

NAME _____

The Secret World of Mini Beasts

Directions: Find the events listed below in the book. Determine the cause or effect of each event and write it in the chart.

CAUSE	EFFECT
A funnel web spider bite	
Tarantula venom	
	A tarantula knows when creatures get close.
	A cockroach can run around for a week with its head cut off.
The hairs on the hind legs of a cockroach	

Write a cause/effect relationship about something you know.

CAUSE

EFFECT

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The SECRET WORLD of Mini Beasts

LEXILE™ 840

→ FOCUS STRATEGIES

→ Metacognitive Skill Self-Questioning

Strategic readers are aware of the strategies they use when they read and what to do when the text doesn't make sense. They actively construct meaning by asking themselves what they already know about a topic, what they expect to find out about it, and whether what they are reading is making sense. They spontaneously question during reading to make links to prior knowledge. These questions help guide their thinking during reading. Students need to be shown the cognitively active processes, such as self-questioning, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how to form questions to make sense of the reading. Use a KWL chart to help students set up questions to guide their reading.

→ Comprehension Skill Cause and Effect Relationships

Texts that explain how or why something happens, such as the metamorphosis of a moth or how a tarantula catches its prey, often contain cause and effect relationships. These sections of explanatory text usually develop in sequential order with one event causing or affecting another. It helps students understand the process being described if they can see the relationships between the events. While not all explanatory sequences use cueing words, many often do and students can learn to look for words such as these that signal cause and effect: *caused by, causes, because, when, makes, due to, etc.*

→ Vocabulary Skill Context Clues

Students need to learn how to use context, or the words surrounding an unfamiliar word, to figure out the meaning of difficult words. Sometimes the context provides clues in the immediate sentence, while other times students may need to look at the information in a whole paragraph or even a page to find the clues. There are different types of context clues that students can learn to look for: examples, descriptions, comparisons, and direct definitions of the word.

Focus Vocabulary Skill: Types of context clues

antennae	(description, definition)	p 4
proboscis	(definition)	5
metamorphosis	(example, description)	6, 7
compound eyes	(definition, description)	8
bacteria	(definition)	11
antivenom	(comparison)	15
nocturnal	(definition)	18
camouflage	(description, example)	20
leeches	(comparison)	24

X-zone

THE SECRET WORLD
OF MINI BEASTS

→ SUMMARY

Mini beasts are everywhere: in the air, under rocks, in the water—even living on our skin! Students will enjoy finding out about these strange creatures and how they live, from ordinary insects such as the housefly and cockroach to the unusual parasites that make their homes in the hair on our bodies.

→ OUTCOMES

Students will:

- Understand that readers question as they read in order to make sense of their reading.
- Understand cause/effect relationships.
- Understand how to use context clues to read.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can recognise cause and effect relationships. Note whether they can independently apply the strategy as they read the rest of the book.
- Note whether students can use different types of context clues to figure out the meanings of unfamiliar words.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Write the following sentence on the board: The world would be a better place without insects, spiders, and parasites. Pair students and have them discuss the statement. Then have pairs share their ideas.
- Ask students to share information about the most unusual creepy crawlly they have seen or read about.

Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. Ask them what the term mini beasts means to them and what types of creatures they expect to read about. Have them preview the table of contents and make predictions about the text. Ask them what questions they have as they preview this page.
- Create a KWL chart on the board. Have students tell what they know about the types of creatures listed on the contents page. Then ask them to think of questions they have about these creatures.

What I Know	What I Want to Know	What I Learned

■ Model questioning.

Think-Aloud: After reading through the contents page, I predict we will read about flies. I have always wanted to know more about how they see. I will write that question on the chart. I also want to know what kind of creatures live on me! Recap the value of questioning with your students.

Say: Asking questions as you preview a book and thinking about what you know and would like to know about a topic helps you be an active reader and will give you a purpose for reading.

- Preview the book with students, encouraging them to add questions to the chart as they view the photos and artwork.

Preview Text Features

- Point out the columns headed *Beastly Facts*, and tell students that these columns will provide interesting bits of information on the topic. Preview the diagram on page 7 and ask students what the diagram shows them.

→ Introduce the Focus Vocabulary Skill: Context Clues

- Point out the word **camouflage** on page 20. Explain that if students didn't know the meaning of this word, they could read the whole paragraph in which the word is found to find the meaning. The word is described in the paragraph and uses the examples of sticks and leaves to show how the praying mantis looks like its surroundings.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 12–21 of *The Secret World of Mini Beasts*.

Cause and Effect Relationships

- Tell students that they will be reading pages 12–21 silently. Explain that you want them to find out some of the problems caused by the insects and whether these insects can also be useful.

Self-Questioning

- Remind students to be active readers by asking themselves questions as they read to make connections to what they already know about mini beasts and to challenge themselves when something doesn't make sense.

Word Skills

- Remind students to use context clues in order to make sense of unfamiliar vocabulary.

During Reading

→ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 12–15: Have students read these pages to find out what people do to protect themselves from the bite of poisonous spiders. When students have read about antivenom, ask them how they can use the context to figure out the word.

Pages 16–19: Ask students to read the pages to find out whether cockroaches have any useful purpose. Have them share what they find out. Ask if they have answered any questions on the KWL chart from their reading so far.

Pages 20–21: Encourage students to share any questions they have about praying mantises before reading silently. Briefly discuss what they find out.

- Have students reread pages 12–21, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Have students share questions they had as they were reading. Ask them to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Cause and Effect Relationships

Model

- Explain that many nonfiction texts describe how or why something happens.

Say: On page 21 we learn how the praying mantis catches its prey. They have legs that are covered with spikes. They can also move very quickly. Their speed and their powerful legs allow them to grab their prey quickly and then hold on to it once they grab it. There is a cause/effect relationship here. Powerful legs with spikes and amazing speed is the cause. Catching the prey is the result of having these characteristics. The text doesn't tell us this in exact words, but if we think about the relationship between the legs of the mantis and their ability to catch food, we can better understand what happens.

Guided Practice

- Give students a copy of the graphic organiser. Guide students to identify the first cause/effect relationship (*funnel web spider bite can cause death*). Point out where to find the information in the text. Then ask what is the result of the development of the antivenom. (*No-one has died since the antivenom was produced.*)

→ Independent Practice

- Have students complete the graphic organiser independently by first filling in the relationships from the text. When they are finished, have them think of an example of a cause and effect relationship and write it on the graphic organiser. Have students share and discuss their completed worksheets.

→ Vocabulary Skill: Context Clues

- Point out the word **antivenom** on page 15. Ask students how they can figure out what the word means. Point out the comparison that is made to the word **medicine**, a word that students are more familiar with. Explain that sometimes words in the text signal context clues, such as the word **or** on this page. Other signal words are words such as **like**, **similar to**, **is/are called**.
- Point out the words **trip lines** at the top of page 15. Ask students to tell what they think this word means. Ask how they are able to use the context to figure out the meaning. Point out that there are no signal words in the text, so the reader must make use of the whole sentence to get a sense of the meaning of the word.

→ Apply the Lesson

- Have students write what they learned about mini beasts on a piece of paper. Then have them read the rest of the book independently and look for cause and effect relationships. Have them add new things they learn to their paper. Encourage students to read around difficult words to get a sense of their meaning.
- Ask students how they feel about the statement *The world would be a better place without insects, spiders, and parasites* after reading the book.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.