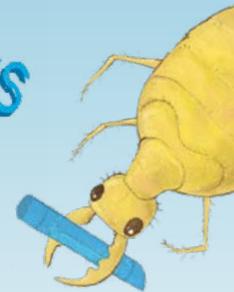


Do Doodlebugs DOODLE?

and Amazing Insect Facts



written by Corinne Demas & Artemis Roehrig
illustrated by Ellen Shi

EDUCATOR'S GUIDE

ABOUT THE BOOK

Moving from one silly question (like the title's "*Do Doodlebugs Doodle?*") to another ("do horseflies gallop?") children will learn all kinds of fascinating facts about a variety of insects while laughing all the way. It's real science and more because as children find out about some of their favorite insects—stinkbugs, fireflies, robber flies and more—they also will be exploring language including the multiple meanings of words. Illustrations add to the humor and also to an appreciation of the world of nature and the insects with whom we share that world.

USING THIS GUIDE

- This guide features activities that target national education standards in a variety of subjects. Each activity lists which standards it meets:
- **Life science** – behaviors and characteristics of various insects; habitats; adaptations
- **Scientific vocabulary**
- **Language Arts** – humorous tone, figurative language
- **Reading** – illustrations enhance meaning and tone; comprehension strategies; answer questions; main idea and details

GUIDED READING LEVEL | **M**

GRADE LEVEL EQUIVALENT | **2**

INTEREST LEVEL | GRADES **PreK-5**

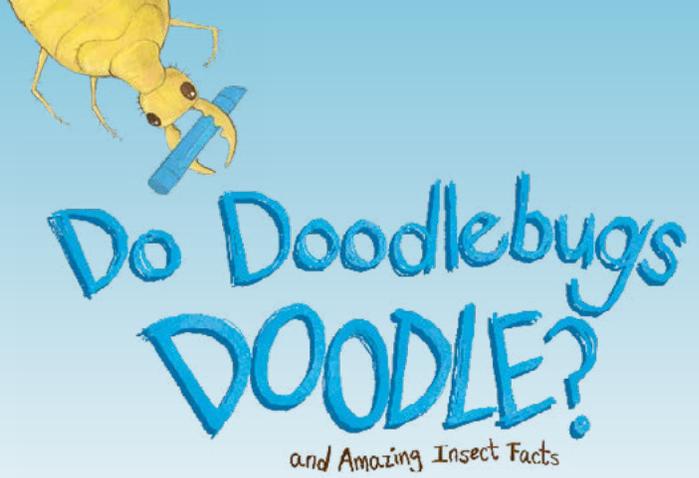
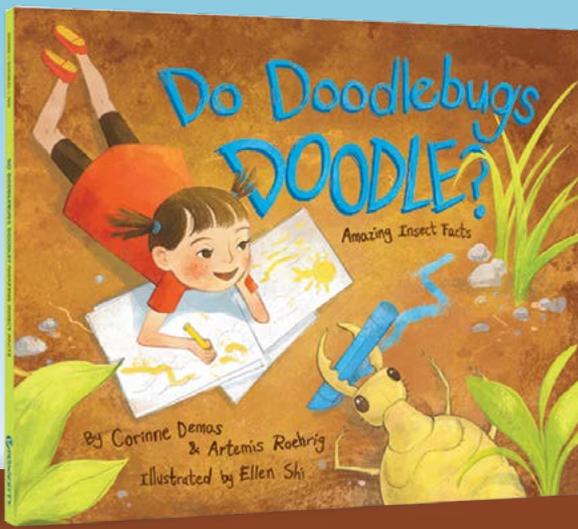
RRL | **20** | LEXILE | **610L**

ISBN	Book Category	Page Count	Word Count
978-1-943978-3-59	Non-Fiction	36	276

This guide was prepared by Clifford Wohl, Educational Consultant

Common Core State Standards/Instructional Strand
W 2,2.3,6,7,8, SL 2.1,1b,1c,2.3,4,6, RF 2.3,3d,4,4a,4cL 2.3,4,4a,4c,4d,5,5a,5b,6, RL 2.1,2.3,4,6,7,8,9,10





EDUCATOR'S GUIDE

FOLLOW-UP QUESTIONS

Science: *Nature, Insects, Adaptation; Reading Comprehension; Language Arts:* *Vocabulary, Figurative Language, Critical Thinking*

To make sure your students understand and retain what they read, ask:

- How do water boatmen get oxygen when they are swimming underwater?
 - What is the fastest flying insect on earth?
 - What is the survival purpose of a stinkbug's odor?
 - Which has been on earth longer—humans or insects? How long for each?
 - Are yellow jackets bees or are they something else? What?
- RI 2.1, 2.2, 2.4

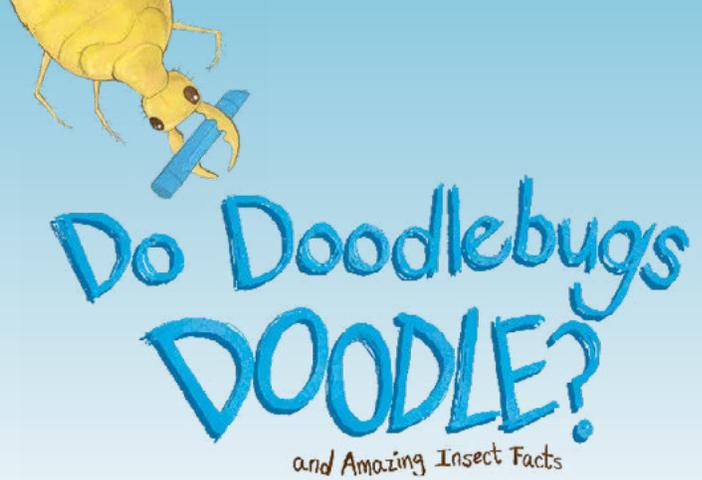
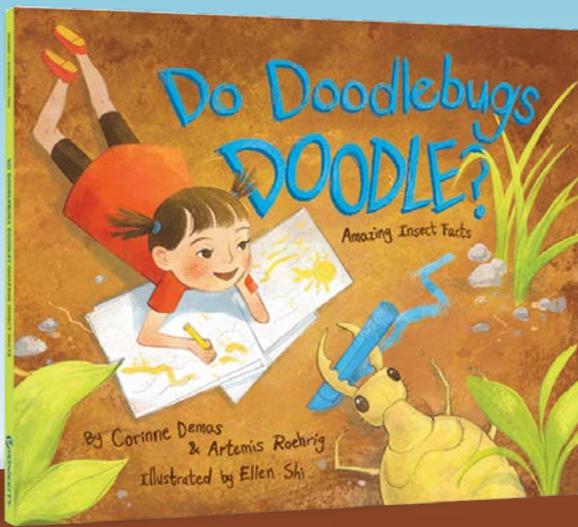
FOLLOW-UP DISCUSSION

Language Arts: *Critical Thinking, Speaking and Listening; Science:* *Nature, Animals, Insects, Adaptation*

As your students learn about each of the insects covered in *Do Doodlebugs Doodle?*, have them keep a list of the adaptations for survival that each has made. Discuss what insects require to survive and to perpetuate their species. What are the special challenges that insects face which other animals (including humans) do not?

RI 2.1, 2.2, 2.8; SL 2.1, 2.2, 2.3, 2.6





EDUCATOR'S GUIDE

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RI 2.1, 2.2, 2.8; SL 2.1, 2.2, 2.3, 2.6

ACTIVITIES

1 Language Arts: *Critical Thinking, Writing, Speaking and Listening*;
Science: *Nature, Animals, Insects, Adaptation*

View some videos of insects—those in the book and beyond those. As you watch with the class discuss the things various kinds of insects have in common and the ways they are different. Ask students to imagine life as an insect. What kind would they choose to be and why? Each student should write an essay about their insect and present it to the entire class. The presentations can include diagrams and illustrations. Excellent videos of flies can be found on YouTube. Here are some to get your students started:

DRAGONFLY: www.youtube.com/watch?v=a8RQV_Dah-8

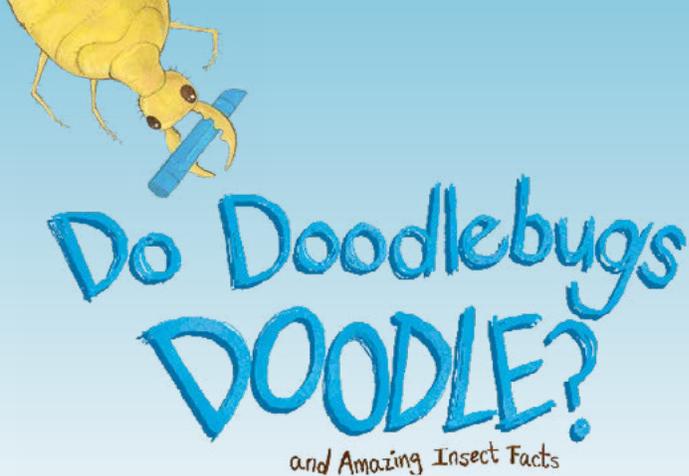
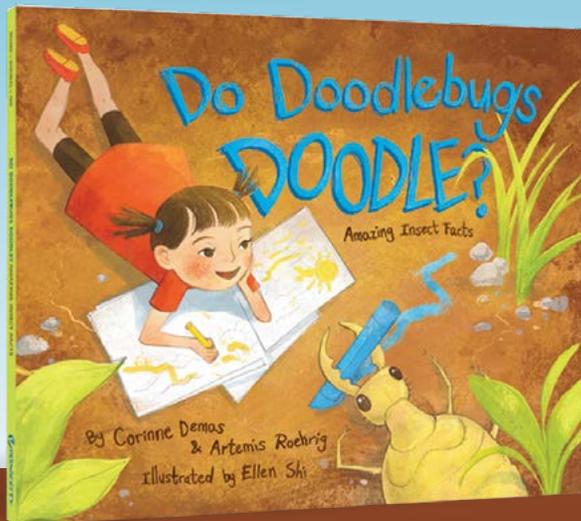
HOUSE FLY: www.youtube.com/watch?v=wSdfAfHVXCw

HORSEFLY: www.youtube.com/watch?v=DiNqFt6c55M

FIREFLY: www.youtube.com/watch?v=oWdCMFvgFbo

W 2.1, 2.3, 2.7, 2.8; SL2.1, 2.2, 2.3





EDUCATOR'S GUIDE

2 **Science:** *Nature, Insects*; **Language Arts:** *Research; Speaking and Listening; Cooperative Learning*

Do Doodle Bugs Doodles? tells about eleven different kinds of flies. But there are many species of flies that live on the earth. Divide your students into eleven teams of entomologists. Each team will be responsible for researching a type of fly not mentioned in the book. The websites below will help your students find and write about their flying insect. Make sure no two teams pick the same one. They should be prepared to amaze their classmates with interesting facts about their insect. Presentations should include photographs and illustrations.

Some good places to start:

<http://easyscienceforkids.com/animals/insects/>

<http://easyscienceforkids.com/all-about-flies/>

<http://www.bugfacts.net/insects.php>

RI 2.1, 2.2, 2.7; W 2.2, 2.7, 2.8; SL 2.1, 2.2, 2.

3 **Science:** *Nature, Animals, Insects*; **Language Arts:** *Writing, Research*

Students will learn in the back matter of the book that though there are five million species of insects, only about one million are named. Make this fact a launching point for your students to write a short report about a fictional insect that they discover and then have the opportunity to name. Their choices can be silly or serious, but they must reflect something about the behaviors or physical attributes of the insect. Be sure to review the qualities that all insects have which are described on the "What Is an Insect?" section, pages 30–33 of the book. Put all the reports into a notebook so students can read about each other's discoveries.

W 2.1, 2.2, 2.4, 2.7; SL 2.1, 2.2

