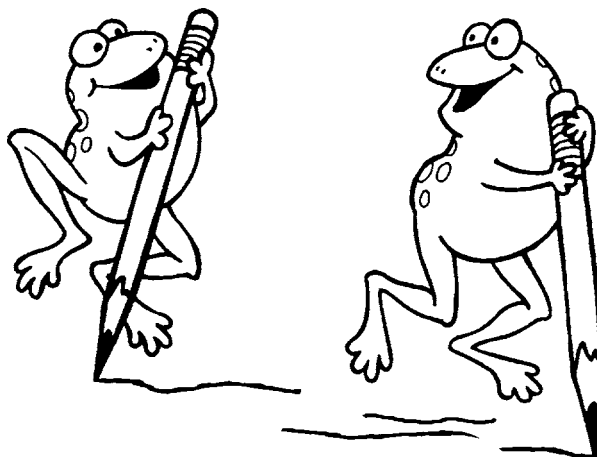
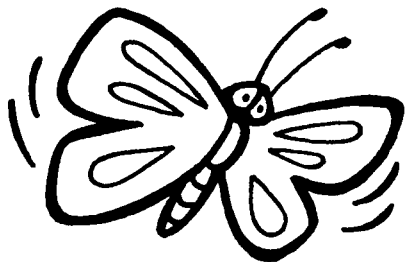


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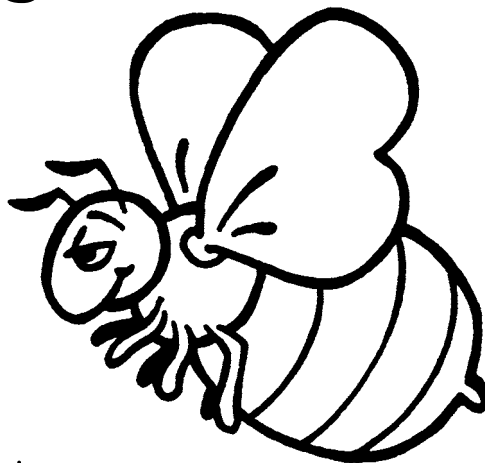
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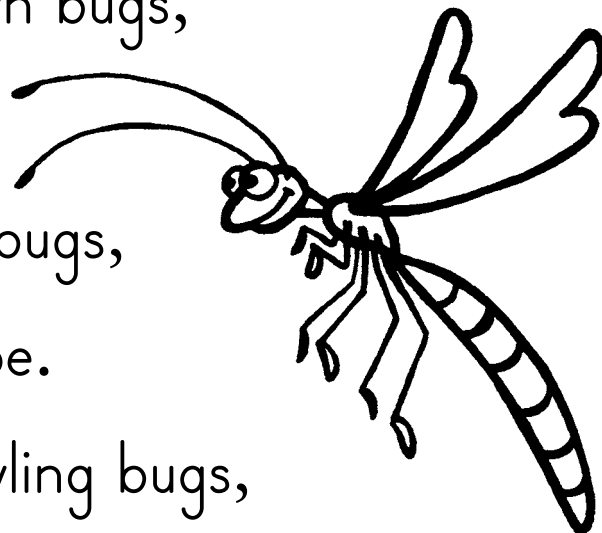
Bugs



Big bugs, little bugs,
What do they do?



Black bugs and brown bugs,
Red bugs too.



Fat bugs and skinny bugs,
Creeping on your shoe.

Flying bugs and crawling bugs,
Coming after you!



Pocket Chart Activities

Monday: Introduce the Poem

Ask students to name bugs that they like and bugs that they don't like. Read the poem, "Bugs," aloud to the children. Reread the poem, pointing to the words as you go. Invite the children to read the poem with you.

Tuesday: Search and Sort

Invite the children to help you recite the poem aloud, pointing to the words as you go. Remove all of the words from the pocket chart except for the following: *big*, *little*, *red*, *brown*, and *black*. Put the words *big* and *little* on opposite sides of the top line of the pocket chart and read them with the class. Spread out the Bug Cards (page 94) on the floor. Have each child take a turn finding a bug card and placing it on the correct side of the chart according to its size. Next, draw a chart on the board or chart paper. Remove the Bug Cards and words from the pocket chart. Use the Pocket Chart Cards (*big*, *little*, *red*, *brown*, and *black*) to label the chart as indicated.

Explain that you are now going to sort the bugs by looking at more than one characteristic. Demonstrate how to put the bugs on the chart by picking up a bug, first deciding if it is big or little to determine which row it will go in, and then putting it in the proper column according to its color. After the children have helped you place all the bugs on the chart, look at the bugs in each box and notice that they all have the same two characteristics (for example, all of these bugs are big and red).

	red	brown	black
big			
little			

Wednesday: Phoneme Segmentation

In Phoneme Segmentation, children break a word into separate sounds. For example,

Teacher: How many sounds are in *chip*? **Students:** /ch/ /i/ /p/. There are three sounds in *chip*.

Use the following words from the poem to practice phoneme segmentation as indicated above: *bugs*, *red*, *big*, and *fat*.

Thursday: Playing with Punctuation

Read the poem with your class. Reread the poem, stopping each time you come to a punctuation mark. Talk about what job each punctuation mark does. Remove a period, question mark, and exclamation mark. Rearrange them in the poem and read each line with its new punctuation. Repeat this activity several times until the children are familiar with what each punctuation mark does.

Friday: Culminating Activity

Invite the children to bring their Homework Pages to the circle and hold them up for the class to see. Ask the children to switch papers with a friend. Have the children look at the bugs in each box together to be sure they were put in the correct places on the chart. Allow the children to make any necessary corrections to their papers, then read the poem together one final time.

Teacher Directions: Color the bugs in the first row red. Color the bugs in the second row brown. Color the bugs in the third row black. Cut out the cards and laminate.

