

# Insect Sounds

## Before Reading

### Text Type

Draw students' attention to the:

- title
- photographs.

Ask, "What type of book is this?" (Report) What information would you expect to be in this text?

### Visual Literacy

Notice that the photographs are mainly from close range so the features being described can be seen more clearly.

Ask students what the curved lines around the chapter headings represent.

### Background Knowledge

Ask students to list the insects they know make sounds. Mimic the sounds made by these insects.

Discuss reasons why insects make sounds. How is this helpful or harmful to the insect?

If a student does not know answers to these questions, provide an explanation.

### Phonological Awareness

Ensure students know the following phonological patterns:

- **-ou-** (p.4): amount, around, flour, found, mouth, out, proud, shout, sound
- **-ck-** (p.5): black, brick, crack, cricket, knock, o'clock, packet, quick, stick, thick
- **-ea-** (p.10): bread, deathwatch, health, heavy, meant, ready, weather

Say these words to the students. Ask them to identify which part of the words sounds the same. Use the following activity to further develop this understanding.

- Play 'Noughts and Crosses'. Use grids with sounds to be recognised written in each box. When the teacher says a word, the student places a counter in the box which contains the same sound as the word. The aim is to get three counters in a straight line.

### High Frequency Words

from, its, like, many, other, some, their, this, when, with

- Take a pile of high frequency word cards and hold up each one for students to read, decreasing the time for recognition as the words become more familiar.

### Vocabulary:

attract, cicadas, cricket, deathwatch beetle, grasshoppers, insects, katydid, mates, rub, vibrates, voice boxes



### Motivation / Purpose

The purpose of this text is to show how and why insects make sounds. This text links with the theme *Life Science*. The *Fast Forward* books in the *Life Science* theme are: *Animal Groups* (Level 6); *Animal Disguises* (Level 8); *Skeletons* (Level 9); *Insect Sounds* (Level 11); *Water World* (Level 12); *The Heart* (Level 14); *Natural Partners* (Level 15); *Food Chains* (Level 17); *Animal Travellers* (Level 18); *My Bushfire Diary* (Level 20); *Life in the Amazon Jungle* (Level 21); *Twins* (Level 23); *Seeing in the Dark* (Level 25).

### During Reading

#### Vocabulary in Context

Discuss with students the meaning of each of the words in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- **rub** (p.6): use phonological skills to decode this word, and continue by demonstrating that when a short vowel is followed by a consonant, the final consonant is doubled before adding 'ed' or 'ing' (e.g. rub / rubbed / rubbing).
- **grasshoppers** (p.6); **katydids** (p.8); **deathwatch** (p.10): compound words: grass + hoppers; katy + dids; death + watch
- **cicadas** (p.4): revise the 'ci' sound and list other examples e.g. city, circle

### Checking for Meaning

#### Literal:

Name one insect that makes its sound at night. (p.5)  
If insects do not have voice boxes, how do they make sounds? (p.6)

#### Inferential:

Why do you think different insects make sounds with different parts of their body?  
Why would it be important for male insects to keep other males away from their homes?

### Response:

Did you know how animals made sounds? How did you think animal sounds were made?

What do you think would happen to an animal if part of its body were injured?

### Grammatical Patterns

Ensure students understand the following components of a report.

- Opening general statement defining the topic: *Many insects make sounds.* (p.4)
- Passages of description relating to various aspects of insects and the sounds they make. (pp.4–15)
- Use of general nouns: *insects* (p.4), *cicadas* (p.4), *night* (p.5), *voice boxes* (p.6), *grasshoppers* (p.6)
- Action verbs: *rub* (p.6), *opens* (p.7), *vibrates* (p.7)
- Use of timeless present tense: *Some insects make sounds at night.* (p.5) *Many insects make sounds by rubbing their wings together.* (p.8)
- Use of technical terms: *insects* (p.4), *cicadas* (p.4), *cricket* (p.5), *voice boxes* (p.6), *grasshoppers* (p.6)
- Repeated naming of the topic as the beginning focus of the clause: *Some insects make sounds to tell other insects to stay away. Sometimes, male insects make sounds to keep other male insects away from their homes.* (p.13)

### Fluency / Punctuation Patterns

In this text some sentences are simple as they contain only one idea: *Many insects make sounds.* (p.4) *Insects don't have voice boxes.* (p.6)

In this text some sentences are compound as they contain more than one idea: *Insects make sounds with other parts of their bodies.* (p.6) *It has hairs on its legs that pick up the sound vibrations.* (p.10)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

*Insects make sounds / with other parts of their bodies.*

*It has hairs on its legs / that pick up the sound vibrations.*

In this text these sentences are complex, as they contain a dependent clause and an independent clause: *Many cicadas make their sounds when it is hot and sunny.* (p.4) *When these animals hear insect sounds, they know where to find the insects!* (p.14)

Identify the dependent clause in these examples.

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

*Many cicadas make their sounds / when it is hot and sunny.*

*When these animals hear insect sounds, / they know where to find the insects!*

These punctuation patterns occur at various intervals throughout the text:

- Use of speech marks to identify the sound made by the katydid: *"katydid! katydid!"* (p.8)
- Use of a comma to separate adverbials from the rest of the sentence: *Most of the time, ...* (p.12)

### Critical Literacy

What is this text about?

How did the author know about the things in this text?

What have you learnt from reading this text?

Where could you find other texts like this?

### Linking Visual and Written

Ensure students refer to the photographs as they read each section of the text, as the explanation of how the insect makes its sound refers to the insect illustrated on that page.

### After Reading

Name some other insects and find out how they make sounds.

Experiment with body percussion to see what interesting sounds you can make with different parts of your body.

### Activities

After reading the text, the students will:

- answer questions about the text
- sort given list of words into categories according to common phonological elements
- match words with their meanings
- complete sentences about sections of the text.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

