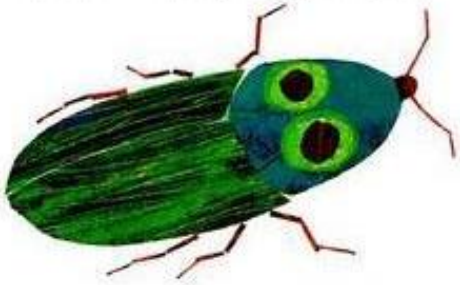


Eric Carle The Very Clumsy Click Beetle



Title: The Very Clumsy Click Beetle (Book #1)

Please note that the book makes a clicking noise!

Author/ Illustrator: Eric Carle

Age Range: 4-7

Themes: Perseverance, Practice

Vocabulary: clumsy, rummaged, wise, practice, somersault

See video of this book read aloud here: [The Very Clumsy Beetle](#)

I. INTEGRATIVE STRATEGIES



Title: World of Insect Beetles (Book #2)

Author: Colleen Sexton

Age Range: 6-9

Topics/Themes: beetles

Vocabulary: antennas, surroundings

See video of this book read aloud here: [Beetles](#)

- Show the photographs to the students and tell them that this beetle is an Eyed Elater Beetle and it is the same kind of beetle that Eric Carle used to create his story, The Very Clumsy Click Beetle. Discuss their reactions to its size compared to other beetle types that they may be familiar with, including ladybugs. Remind them of the factual information from Eric Carle's book that indicated these beetles' real eyes are actually small and located on the head (show in photos). Ask students if they remember the purpose of the large "eye" markings on the back (to scare off larger predators such as birds).
- Before reading, have students try to locate this beetle type in the book (p. 20).
- Show students the Contents page. Discuss how it organizes the book's information in broad categories and helps readers locate information with the page numbers.
- P. 4: As you read, ask students what they notice about the lettering. Discuss how **insects** is darker (**bold**) so that it helps the reader to remember especially important information. Model how a reader stops after reading new information (or page, for example) to summarize the key understandings, an on-going process throughout the reading.
- P. 5: Point out bold-face **antennas**. Draw students' attention to the text features (label/arrows). Ask students how this also helps the reader to understand information.
- Pp. 6-7: Text features (*jaws*). Ask students where their *jaws* are.

- P. 8: As you continue reading, have students compare and contrast different beetles and their features (e.g.: the beetles on p. 6/p. 8 for jaw differences).
- P. 11: Text features (label/arrows)
- Pp. 12-13: Ask students if they have ever seen the two types of wings on ladybugs.
- P. 17: Discuss bold-face; size.
- P. 18: Ask students to think about why this beetle's physical appearance is so different and how its unique design might help it.
- P. 20: Bold-face; explain that the beetles are an example of camouflage. Ask students if they have seen or own camouflage clothing, for example, or have seen camouflaged tanks, and how such camouflage helps military personnel.
- P. 21: Discuss the important fact: more than **any** other kind of animal in the world.
- Before continuing, ask students to summarize the key understandings from the pages.
- P. 22: Explain that this is a glossary, a special part of a nonfiction book that helps the reader to remember the important words (bold-faced) from the text.
- Have students compare The Very Clumsy Click Beetle and Beetles. How were the books different? Which one was fiction, a make-believe? Which was nonfiction, true information that gives you facts to explain something? How do you know?

CLICK BEETLE:



[http://freepages.misc.rootsweb.ancestry.com/~larsonmorgan/beetles/Eyed%20Elater%20\(Alaus%20oculatus\)%201.jpg](http://freepages.misc.rootsweb.ancestry.com/~larsonmorgan/beetles/Eyed%20Elater%20(Alaus%20oculatus)%201.jpg)



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