

Teacher Edition



alphakids

# Social Insects

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## How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

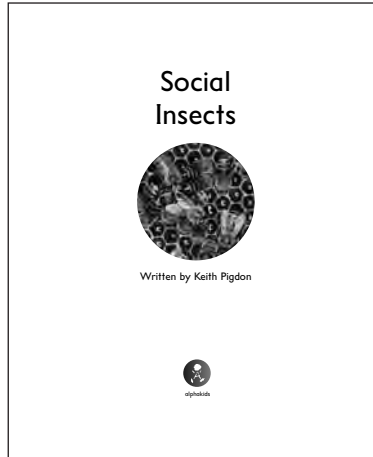
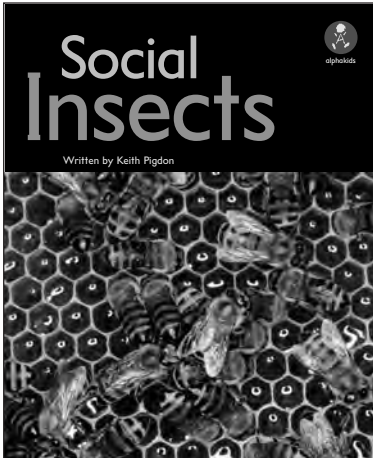
- Scientific language is used: nest, queen, workers, soldier, mounds, saliva, nectar, pulp, social
- An index is provided
- Coloured photos show close-up images of the insects discussed

## Vocabulary

defend, enemies, hive, mounds, nectar, pulp, purpose, saliva, social, survive, termites

## Setting the context

You may like to take the children into the schoolyard to observe an ants' nest. *Why are all these ants going into this hole? What is in the hole? What are they taking into the hole?*



## Front cover and title page

*This book is called 'Social Insects'. What does 'social' mean? How might insects be social? What sort of insect is shown on the front cover? Why do you think these insects are on the cover?*

## **Predict**

*What is a table of contents? What is its purpose?*

*Look at pages 4 and 5.*

*What is an introduction?*

*What do you think we will discover about social insects?*

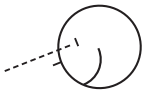
## **Read** to the end of page 4.

## **Reflect**

*How do you use a table of contents? Why would the author include one?*

*How did the author introduce his report on social insects?*

*What would he have needed to know to write it?*



## **Observe and support**

Can the child monitor their understanding of the text as they read? Encourage them to ask themselves questions such as:

*Did I understand what that was about?*

*Could I explain what I have just read to someone else?*

*Do I have any questions that need answering?*



## Contents

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Index 20

## Introduction

Some insects live and work together in large groups. These insects survive by sharing their home, work and food. They are called social insects.

Ants, bees, wasps and termites are all social insects.



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## **Predict**

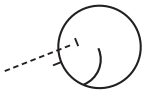
*What are some words that are likely to be included in this section?*

*What information do you know about ants that might be found in this part of the book?*

## **Read** to the end of page 9.

## **Reflect**

*What do you now know about ants from reading this section? Was any of the information surprising? Why?*



## **Observe and support**

Ask one child to read aloud to you while the others are reading silently and check for phrased and fluent reading.

Does the child attend to paragraph breaks to support expressive reading?

Point out the paragraph break.

*Did you notice the extra space between these two lines? This tells us a new idea is coming. It is a good idea to pause before reading a new paragraph aloud.*

## Ants

Ants live together in a nest. There are three kinds of ants in a nest: the queen, the workers and the young ants.

The worker ants build the nest. They usually build a nest that is made up of rooms. Each room is used for a different purpose.

The queen uses one room to lay eggs. The workers pick up the eggs in their mouths and carry them to a different room where they will be warm and safe.

The workers use another room as a resting place.



These weaver ants work together to build their nest. The young ants make silk threads. Then the worker ants use their mouths to sew leaves together with the silk thread.

The nest is safe and strong.



## **Predict**

Ensure that the text is masked so that the children can only see the photographs.

*Can we discover any information about termites just by looking at the photographs?*

*What do you think the photographs show?*

*Tell me a question you think will be answered in this section.*

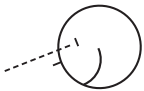
## **Read** to the end of page 13.

## **Reflect**

*Was your question answered in this section of the book?*

*Was it a relevant question and where else could you find the answer?*

*Did the photographs support the information in this section? Why?*



## **Observe and support**

Does the child cross check all information on the page to support their reading?

Example: *You read 'Termite mounds can be very big.'*

*What did you check to make sure that the word was 'mounds'?*

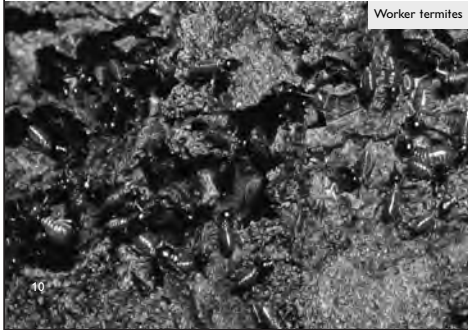


## Termites

Termites live together in a nest.

There are five kinds of termites in a nest: a queen, a king, the workers, the soldiers and the young termites.

These termites build nests that are called mounds. Workers build and extend the nest by mixing soil and wood with their saliva. Termite mounds can be very big.



Worker termites



Termite mound

The king and queen stay safe in one room of the nest and produce young termites. The queen can lay up to eighty thousand eggs a day.



Queen termite with young termites



The soldiers are the largest termites. They sit with their jaws and heads pointed away from the queen and defend the nest against enemies.



Soldier termites

● **Predict**

*How are bees social insects?*

*What do you think is the job of the queen bee?*

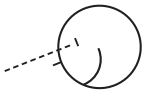
*Do you think these bees make honey?*

● **Read** to the end of page 15.

● **Reflect**

*What was the most interesting piece of information in this section? Why?*

*How did the photographs support you when you were reading?*



**Observe and support**

Can the child give answers that are found directly in the text?

*Where do bees live?*

*Who feeds on the honey?*

*How do the other bees know where flowers are growing? Show me where it tells you this.*

## Bees

Bees live together in a hive.

There are four kinds of bees in a hive:  
the queen bee, the male bees, the worker bees  
and the young bees.

They all have jobs to do.

The queen and the male bees stay in the hive  
and produce eggs.



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The young bees stay in the hive. They store the honey  
in the hive. All the bees can feed on this honey.



Worker bees look after the hive.  
They also collect nectar from  
flowers. This nectar is used to  
make honey.

When a worker finds a place where  
there are lots of flowers, it flies  
back to the nest and does a dance.

This dance tells the other bees  
where the flowers are growing.



15

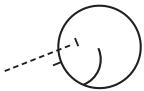
● **Predict**

*How do wasps work together?  
Where do wasps live?  
How do they build their home?*

● **Read** to the end of page 16.

● **Reflect**

*Why has the author included wasps in his book about social insects?  
What did you learn about wasps from reading this?*



**Observe and support**

Can the child use syntactic information to correct an error?  
For example: *Would we say 'lays' or 'laid'? Does that sound right? Do we say it that way?*

## Wasps

Some wasps live together in a nest. There are three kinds of wasps in a nest: a queen, the workers and the young wasps.

The queen lays eggs inside the nest.

The workers chew bark and wood to make paper pulp. They use this pulp to build a paper nest in a tree or under the ground.

The workers also find food for the nest.

Wasp nest in a tree



● **Predict**

*What does 'conclusion' mean?*

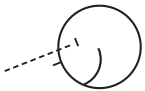
*What information do you think we will find in this section? Why?*

● **Read** to the end of page 18.

● **Reflect**

*What is the purpose of a conclusion?*

*Why would the author include one?*



**Observe and support**

Can the child support their understanding of the text with direct evidence from the page?

*Why do social insects need to live in groups?*

*How do they help each other?*

## Conclusion

Social insects share work between them. Each insect has its own job to do.

The queen can lay eggs and keep the nest going but she can't find food or protect herself.

The workers and soldiers know how to find food and protect the nest but they can't lay eggs.

Each insect depends on the others for food and safety.



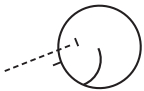
● **Predict**

*Why would the author include an index?  
What will it tell us?*

● **Read** to the end of page 20.

● **Reflect**

*How do you read an index?  
Where would you look up information about saliva?  
How is an index different from a table of contents?  
Can you demonstrate how to use it?*



**Observe and support**

*Can the child explain the purpose of an index?  
What is this page called? What is it for?  
Can you tell me where I would find out about mounds?*





## Index

- dance 15
- honey 15
- mound 10, 11
- nectar 15
- paper nest 16
- saliva 10
- silk thread 9
- weaver ants 9

## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*What does the queen ant do?*

*What do worker ants do?*

*Why do they live together?*

*How do bees look after each other?*

*What other animals live together in social groups?*

### Being a code breaker

Children may like to explore the different sounds represented by the letters 'ea': leaves, thread, weaver, each, heads, eat

### Being a text user

Discuss the features and use of an index.

*What does this page tell us?*

*How is it organised?*

*How do you read it?*

*Where would you look for information about honey? What did you think about to work that out?*

### Being a text critic

*What does this author think children are interested in?*

*Are children interested in finding out about social insects?*

## Responding to text



Children could compare and contrast the lives of social insects with those of other insects by doing further research. This information could be compiled into a comparison chart.

<b>Social insects</b>	<b>Other insects</b>
Have six legs	Have six legs
Some find food for all of the nest	Find food for themselves



Children could make models of one of the nests discussed in the book. They could make queen, worker and young insects from play dough, pipe cleaners, paper and cellophane. Encourage them to show the differences between these insects by using labels and signs.



Children could list a range of words with the letters 'ea'.

These could be grouped by the sounds the letters represent:

- each, weave, leaves, eat
- thread, heads

## Writing links

### Shared writing

Have children re-read the book to find words specific to social insects: nest, queen, workers, soldier, etc. Record these on a list. Discuss the meaning of each word. Model the writing of a sentence about social insects, using the words in the list. Children could then write their own sentences. They could be displayed together under the heading, 'What We Have Discovered About Social Insects'.

### Independent writing

Children could focus on one of the insects discussed in the book and write about the day in the life of a nest.

## Possible assessment focus

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Can the child:

- explain what a social insect is, using contextual information?
- explain the features of an index and show how to use it to find information?



whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Insects

**Curriculum link:** Science

**Text type:** Report

**Reading level:** 22

**Word count:** 510

**Vocabulary:** defend, enemies, hive, mounds, nectar, pulp, purpose, saliva, social, survive, termites

### Possible literacy focus

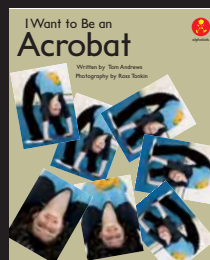
Using a range of information to understand new vocabulary.

Understanding the features and use of an index.

### Summary

This book is a report about insects that live in large groups. It focuses on the behaviour of ants, bees, wasps and termites.

## Other books at this level



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