96A
The Bug Watch

by Cass Hollander
Leveled Reader 96A
Genre: Realistic Story
Level: Easy

Summary

Jeremy and Zoe don't particularly like each other. However, when their regular project partners are absent, Jeremy and Zoe must team up for their class's "bug watch." When Zoe adopts a cricket, Jeremy can't believe that the cricket recognizes Zoe's voice. To prove her wrong, Jeremy goes to Zoe's house. He is surprised when the cricket starts to chirp as soon as it hears Zoe's voice. By working together, they discover that maybe they can be friends after all.

At a Glance

Links to the Student Edition

☞ **Comprehension Skill:** Visualizing

Selection Vocabulary: *chirp, venturing, melody, furiously, occasion*

Program Theme: The World Around Us
Unit Theme: A Wider View

Looking for small signs of life, such as crickets, can give us a better picture of our world.

Before Reading

Motivating the Reader
Build Background About Observing Animals

Give students the opportunity to observe animals carefully. Have each student prepare a "field diary," a few pages stapled together in which he or she can record drawings and observations. Take the students outside and have them look for birds, squirrels, insects, and so on around the school. Encourage them to record any information they know or questions they have about the animals they see. When you return to the classroom, ask students to share their field diaries. Discuss what we can learn by observing animals.

Preview and Predict

Have students scan the cover, text, and illustrations. Draw students' attention to the illustration on pages 6 and 7 and ask what they think the boy and girl are doing. Encourage students to make predictions about what a "bug watch" is or why the characters are watching bugs. Suggest that students read to find out more about the two main characters.

Point out the selection vocabulary and any unfamiliar words, such as *rustled, peering, adopt,* and *recognize,* that might be important to understanding the book.

During Reading

Guiding Comprehension

Use the following questions to support students as they read.

- **Page 3** *How do Zoe and Jeremy feel about each other?* (They don't like each other very much.) *Why do you think they feel this way?* (Possible answers: They like different things and have different friends. Maybe they don't know each other well.)

- **Page 4** *What is a "bug watch"?* (It is a project where students search for bugs and use a bug book to figure out the names of the bugs they see.)

- **Page 5** *Why is the class participating in the bug watch?* (Mr. Webb wants the students to realize that there are many kinds of insects.)

- **Page 5** *What does venturing mean? What other word would make sense in this sentence?* (going, exploring)

- **Page 6** *Why are Jeremy and Zoe working together?* (Their best friends and regular partners, Chip and Claire, are absent.)

- **Page 7** *Why does Jeremy rustle the grass with a stick?* (He is teasing Zoe. He might want her to think that there is a snake in the grass. He might be trying to make a hiding snake show itself.)

- **Page 8** *What kind of student do you think Jeremy is?* (He seems lazy. He wants to take the easy way out.) *What kind of student do you think Zoe is?* (She is a good student. She works hard to do things correctly.)

- **Page 13** *What does Zoe learn about her cricket?* (She learns what kinds of songs it sings. She finds out that it likes cucumbers.)

- **Page 16** *How have Jeremy's and Zoe's feelings changed?* (They are more friendly toward each other. They are willing to work together as partners again.)

Model Your Thinking

Comprehension Skill: Visualizing

Think ALOUD

Visualizing means creating pictures in your mind as you read. Good readers pay attention to the words an author uses to describe how something looks, smells, and tastes and what it sounds or feels like. They also think about what they already know about what is being described. On pages 6–8, there are clues about the field where Jeremy and Zoe watch bugs. As I read, I try to picture the different types of insects in the grass, the sounds of bugs, and the feel of the hard rock underneath me. If I have trouble visualizing, I can reread a passage or read more slowly to get a better picture in my mind.

After Reading

Revisiting the Text

Comprehension Have students write the word *field* in the middle of a web. Then have them record story details and their own prior knowledge that help them visualize the field. Have students use their webs to create new illustrations for the book.

☞ Visualizing

Read the story *The Bug Watch* and then answer Numbers 1 through 5.

1 Why are Zoe and Jeremy partners one day?

   Ⓐ They do not really like each other.
   Ⓑ Mr. Webb gives everyone a new partner.
   Ⓒ Zoe and Jeremy are next-door neighbors.
   Ⓓ Both of their partners are absent.

2 Why does Jeremy decide to visit the cricket at Zoe's house?

   Ⓕ He wants to play with the cricket.
   Ⓖ He wants to see if the cricket knows Zoe's voice.
   Ⓗ He wants to bring the cricket back to school.
   Ⓘ He wants to see what type of cricket Zoe has.

☞ 3 The author says that Jeremy and Zoe heard a **"melody of buggy sounds."** Why does the author use these words?

   Ⓐ to help readers see each bug in the field
   Ⓑ to make the story sound like a beautiful song
   Ⓒ to help readers imagine the peeps, hums, and chirps in the field
   Ⓓ to give readers a picture of how the bugs felt about being watched

☞ 4 What words does the author use to help you understand what it was like on the bug watch? Use details from the story in your answer.

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5 How do Jeremy's and Zoe's feelings for each other change during the story? Use details and examples from the story in your answer.

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