



Eye Wonder: Bugs

Second Reading: Text & Vocabulary

Always read the paragraph that is below the title. Reading the rest of the information on the page is flexible. For very young readers, don't feel you need to read the entire page. The opening paragraph may be enough. For a more experienced reading audience pick as much of the page as you wish. Use the glossary at the end of the book for definitions of the science vocabulary.

*Read the pages before you begin discussion.

**Remember to keep your story time between 15 – 20 minutes. If a reading isn't finished, continue it another day.

Pages 4 and 5:

- **arthropod** is an example of a vocabulary word that is explained in the text and in the glossary (page 46).
- **skeleton**: forming the hard frame of the body, like bones. Identify the **skeleton** of each bug.

Pages 6 and 7:

- **obstacles**: something that makes life difficult. Read the information you wish from these pages. What **obstacles** might a bug face? Discuss the special ability of each bug to overcome **obstacles** in its life.

Pages 8 and 9:

- **aerobatics**: stunts performed while flying through the air. Read the information you wish from these pages. Discuss the amazing **aerobatics** of the featured bugs. Which **aerobatic** do you find the coolest?

Pages 10 and 11:

- Read the information you wish from these pages. Discuss which of the special senses featured on these pages you'd like to have. Explain your choice.



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Pages 12 – 15:

- **cunning:** sneaky, skilled at deceiving. Read the information you wish from these pages about how bugs get their food. Which bug do you think is the most **cunning**? Explain your choice.

Pages 16 and 17:

- Read the information you wish. Which bug do you think has the most **cunning camouflage** (in glossary on page 46)? Explain your choice.

Pages 18 and 19:

- Read the information you wish. Then, discuss which bug you think has the cleverest way of avoiding attackers.

Pages 20 and 21:

- Read the information you wish. Which of these baby bugs would you want to be? Explain your choice.

Pages 22 and 23:

- **emerge:** to come into view. Read all of page 22. Retell the changes that happen to the caterpillar in your own words. Use the words **emerge**, pupa, and metamorphosis, if appropriate for your audience.

Pages 26 and 27:

- Read the information you wish. Would you want to be a member of the ant or termite **army**? Yes or No. Explain your choice using information from the text.



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Pages 28 – 35:

- Read the information on each page that you wish. Imagine being a bug. In which of these places would you want to live: the jungle, the desert, the water, or your house? What special skills and protection would you need to survive? Explain your choices using information from the book.

Pages 36 and 37:

- After reading information about bugs coming out at **dusk**, would you rather be a bug who's active during the day or during the night? Explain your choice using information from the text.

Pages 40 and 41:

- Read the information you wish. Why do you think it might be hard for humans to control the bugs on these pages?

Pages 42 and 45:

- **gunge**: soft, sticky goo. After reading some of the information on these pages, do you think all bugs are **essential** or just certain bugs, such as those who prevent our world from being covered in **gunge**? Explain your answer using information from the text.
- Think of the questions you had after the First Reading. Did the text answer them for you?