS) | |
|--|--|
| K | SC.K.L.14.2 - Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. |
| 1 | SC.1.L.14.3 - Differentiate between living and nonliving things. |
| 2 | SC.2.L.16.1- Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. |

UNIT WORDS AND DEFINITIONS

Unit Theme: Insects

| LEVEL 1 WORDS | PART OF SPEECH | DEFINITION |
|---------------|----------------|---|
| Drink | verb | To swallow a liquid |
| Fly | verb | To move in the air |
| Jump | verb | To bend the knees to go in the air and land back on the ground. |
| Wings | noun | Two body parts that help animals and insects fly |

| LEVEL 2 WORDS | PART OF SPEECH | DEFINITION |
|---------------|----------------|--|
| Bewildered | adjective | Confused |
| Foul | adjective | Very unpleasant to taste, smell, or look at. |
| Relax | verb | To be calm |
| Swarmed | verb | To go somewhere at the same time in large groups |

| LEVEL 3 WORDS | PART OF SPEECH | DEFINITION |
|---------------|----------------|--|
| Larva | noun | The baby stage of an insect |
| Thorax | noun | The middle part of an insect's body |
| Abdomen | noun | The stomach of the insect which holds organs |
| Antennae | noun | Long parts on the head (typically two) that help insects sense things. |

fly



To move in the air

drink



To swallow a liquid

jump



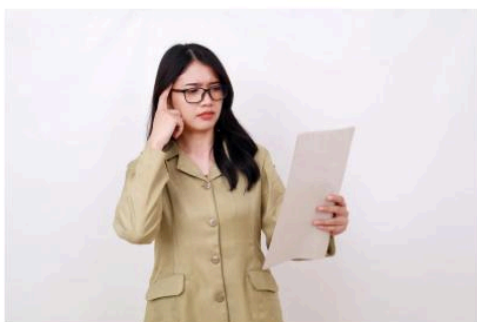
To bend the knees to go in the air
and land back on the ground.

wings



Two body parts that help animals
and insects fly

bewildered



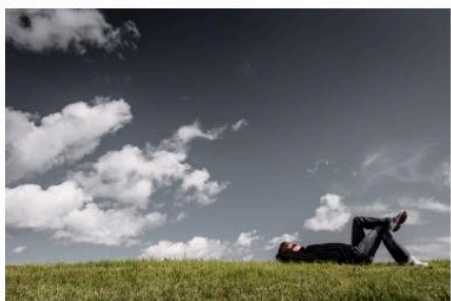
Confused

foul



Very unpleasant to taste,
smell, or look at

relax



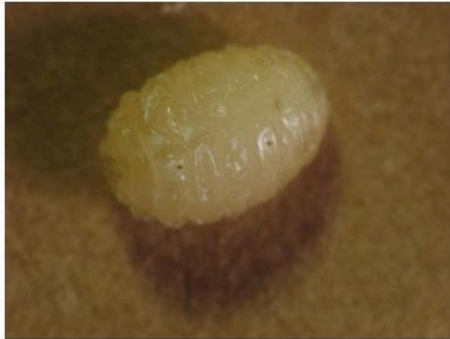
To be calm

swarmed



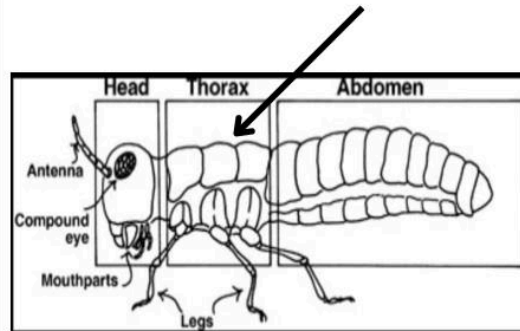
To go somewhere
at the same time in large groups

larva



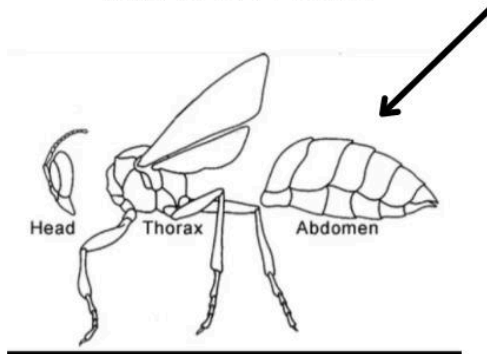
The baby stage of an insect

thorax



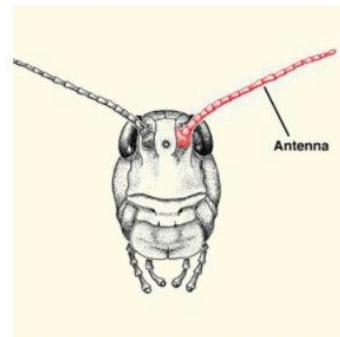
The middle part of an insect's body

abdomen



The stomach of the insect which holds organs

antennae



Long parts on the head (typically two) that help insects sense things.

PRE- AND POST-INTERVENTION ASSESSMENTS

Unit Theme: Insects

| Word, Definition, and Assessment Prompt | Pre-Intervention Screening Score | | Post-Intervention Assessment Score | |
|---|----------------------------------|------------|------------------------------------|------------|
| | Word | Definition | Word | Definition |
| 1. Word: Drink Word Prompt: What are these people doing with the water? Definition: To swallow a liquid Definition Prompt: What do you know about this? | | | | |
| 2. Word: Fly Word Prompt: What does a bird do in the sky? Definition: To move in the air Definition Prompt: Tell me what you know about this. | | | | |
| 3. Word: Jump Word Prompt: What are the people doing with their legs? Definition: To bend the knees to go in the air and land back on the ground. Definition Prompt: Tell me what you know about this. | | | | |
| 4. Word: Wings Word Prompt: What are these? Definition: Two body parts that help animals and insects fly Definition Prompt: Tell me what you know about this. | | | | |
| 5. Word: Bewildered Word Prompt: From her facial expressions, what do you think she's feeling? Definition: Confused Definition Prompt: Tell me what you know about this. | | | | |
| 6. Word: Foul Word Prompt: The sock does not smell clean, it smells ____. Definition: Very unpleasant to taste, smell, or look at. Definition Prompt: Tell me what you know about this. | | | | |

| | | | | |
|--|--|--|--|--|
| <p>7. Word: Relax Word Prompt: What is he doing? Definition: To be calm Definition Prompt: Tell me more about this.</p> | | | | |
| <p>8. Word: Larva Word Prompt: Before insects become adults, they are ____? Definition: The baby stage of an insect. Definition Prompt: Tell me what you know about this.</p> | | | | |
| <p>9. Word: Thorax Word Prompt: What is this? Definition: The middle part of an insect's body Definition Prompt: What else do you know about this?</p> | | | | |
| <p>10. Word: Abdomen Word Prompt: Definition: The stomach of the insect which holds organs. Definition Prompt: "What do you know about this?"</p> | | | | |
| <p>11. Word: Antennae Word Prompt: What is this? Definition: Long parts on the head (typically two) that help insects sense things. Definition Prompt: What can you tell me about this?</p> | | | | |

INTERACTIVE BOOK READING QUESTIONS

Before reading the book, write each question on a sticky note and place it on the corresponding page.

| BOOK 1: What Do Insects Do? | | | |
|-----------------------------|--------|---------------|---|
| Reading | Page # | Question type | Question |
| 1 | last | Relate | <p>"Look, the grasshopper is looking at us! Tell me about a time an insect looked at you. How did you feel?"</p> <p>Student: "When I went outside to play an ant looked at me. I was bewildered, I don't know why it was looking at me."</p> |
| 1 | 5 | Abstract | <p>"The insect, the Praying Mantis, is really close to the water and even has water on its head and antennae."</p> <p>"Why is that happening? What do you think the insect is doing?"</p> <p>Student: "Maybe he needs water. He might be thirsty and need a drink."</p> |
| 1 | 2 | Competence | <p>"The grasshopper is in the air, how did it get there?"</p> <p>Student: "The grasshopper jumped! I know because I don't see wings."</p> |
| 2 | 4 | Competence | <p>"The insect is eating grass. Where will the food go when the bug is done eating all the food?"</p> <p>Student: "The food will go to the abdomen. That's where the stomach is."</p> |
| 2 | | Relate | <p>"The bug is hiding as a leaf. That doesn't seem relaxing. Tell me about a time that you were relaxing."</p> <p>Student: "I like to play and be with my friends to relax."</p> |
| 2 | 1 | Abstract | <p>"Look, it's a bee! The wings are on the thorax. Why do you think the wings are on that part of the insect's body?"</p> <p>Student: The wings are on the thorax, because it makes it easy for the bee to fly.</p> |

| BOOK 2: The Hotel for Bugs | | | |
|----------------------------|--------|---------------|---|
| Reading | Page # | Question type | Question |
| 1 | 3 | Relate | <p>"All the bugs looked so excited that they swarmed into the hotel. Tell me about a time you saw a swarm of bugs."</p> <p>Student: "Can ants swarm? They weren't flying but at my Grandpa's house I saw a lot of ants following me - a swarm of ants."</p> <p>Teacher: "Yes! Swarms don't only have to fly. Good story."</p> |
| 1 | 6 | Competence | <p>"The hotel for bugs has a club just for young insects, like baby bugs. What's the name for a very young insect?"</p> <p>Student: "A baby insect is called a larva! That's when it's kind of like a baby before it grows up."</p> |
| 1 | | Abstract | <p>"There are bugs at the spa, in the pool, and by the pool laying down on the chairs. Why do you think the insects are doing this?"</p> <p>Students: "I think they're relaxing because everyone looks calm and happy."</p> |
| 2 | | Competence | <p>"The slug looks different from the other insects on this page. What are some differences you notice?"</p> <p>Student: "The slug is big and green and all the other insects aren't. And the slug is the only insect with no antennae on its head."</p> |
| 2 | | Abstract | <p>"This bug is called a "stink" bug. Why do you think it's called that? What do you think it smells like?"</p> <p>Student: "I think it's called that because it smells bad. It probably smells foul, maybe that's why everyone's making a face on the next page."</p> |
| 2 | | Relate | <p>"All the insects are at a buffet, where they eat different delicious foods. Tell me about a drink you've had and what you liked about it".</p> <p>Student: "One time I had a smoothie and I liked it because it has fruit. Another time I had chocolate milk - my favorite drink, because I love chocolate."</p> |

CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with the student. Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

CONVERSATION 1

Materials: Insect stuffed animal or model

| Turn | Script | Conversational Strategy |
|---------|---|-------------------------|
| Teacher | Prompt: Butterflies are my favorite insects and guess what!? I saw one today on my way to work. Tell me about a time you saw a butterfly. | Tell me statement |
| Student | I saw a butterfly when I went to the park yesterday with my dad! It had really pretty wings . | |
| Teacher | That's right, butterflies do have pretty wings , with all those pretty colors! Why do you think butterflies have wings ? | |
| Student | They probably have them so they can fly and go places | |
| Teacher | Yes! I watched National Geographic yesterday, and saw a butterfly fly to go drink water. It was amazing! | |
| Student | Right! They can get water and food. | |

CONVERSATION 2

Materials: Picture of a larva

| Turn | Script | Conversational Strategy |
|---------|---|-------------------------|
| Teacher | Prompt: Here is a picture of a larva . Do you know what insect it is? How do you know? | |
| Student | A larva is still a baby, so it doesn't have the same body parts as a grown up bug. Like the legs to jump ! | |
| Teacher | Exactly! When you were a baby, you didn't look the same as an adult. Tell me some body parts an adult insect has that a larva does not. | Tell me statement |
| Student | An adult insect has an abdomen ! That's where the stomach is | |
| Teacher | That's true, and the abdomen is attached to the thorax - the middle part of the body. So, we know the thorax, abdomen, and head are connected. Do you know anything attached to an insect's head? | |
| Student | Oh, the antennae . I've seen it before on ants and bees. | |

CONVERSATION 3

Materials: None

| Turn | Script | Conversational Strategy |
|---------|--|-------------------------|
| Teacher | Prompt: One day I was in a field and a swarm of dragonflies zoomed by me. I was bewildered by their speed. Tell me about a time you were bewildered . | Tell me statement |
| Student | I was bewildered when I saw a stink bug, for the first time. | |

| | | |
|---------|---|--|
| Teacher | Really? Why were you bewildered by this stink bug? | |
| Student | It smelled really foul , after I jumped next to it. | |
| Teacher | Oh! You probably scared it, sometimes bugs do that when they're scared. What do you think that bug smells like when it's relaxed ? | |
| Student | When it's relaxed? It probably just smells like grass or trees. | |

DRILL AND PRACTICE 1

| | |
|------------|--|
| Purpose | To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions. |
| Objective | Students will express target words and definitions. |
| Activity | Fly Swatter |
| Materials | <ul style="list-style-type: none"> • One set of target word cards • Two fly swatters |
| Procedures | <ol style="list-style-type: none"> 1. The teacher reads the definition of a word. 2. The student (or students can be split into two teams and take turns) uses the fly swatter to hit the card that matches the definition 3. The student states the word and definition. 4. Repeat steps 1-4, until all cards are hit. <p>Variations:</p> <ul style="list-style-type: none"> • The teacher reads the word and the student states the definition. • The student becomes the teacher. |

DRILL AND PRACTICE 2

| | |
|------------|---|
| Purpose | To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions. |
| Objective | Students will express target words and definitions. |
| Activity | Vocabulary Sort (Match) |
| Materials | <ul style="list-style-type: none"> • Two sets of vocabulary cards |
| Procedures | <ol style="list-style-type: none"> 1. Review vocabulary. 2. Students can work in partners or small groups to take turns. 3. Player 1 will flip over one card and say the word and definition. 4. Player 1 will flip over a second card and say the word and definition. 5. If the cards match, Player 1 goes again. 6. Player 2 will flip over one card and say the word and definition. 7. Player 2 will flip over a second card and say the word and definition. 8. If the cards match, Player 2 goes again. 9. Player 1 and player 2, take turns until all of the matches have been found |

| CONCEPTUAL ACTIVITY WITH CONVERSATION 1 | |
|---|--|
| Purpose | To engage the student in a conversation about the activity while using targeted vocabulary. |
| Objective | Students will use target words in spontaneous expressive language. |
| Activity | Styrofoam Insects |
| Materials | <ul style="list-style-type: none"> • 3 medium-sized styrofoam balls/ per student • 2 small pipe cleaners • 6 small sized pipe cleaners • 2 paper cut-out wings • 2 googly eyes • 2 toothpicks • Liquid glue |
| Procedures | <ol style="list-style-type: none"> 1. Teacher hands out all materials 2. Put one pipe cleaner through one styrofoam ball connecting it to a second styrofoam ball 3. Put the second pipe cleaner through one side of the two connected styrofoam balls, and put the other end of the pipe cleaner through the remaining styrofoam ball. 4. Now that there are three connected styrofoam balls (for the body), put one small pipe cleaner on both sides of each styrofoam ball (for the legs). 5. Put glue on the wings and place on either side of the middle styrofoam ball. 6. Put a dot of glue on each of the googly eyes and place on the front of one of the styrofoam balls - that's not the middle one 7. Put toothpicks on top of the same styrofoam ball that the eyes were placed on (for the antennae) 8. Students can color the body with markers 9. The teacher asks the students "tell me about your insect". For example, if the student says "my insect has wings", you may respond with "I see! And what do the wings do?" 10. Continue to have a conversation about their styrofoam insect creations. |

| CONCEPTUAL ACTIVITY WITH CONVERSATION 2 | |
|---|---|
| Purpose | To engage the student in a conversation about the activity while using targeted vocabulary. |
| Objective | Students will use target words in spontaneous expressive language. |
| Activity | Insect Collage |
| Materials | <ul style="list-style-type: none"> • Magazine pages • Tape • Card Stock • Vocabulary cards |
| Procedures | <ol style="list-style-type: none"> 1. Review vocabulary using the vocabulary cards. 2. Pass out magazine pages, tape, and card stock to each student. 3. Each student will look through the magazine pages and find pictures of insects for their collage, 4. The teacher will ask, "Tell me about your collage". 5. Each student will be given an opportunity to talk about their collage. The teacher will participate in the conversation and model the target words. |