

It's a Bug's Word Out There!

A Common Core State Standards Aligned Activity for

100 BUGS!

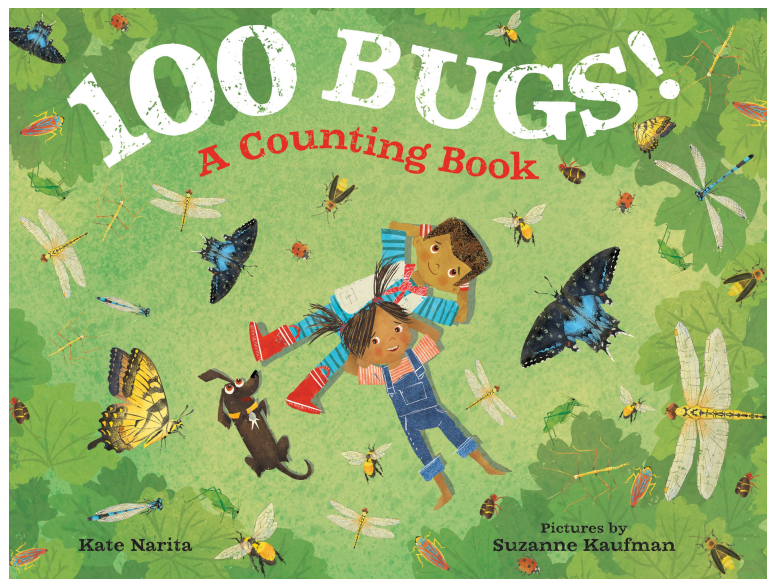
A Counting Book

FARRAR STRAUS GIROUX
New York

Written by Kate Narita

Illustrated by Suzanne Kaufman

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“Packed with great extension possibilities, visually engaging illustrations, and quick rhymes, this read-aloud would be a great addition to any

STEM shelf.” —Kirkus Review 

Meet the Team

Kate Palaces Narita is the author of *100 Bugs! A Counting Book*. When she's not out and about driving, teaching fourth grade or cheering on her two teenage sons, Kate lives, writes, and hikes on a small mountain in central Massachusetts. There's a magical part of Mt. Wachusett in every one of her stories. Be it small wonders like darting dragonflies and gorgeous garden phlox, or large wonders like munching moose and beautiful balsam firs, she celebrates nature's bounty each and every day. Visit her at www.katenarita.com.



Suzanne Kaufman is an author, illustrator, animator and lover of school potlucks. She is the author-illustrator of *Confiscated* and *I Love Monkey*. Her previously illustrated work includes books: *All Are Welcome*, *100 Bugs*, *Naughty Claudine Christmas*, and *Samanthasaurus Rex*. Over the years, she's done everything from animating special effects for Universal Television and Discovery Channel, to animating award-winning video games for children. When not tramping through the wilds of the Pacific Northwest, you will find her teaching animation or working in her studio. She lives in Seattle with her husband and two creative daughters of her own. Visit her at www.suzannekaufman.com.



Lisandra Flynn is an editor turned elementary school teacher who works with Kate. She has a flair for design and enjoys creating learning resources for her students and fellow teachers. When she's not teaching or tediously reorganizing her classroom, Lisandra enjoys hiking, crafting, and decorating her home in central Massachusetts, which she shares with her husband, baby boy, and two feisty cats.



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Copy a set of letters for each student. Ask students to cut out the boxes so that they can manipulate the letters. Tell the students, "These letters can be used to spell one of the insects from the book. But first, we're going to use the letters to spell some smaller words. As we spell the words, if you think you've figured out the mystery bug, give me a thumbs up. But don't say it aloud. It's a secret." Then, ask students to spell each word in the list in order using the cues given below. Have fun!

damselfly (short a and long a)

- am** Put the "a" and the "m" together. What word did we spell?
- yam** Put a "y" in front of "am." What vegetable did we spell?
- mad** Take away the "y" and add an "m." What emotion did we spell?
- fad** Take away the "m" and add an "f." We spelled "fad" which is a trend.
- fade** If we add an "e" to the end of "fad," the "a" changes from a short "a" to a long "a." We spelled "fade" which means to get dimmer and disappear.
- made** Remove the "f" and replace it with "m." What word did we spell?
- dame** Switch the "d" and the "m," you spelled "dame" which means lady.
- dam** Remove the "e" and you have a short "a" sound. You spelled "dam."
- damsel** Add "s," "e" and "l" to the end of "dam" to create "damsel" which means young lady.
- damselfly** Add "fly" to the end of "damsel." Which bug did we create?



I

f

e

d

a

y

s

m

l

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leafhopper (ea combinations)

- are** Use three letters to spell the word "are."
- ear** Rearrange the same three letters to spell the word "ear."
- hear** Put an "h" in front of the word "ear." Notice this word "hear" has the word "ear," in it because we hear with our ears. The word "here," as in, "Come over here," doesn't have the word "ear" in it.
- heal** Remove the "r" and replace it with an "l." Your cut will heal.
- real** Remove the "h" and replace it with an "r." Is that a real diamond?
- flea** Remove the "r." Move the "l" in front of the "ea." Put the "f" in front of the "l" to spell "flea." There aren't any fleas in *100 Bugs! A Counting Book*.
- leaf** Take the "f" and move it to the end of the word. Did you see a leaf in *100 Bugs! A Counting Book*?
- hop** Put the word "leaf" aside. Use three letters to spell "hop."
- hopper** Add "per" to the end of "hop" to make "hopper."
- leafhopper** Put "leaf" and "hopper" together. Which bug did we create?



l

r

f

p

e

p

e

o

a

h

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walkingstick (ing, ick and st blends)

- sing** Use four letters to spell the word "sing."
- sting** Put a letter between the "s" and "i" to make "sting." This bug doesn't sting.
- king** Remove the "st" and place a "k" in front of the "ing" to make "king."
- wing** Remove the "k" and place a "w" in front of the "ing" to make "wing." This bug doesn't have wings.
- wick** Remove the "ng" at the end of "wing." Put two letters after "wi" to create the word "wick."
- sick** Remove the "w" from "wick" and put an "s" at the beginning of the word to spell "sick."
- stick** Put a letter between the "s" and "i" to make "stick." This bug looks like a "stick."
- walk** Move "stick" to the side. Take four letters to create the word "walk."
- walking** Add "ing" to the end of "walk" to make "walking."
- walkingstick** Put "walking" and "stick" together. Which bug did we create?



a

c

g

i

i

k

k

l

n

s

t

w

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spittlebug (short e, i and u sounds)

- pit** Use three letters to create the word "pit."
- put** Remove the "i" and put a vowel in the middle to make "put."
- pet** Remove the "u" and put a vowel in the middle to make "pet."
- bet** Remove the "p" and use a consonant at the beginning to make the word "bet."
- beg** Remove the "t" and use a consonant at the end to make the word "beg."
- big** Remove the "e" and replace it with another vowel to make the word "big."
- bug** Remove the "i" and replace it with another vowel to make the word "bug." I wonder which bug we're spelling.
- spit** Spell "pit" again like we did in the beginning. Add an "s" in front of "pit." What word did we create? "Spit."
- spittle** Add "tle" to the end of "spit" to create "spittle," which means saliva.
- spittlebug** Add "bug" to the end of "spittle." Which bug did we create?



I

U

i

S

g

t

e

t

b

P

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katydid (long a, short a and short i sounds)

- at** Take two letters and create the word "at."
- it** Remove the first letter (vowel or "a") and replace it with the other vowel to make "it."
- kit** Place a letter in front of "it" to create "kit."
- kid** Remove the last letter ("t") and replace it with "d" to create "kid."
- day** Remove the first two letters ("k" and "i"). Move "d" to the front of the word. Place "a" after the "d." Put a "y" at the end. What word did we spell?
- dad** Take away the "y" and put the other "d" at the end. What word did we spell?
- did** Take away the vowel (middle letter or "a") and replace it with an "i" to make "did."
- Kay** Place "did" off to the side. How did we spell "day" earlier? (Someone will spell day. If no one does, you can point the word out on the board or the chart.) We're going to use the "a" and "y" at the end and place a "k" at the beginning to spell the name Kay.
- Katy** Place a "t" between the "a" and "y" to spell the name "Katy."
- katydid** Now put "Katy" and "did" together. Which bug did we create?



k

i

d

d

a

K

y

t

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bumblebee (long e, short u, ble blend)

- me** Use two letters to spell the word "me."
- be** Remove the "m" and replace with a "b." It is a pleasure to "be" your teacher.
- bee** Place another "e" at the end of the word to create the "bee" that stings.
- blue** Remove the last "e." Put two letters in between the "b" and the "e" to make the color "blue."
- mule** Take away the "b." Put the "u" before the "l." Now you should have "ule" in front of you. Add an "m" in front of "ule." The bees in the book are by a horse, not a mule.
- bum** Remove the "le." Put the "u" in front of the "m." Put one letter in front of the "um" to make "bum."
- bub** Remove the "m" and replace it with a "b" to make another word for "boy."
- bubble** Add "ble" to the end of "bub" to create "bubble."
- bumble** Remove the second "b." Replace it with an "m" to spell bumble.
- bumblebee** Add "bee" to the end of "bumble." Which bug did we create?



e

e

b

b

b

u

m

l

e

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butterfly (short and long u, short e, fl and fr blends)

- tub** Use three letters to spell the word "tub."
- rub** Remove the "t" and put a different letter in front to create the word "rub."
- bet** Remove the "r" and the "u." "B" is the first letter in this word. Place two letters after it to make the word "bet."
- fret** Remove the "b." Replace with two letters in the beginning to create the word "fret." Don't fret if you need help spelling the word. No worries.
- fry** Remove the "et" and replace with "y" to create "fry."
- fly** Remove the "r." Put a letter in between "f" and "y" to create "fly."
- flute** Remove the "y" put three letters at the end to create "flute."
- flutter** To change from a long "u" sound to a short "u" sound, double the "t" and put an "r" at the end. Which word did you create?
- butter** Remove the "fl." Put one letter in front to make "butter."
- butterfly** Add the remaining three letters at the end to create "butterfly."



r

l

f

e

b

y

u

t

t

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lightning bug (short u, short i, and ight)

- hug** Use three letters to spell "hug."
- tug** Remove the "h" and replace it with "t" to spell "tug."
- bug** Remove the "t" and replace it with "b" to spell "bug." I wonder which bug we are spelling. Place "bug" off to the side.
- it** Use two letters to spell the word "it."
- lit** Place an "l" in front of "it" to spell lit. These bugs lit up the night in *Bugs! A Counting Book*.
- nit** Remove the "l" and replace it with an "n." The "nit" is not a bug that is featured in *100 Bugs! A Counting Book*.
- night** Put two letters between the "i" and "t" to spell "night." *100 Bugs! A Counting Book* begins in the morning and ends at night.
- light** Remove the "n" and replace it with a letter to make the word "light."
- lightning** Add "ning" to the end of "light." We see this during thunderstorms.
- lightning bug** Move "bug" to the end of "lightning," but leave a space because this bug's name is two words, not one. Which bug did we create?



i

u

h

t

g

n

g

n

g

l

b

i

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dragonfly (short a, short o, y as a vowel, fl blend and dr blend)

- fog** Use three letters to spell the word "fog."
- dog** Remove the "f" and put a different letter in front to make "dog."
- dry** Remove the "og" and put two letters after "d" to make "dry." Hint: sometimes "y" is used as a vowel.
- lag** Remove the word "dry." Use three different letters to spell the word "lag."
- flag** Put an "f" in the beginning of the word to create "flag."
- fly** Remove the "ag." Add one letter at the the end of the word to create "fly." Hint: remember the vowel we used in "dry?"
- rag** Place "fly" off to the side. Use three different letters to spell the word "rag."
- drag** Add a letter to the front of "rag" to create "drag."
- dragon** Add two letters to the end of "drag," to make "dragon."
- dragonfly** Put "dragon" and "fly" together. What bug did we create?



l

g

f

d

a

y

r

o

n

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ladybug (short a and u sounds; distinguish between b and d)

- bud** Use three letters to create the word "bud."
- bad** Take out the vowel (middle letter or "u") and replace it with "a" to create "bad."
- bag** Remove the last letter and replace it with "g" to create "bag."
- lag** Remove the first letter and replace it with "l" to create "lag."
- lug** Take out the vowel (middle letter or "a") and replace it with "u" to create "lug."
- dug** Remove the first letter and replace it with "d" to create "dug."
- bug** Remove the "d" and replace it with a "b" to make "bug." Place the word "bug" to the side. You will use it in a few minutes.
- lad** Use three letters to create the word "lad."
- lady** What word do we create when we add a "y" at the end? "Lady."
- ladybug** Which bug do we create when we put "lady" and "bug" together? "Ladybug."



l

g

d

b

a

y

u

It's a Bug's Word Common Core Alignment

Reading Foundational Skills: Print Concepts

CCSS.ELA-LITERACY.RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.

Reading Foundational Skills: Phonological Awareness

CCSS.ELA-LITERACY.RF.K.2.A: Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RF.K.2.D: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-LITERACY.RF.K.2.E: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-LITERACY.RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.1.2.A: Distinguish long from short vowel sounds in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CCSS.ELA-LITERACY.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

It's a Bug's Word Common Core Alignment

Reading Foundational Skills: Phonics and Word Recognition

CCSS.ELA-LITERACY.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.K.3.A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-LITERACY.RF.K.3.B: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-LITERACY.RF.K.3.C: Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

CCSS.ELA-LITERACY.RF.K.3.D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CCSS.ELA-LITERACY.RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.1.3.A: Know the spelling-sound correspondences for common consonant digraphs.

CCSS.ELA-LITERACY.RF.1.3.B: Decode regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.1.3.C: Know final *-e* and common vowel team conventions for representing long vowel sounds.

CCSS.ELA-LITERACY.RF.1.3.D: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

It's a Bug's Word Common Core Alignment

Reading Foundational Skills: Phonics and Word Recognition (continued)

CCSS.ELA-LITERACY.RF.1.3.E: Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS.ELA-LITERACY.RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.2.3.A: Distinguish long and short vowels when reading regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.2.3.B: Know spelling-sound correspondences for additional common vowel teams.