

## The Colors and Shapes of Language 2

### Unit 5

#### Insects

#### Activity 1 – Naming

The teacher says, **“Let’s name different kinds of insects.”** [Students name.]

- b. The teacher says, **“Let’s name insects that fly.”** [Students name.]
- c. The teacher says, **“Let’s name insects that crawl.”** [Students name.]
- d. The teacher says, **“Let’s name insects that sting.”** [Students name.]

[The teacher needs a picture of a fly, ant and moth.]

#### Activity 2 – Describing

- a. The teacher shows a picture of a fly and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]  
**“Tell me some categories or groups that flies fit into.”** [Students respond.]  
**“Tell me the function of flies. What are they for or how do you use them?”** [Students respond]  
**“Tell me the color of flies.”** [Students respond.]  
**“Tell me their shape.”** [Students respond.]  
 The teacher shows a picture of an ant and says, **“Compare this fly to this ant. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]
  - b. The teacher shows a picture of a moth and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]  
**“Tell me some categories or groups that a moth would fit into.”** [Students respond.]  
**“Tell me the function of a moth. What is it for or how do you use it?”** [Students respond.]  
**“Tell me the color of the moth.”** [Students respond.]  
**“Tell me its shape.”** [Students respond.]  
 The teacher shows a pulley and says, **“Compare this moth to this fly. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]

#### Activity 3 – Listening to a Story

The teacher reads this story.



## Bug Recipe Contest

James picked up a flyer at the Museum of Natural Science that said, "Create a recipe incorporating bugs and win \$100.00." That was just the amount of money he still needed to get a mountain bike at the local bike shop. As the school bus bounced along, he thought of foods his mother cooked that he liked, potatoes au gratin, Grandma's French Fries, chocolate chip cookies. (The teachers draws a cookbook)

He pulled up "insects as food" on the internet as soon as he got home from school. James discovered that you can eat mealworms, grub worms, crickets, ants and over 1,462 others. Entomophagy is the technical word for eating insects, so he would have to become an entomophagist. He decided to focus on worms and crickets because he could buy worms at the pet store and catch crickets in the backyard. (The teacher draws a worm.)

When his mother came home from work, he was pouring over her recipe cards trying to find a suitable recipe.

"What are you looking for?" she asked.

James handed her the flyer. "Hmmm,\$100.00. That's a lot of money for a recipe. How are they judged?"

"It says that you will prepare your dish and bring it to the museum in two weeks for a tasting." (The teachers draws a person tasting.)

"I bet you have to do the tasting," his mother said.

"Naw, they wouldn't do that. They probably have tasters that are really bug eaters."

James decided to make mealworm chocolate chip cookies with baked crickets instead of nuts. Now, all he had to do was prepare the insects and substitute them in the recipe. The internet site said that you had to rinse the insects and place them in a plastic bag and freeze them for 15 minutes. Rinse again and pinch off the heads. Cricket's legs also need to be removed or they get stuck in your teeth. (The teacher draws a cricket.)

Using the blender, he ground the mealworms into a fine texture and chopped up the crickets. Before adding the crickets to the cookie mix, he had to bake them at 250 degrees until they were crunchy. He used them in the recipe just like flour and nuts. When they came out of the oven, the cookies looked just like his mother's best chocolate chip cookies. He pulled a silver tray out of the cabinet and carefully placed the cookies in a circular design. (The teacher draws a cookie.)

At the museum, a long table covered with a white tablecloth stretched across one end of the insect exhibit with dishes at regular intervals and behind each dish stood a contestant. James placed his tray in an empty space and went to join the others behind the table. His mother had been right, each contestant had to taste their creation as the judge did the same. James took a big bite of cookie. It was delicious. He ate the whole thing. So did the judge. "We have a winner," the elderly man said as he handed James a ribbon and a check. (The teacher draws a ribbon and a check.)



- b. The teacher asks the following questions after reading the story:
- i. What did the flyer say?
  - ii. Name some insects that you can eat.
  - iii. How do you prepare insects to eat?
  - iv. What do cricket legs do?
  - v. What recipe did James choose?
  - vi. Why did he have to taste the recipe along with the judge?
  - vii. Who won the contest?
  - viii. Would you eat insects? Why or why not?

#### Activity 4 – Thinking about the Story

The teacher gives each student five index cards. Students write *who* on one card, *what* on a second card, *when* on a third card, *where* on a fourth card, and *why* on a fifth card.

Students work in pairs. Each student in the pair lays out the cards in a column, down the left-hand side of their desks. They lay the cards out in this order: *who*, *what*, *when*, *where*, *why*.

Students think about these questions of the story.

Who (Who is the story about?)

What (What happened and what is the most important event?)

When (Time of day, year...)

Where (Setting)

Why (Why did the most important event happen?)

Students share their answers. When they think they know the answer to a question, they each move that card to the other side of their desks.

When all of the cards have been moved, they rearrange their cards: *who*, *when*, *where*, *what*, *why*.

Students summarize the story in three sentences:

The story is about (who).

It takes place (when and where).

(What happens) because (why).

#### Activity 5 – Writing

Students write a paragraph about how to make their favorite kind of cookie.

The teacher writes the following outline on the board or overhead projector.

Students use the outline to write their paragraphs.

Sentence 1 – What is to be made?

Sentence 2 – Why would someone want to make a cookie recipe?

Sentence 3 – What ingredients and equipment are needed?

Sentence 4 – How long will it take?

Sentences 5-8 – What are the steps?

Sentence 9 – How will someone feel when the process is finished?

#### Activity 6 – Editing

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

