

Emergent Reader Series Close Reading Guide

# Emergent Reader 30: *Stink Bug*



## Day 1

### Foundational Skills Instruction and Individual Reading

The *Stink Bug* Foundational Skills Guide contains activities designed to help students read the words they will encounter in the book *Stink Bug*. Learning to read words is central to reading development, so these activities are an essential part of our systematic and cumulative approach to teaching foundational reading and language skills. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student.

The Individual Reading with Teacher Feedback activities in this Close Reading Guide provide opportunities for teachers to give corrective feedback and to scaffold students in the use of flexible word reading strategies as they read the book. Applying foundational skills to meaningful decodable text allows students to develop accuracy and automaticity to support fluent reading.

#### Phonemic Awareness, Phonics, and Word Recognition

Complete the Day 1 activities in the *Stink Bug* Foundational Skills Guide.

#### Explore Book Cover: Identify Title, Author, and Illustrator

Briefly identify the book's front and back cover, as well as the title, author, and illustrator. As necessary, review what you find on the book's front and back cover, and review the roles of author and illustrator with students.

#### Infer Topic and Text Type

This book is part of Flyleaf's series of informational texts. Begin by guiding students in the following pair of activities: first inferring the topic and then taking a text feature tour to begin the process of understanding the text features that are part of informational texts.

Model how to look at the cover and infer the main topic. Say: *Let's look for clues on the book cover to help us infer what this book is about, or what the main topic of the book is. When we infer, we use clues in the book and what we already know to figure something out. The title is Stink Bug. I notice a brownish-colored bug on the cover. I am going to infer that this bug is called a stink bug because of the title. I notice that instead of an illustration, the cover has a photograph of a bug. I am also wondering about the size of a stink bug. Point to the cover photo of the stink bug. Say: I wonder if the stink bug is actually this big or if this picture is magnified, like when you look through a magnifying glass. I am also going to infer that this is a book that gives information rather than tells a story with characters and a setting because books that give us information often have photographs instead of illustrations. I predict that the book's main topic, or what the book is about, is stink bugs, and that I will probably learn something from this book.*

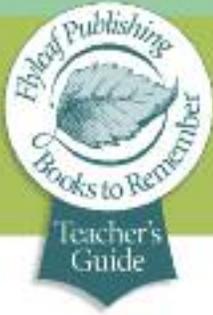
Model a text feature tour to determine text type. Say: *Since this is probably a book that gives information, there may be some text features, or special kinds of writing in the book, that will help us to understand what we are reading. Let's do a text feature tour to find out for sure if this is a book that will give us information. We can call ourselves "text inspectors" when we look through the book like this. Remember the word inspect from the book A Cricket Sings? When we inspect something, we look closely at it. We are going to inspect this book for text features.*

Beginning on page 1, have students turn the pages along with you to identify the text features. Pause at page 4. Say: *I notice there is writing on this photograph that says "This is a rostrum." This seems different from a caption because the words are on the photograph and because there is an arrow pointing to a part of the bug. This type of text feature with a label and an arrow on an illustration or photograph is called a "labeled diagram." A labeled diagram allows the reader to see a detailed part of something and know the name of it. This helps us learn more about the topic we are reading about. Continue looking through the book and have students count how many labeled diagrams there are in total. Have students use the term labeled diagram to describe what they see. (There are seven labeled diagrams.) Say: *Now that we know that this is a book that gives information, let's read to see what we can learn about stink bugs.**

#### Begin Individual Reading with Teacher Feedback

Before reading, you may choose to post "I can sound out words I don't know" as a purpose statement for students, since the main objective of this first individual reading is to allow students to apply their grapheme-phoneme knowledge to decode unfamiliar words. While the whole group reads softly to themselves, invite individual students to read several pages aloud to you so you can gauge their proficiency and provide feedback on pronunciation.

Say: *I want each of you to read the book softly to yourself and find out about the topic of stink bugs. Remember to sound out the words you do not know. After you read the words, look closely at the photographs and labeled diagrams. The words, photographs, and labeled diagrams together help us understand the information in the book. By reading and looking at the photos, we learn about this topic. I will listen to one person at a time. You can start reading now.*



Emergent Reader Series Close Reading Guide

# Emergent Reader 30: *Stink Bug*



## Day 2

### Foundational Skills Instruction and Individual Reading, *continued*

#### Phonemic Awareness, Phonics, and Word Recognition

Complete the Day 2 activities in the *Stink Bug* Foundational Skills Guide.

#### Complete Individual Reading with Teacher Feedback

Continue to listen to individual students read aloud and offer scaffolded support as necessary.

## Day 3

### Choral Read Followed by Close Reading with Text-Dependent Questions

Chorally read the book for fluency practice. You may choose to post “I can use labeled diagrams to help me understand what I read,” since an objective for the Day 3 reading is to use text features to support comprehension of expository text. You might also reiterate the book’s main topic to prepare students for the following activities. Say: *What is the main topic of this book? By that, I mean what is the book mostly about?* (stink bugs). Say: *Let’s do a close read to understand more about the topic.* Then use the following activities to guide further rereading of specific parts of the text to deepen understanding and clarify meaning. In this type of text, images and text features carry a large portion of the meaning. It is important that readers learn to integrate the text, images, and text features to gain a deeper understanding of the book. Encourage students to state their responses to the activities’ text-dependent questions in complete sentences and to ask questions about any unfamiliar words, text features, or concepts they may encounter while reading.

#### Comprehension Monitoring: Vocabulary Words in Context

##### Pages 5–6: Liquid

Invite students to read aloud the text on page 5 and the label on page 6. Have them point to the word *liquid* in the labeled diagram. Ask: *Do you need to clarify how the author uses the word liquid in this diagram?* Say: *I think of liquid as a substance that can be poured. Water and juice are liquids.* Ask: *What information can you understand if you inspect the labeled diagram on page 6?* (The bug seems to be on a blueberry. The label says “rostrums are for sucking liquid.”) Ask: *So what liquid do you think the stink bug is drinking?* (the juice in the blueberry).

**Think Aloud.** Say: *This also makes me think about the size of a stink bug. Remember when we wondered about whether the photograph on the cover showed the stink bug magnified like it was being looked at through a magnifying glass? This photograph tells me that the cover picture is magnified. I can learn from this photograph that a stink bug is about the same size as a blueberry.*

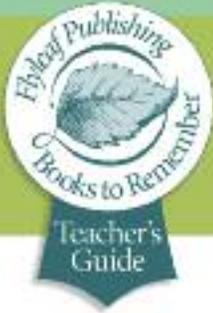
##### Page 3: Rostrum

Next, invite students to turn back to page 3. Have them point to the word *rostrum*. Ask students what they can figure out about the word *rostrum* from the text or labeled diagram. (Answers will vary, but may include that it is a long and skinny body part, like a leg, etc.). Continue to pages 5 and 6 to clarify further. Ask: *What more have you learned about rostrums from the text and labeled diagram on pages 5 and 6?* (Stink bugs drink with their rostrums. Rostrums are for sucking liquid.) Ask: *What part of a person’s body is used for eating and drinking the way a stink bug’s rostrum is?* (the mouth). Say: *That’s right. A rostrum is like the mouth of a person or an animal or the beak of a bird. Since a stink bug’s rostrum is used for sucking liquid, and the rostrum is long and skinny, what could you compare it to?* (It is a little bit like a straw.) Return to the text and diagram until students can formulate a child-friendly definition for *rostrum*, such as: A rostrum is the long mouth of an insect. It is like a straw. It is used to suck juice. Then refer to a dictionary to add a more formal definition. (*Rostrum* is a scientific term for the beak of an insect. A stink bug’s rostrum is shaped like a straw and is used to suck liquid.)

##### Pages 7–8

#### Identify Text Feature: Labels

Say: *On page 7 it says “A stink bug grows in three steps.” When I look at the labeled diagram on page 8, I see the numbers 1, 2, and 3.* Ask: *Why do you think the author put these numbers next to the labels in the diagram?* Say: *Let’s read the labels and think about this.* Invite students to talk with a partner to figure out what the author is explaining in the diagram. Have students share their observations and guide them to the understanding that the author numbers the labels to show the three steps of how stink bugs grow, and what order the steps happen in.



Emergent Reader Series Close Reading Guide

# Emergent Reader 30: *Stink Bug*



Pages 7–8

## Comprehension Monitoring: Vocabulary Word in Context *Nymph*

Invite students to turn to pages 7 and 8 and to find the word *nymph* on page 8. Say: *When I read the word nymph I do not understand what it means, so I know that I need to stop and clarify the meaning of the word by looking for clues in the text or diagram. The numbers in the diagram help me to know that in the growing steps, the nymph comes after the egg but before the adult. So I think that could mean that nymph is the word for an insect after it is an egg but before it is an adult. A stink bug nymph is a young stink bug. If this is right, it is like using the word child to refer to a person after they are born, but before they are a grown-up. When I inspect the labeled diagram further, I notice from the photograph that the nymph looks very different from the adult stink bug. So I understand that the author uses the word nymph as a name for when the stink bug is young. To be a good reader of books that give information, we have to use the clues the author provides to figure out what some words mean.* Invite students to discuss with a partner the differences between a nymph and an adult stink bug based on information they can get from the photographs. At the end of the discussion, note that in books that give information, a lot can be learned from carefully inspecting the photographs or illustrations and using the text features such as labels or captions.

Pages 11–12

## Vocabulary Phrase in Context *Net-like tips*

Invite students to read aloud the sentence on page 11. Say: *The text says "stink bug wings have net-like tips." Ask: By using the labeled diagram on page 12, can you figure out why the author describes stink bug wings as having net-like tips? (The ends of the wings look different than the rest of the wings. The ends look see-through, like a net.) Say: Net-like means to be like a net, or a woven mesh pattern. A net's woven pattern is see-through. Tips of the wings are the ends of the wings. So how does the labeled diagram help us understand why the author describes the ends of stink bug wings as net-like tips? (It shows us that the ends of the wings are see-through like nets, or a woven mesh pattern.) Ask: I wonder why the wings are like this. Say: I think I will look this up later to see if I can learn why stink bug wing tips are net-like.*

## Sentence Completion for Vocabulary Review

**Note.** This vocabulary review activity can be done at this point in your instruction or saved for a later reading if students need more time to master the specialized vocabulary in the book.

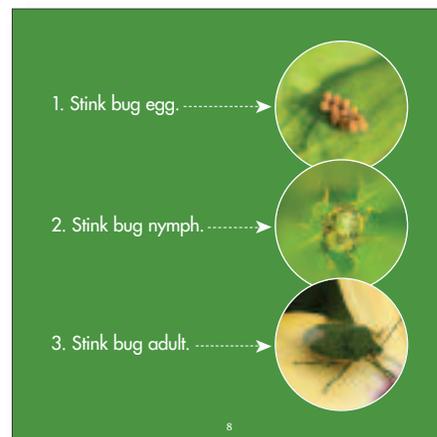
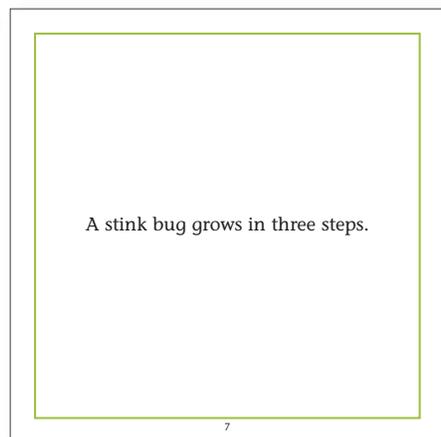
Say: *Let's think about the vocabulary words that the author uses to give us information about stink bugs. I'm going to read a description and you tell me the word or phrase that completes the description.* Remind students to reread if they need help with the answer.

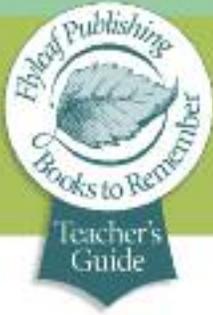
The ends of stink bug wings look different than the rest of the wings. The wings have \_\_\_\_\_. (net-like tips)

A young stink bug, after it hatches from the egg, but before it is an adult, is a \_\_\_\_\_. (nymph)

Stink bugs suck liquid through a long and skinny tube called a \_\_\_\_\_. (rostrum)

Something that can be poured, like water or juice, is a \_\_\_\_\_. (liquid)





Emergent Reader Series Close Reading Guide

# Emergent Reader 30: *Stink Bug*



## Day 4

### Identifying and Categorizing Information and Details

This activity will help students learn to reread for the purpose of locating and categorizing key descriptive details used in expository text structures. Working with the chart gives students the opportunity to practice using new vocabulary, to express ideas in their own words and in complete sentences, to clarify meaning, and then connect the details back to the text and images. This work will help students express themselves in collaborative conversations and written responses.

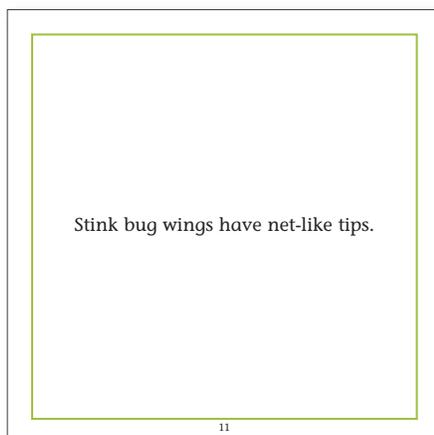
Say: Remember that a book's main topic is what a book is mostly about. The main topic of the book *Stink Bug* is the insect called a stink bug. The text, labeled diagrams, and pictures tell us about a stink bug's characteristics, or the things that make them different from other bugs. Let's look for important details in the text and record them in the key word chart. Key words are words that help us remember important information that the author wants us to know. Start with a blank two-column key word chart. Write the main topic on the chart and then look page by page through the book with students to find key words. As you are filling in the chart, talk about how the details in the chart support the main topic. Refer to the chart below as you complete this exercise. Say: Let's see what special information we can learn about stink bugs from the text, labeled diagrams, and pictures. On page 3, the text tells us that stink bugs have rostrums. The label on page 4 shows us the rostrum so we can see what it looks like, and on pages 5 and 6 we learn that stink bugs drink with their rostrums by sucking liquid. Let's put rostrum in the left-hand column of the chart under the heading *Stink Bug Characteristic* and details about the rostrum in the right-hand column. Continue to offer scaffolded support and encourage students to refer back to their own books for evidence until you have a completed key word chart. (Use ER Blackline Master #7 for this exercise.)

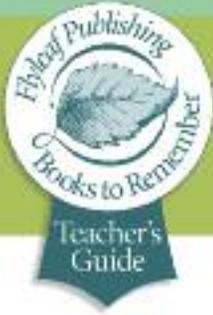
#### Main Topic: Stink Bugs

Stink Bug Characteristic	Details
rostrum	sucking, liquid, drink
grows in three steps	egg, nymph, adult
wings	net-like tips, adult
hidden	can look like tree bark; camouflage
stink	bad smell

#### Formulating Questions

Have students work with a partner to ask and answer questions about stink bugs. Provide students with question words *what*, *where*, *when*, *why*, and *how* to help them formulate questions. The questions might or might not be answered in the book. Use the key word chart as reference. For example, *What is a rostrum used for?* (for drinking/for sucking liquid). *Why do stink bugs sometimes look like tree bark?* (to help them be hidden). *Where in the world do stink bugs live?* (We don't know from the book.) *Do stink bugs stink?* (Yes, they can let off a bad smell.)





Emergent Reader Series Close Reading Guide

# Emergent Reader 30: *Stink Bug*



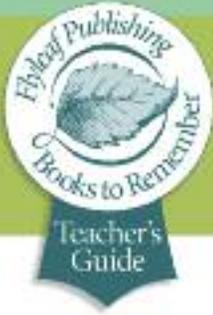
## Day 5

When the key word chart is complete, it can be used to guide collaborative discussions. By this point, students have spent enough time with the text that they should be able to talk comfortably about it without reading directly from it, but the chart can help remind students of key words and details as necessary. During discussions, students can refer directly to the text when they need to provide text-based evidence to support an assertion. The text-dependent questions in this section will help reinforce close reading. They can be used to guide classroom, small group, or partner discussions or can be turned into writing exercises. The Integrated Reading, Writing, Speaking, and Listening activities that follow provide opportunity for a more involved written response.

### Text-Dependent Questions

<b>What the Text Says</b>	<p>How would you recognize a stink bug? (net-like wing tips, rostrum, the bad smell it can make.)</p> <p>What did you learn about how stink bugs eat? (They suck liquid through their rostrum.)</p> <p>What are the three steps in a stink bug's growth? (egg, nymph, adult.)</p> <p>Why does a stink bug need a rostrum? (to drink liquid.)</p> <p>What are some important details you learned about stink bugs? (stink bug have rostrums, the three steps that stink bugs grow in, stink bug wings have net-like tips, and stink bugs can let off a bad smell.)</p>
<b>How the Text Works</b>	<p>Is this a book that tells a story or that gives you information? (gives you information). How do you know this? (It has labeled diagrams, and it helps us learn about stink bugs.)</p> <p>How do the labeled diagrams help you learn about stink bugs? (They show the reader what things are, what things look like, etc.)</p> <p>Look at the labeled diagram on page 8. How does the diagram help to explain how a stink bug grows? (The numbers show the order in which a stink bug grows. The words after the numbers tell us that stink bugs begin their life as eggs, then they grow into nymphs, then they grow into adults. The pictures show us what eggs, nymphs, and adult stink bugs look like.)</p> <p>How does the book help you understand the word <i>nymph</i>? (The text explains that a stink bug grows in three steps and the labeled diagram on page 8 shows what a nymph looks like and that a nymph is what you call an insect after it is an egg but before it is an adult.)</p>
<b>What the Text Means</b>	<p>Why do you think the author wrote this book? (To teach us about stink bugs. Because she thinks stink bugs are interesting or might be interesting to readers, etc.)</p> <p>Why do you think it would be good for a stink bug to be the same color as its surroundings? (So it is a little bit hidden and is harder to see. This protects the stink bug from things that want to eat it.)</p> <p>Why is the rostrum of the stink bug long and thin? (To help it stick into things, like berries, that have liquid in them.)</p>
<b>What the Text Inspires You to Do</b>	<p>Think about the word <i>inspect</i>, which we learned the meaning of in <i>A Cricket Sings</i>. What would you want to inspect on a stink bug? (Answers will vary.) Do you think you could do what the girl in <i>A Cricket Sings</i> does and catch a stink bug? If you could catch a stink bug and inspect it, what would you like to see? (Answers will vary.)</p> <p>What is the most surprising or interesting thing you learned about stink bugs from this book? (Provide a sentence frame for written answers: "I was surprised/interested that stink bugs _____. This surprised/interested me because _____.") (Answers will vary.)</p>

Adapted from *Text Dependent Questions, Grades K-5: Pathways to Close and Critical Reading* by Fisher, Frey, Anderson, and Thayre, 2015; California: Corwin Literacy Publishers.



Emergent Reader Series Close Reading Guide

# Emergent Reader 30: *Stink Bug*



## Integrated Reading, Writing, Speaking, and Listening Activities

### Writing from the Chart

Invite students to think about one thing they learned from the book. Scaffold students to use the key word chart to help them remember what they learned about the topic of stink bugs. (This information is found in the Stink Bug Characteristic column of the chart). Next, ask students to provide a supporting detail for their topic statement by using the Details column of the chart. Finally, invite students to write about what they learned. Scaffold their writing by providing the following sentence frame: "Stink bugs (topic statement). (Detail that supports the topic statement)." (For example: Stink bugs have rostrums. A rostrum is like a straw to drink liquid through.) (Use ER Blackline Master #5 for this exercise.)