

***Call-Em-Like-U-See-Em* Lesson Plans** **Language Arts**

Read Aloud-Whole Group

1. Display vocabulary words and read them to the class. Repeat as students read words aloud.
2. Break words into syllables.
3. Read story aloud. For intermediate grades, display book under camera if applicable.
4. Find root words, suffixes, and prefixes of vocabulary words.

Prefix

Root Word

Suffix

5. Have students reread story. Pick student volunteers for readers' theater.

Small Group Reading-4 students

1. Read story as readers' theater. Students focus on quotation marks and dialogue, reading with expression, and fluency.
2. Have students in group switch roles (Midge, Mother, Call-Em, other speakers).
3. Have students verbally summarize story every few pages.

Paired Reading-2 Students

1. Reread story with a partner.
2. Practice reading fluency.
3. Have students generate questions to check comprehension. Use whiteboards if possible.

Shared Writing-Whole Class

1. On chart paper, write a paragraph summary of the story. Ask for student volunteers to create sentences and teacher writes them on chart paper.

2. Model simple sentences and compound sentences. Turn simple sentences into compound sentences using commas and conjunctions.
3. Teach summary topic and conclusion sentences.

Independent Writing

1. Take down shared writing, and students write a summary paragraph independently.
2. Put students in pair to peer edit.

Story Vocabulary List

Hideous

Cowered

Unapologetically

Resonated

Transition

Congregated

Dependable

Cautious

Oblivious

Glutinous

Unbecoming

Nectar

Petals

Vulnerable

Consumed

Obsessed

Unhinged

Contemplated

Principles

Emboldened

Nourishing

Complacent

Vocabulary-Using Context Clues

Look for a clue in the following sentences to determine a possible meaning of the underlined words.

1. The giant, hairy leg wasn't enjoyable to look at for Midge. Its hideous appearance made her feel ill.
2. The leg was scary, and I cowered having it so close to me.
3. "You're not sorry, and I get it. I've never seen you so unapologetic."
4. The transition from a no see um to a see um was a big change for Midge.
5. The congregation of sand fleas was an enormous gathering.
6. Mitey was oblivious to the dangers surrounding her, and she didn't seem too concerned.
7. Midge thought really hard, and she contemplated visiting her brother, Flyvan.
8. Unable to think about anything else, Midge was obsessed with her physical growth.
9. Call-Em taught about principles, or codes of good behavior.
10. Midge observed glutinous behavior, and overeating caused no see ums to grow too large.

Science Lesson

1. Draw and label the four stages in the life cycle of a small fly. How long does it usually take to develop from egg to flying pest?
2. Name three members of the family, Ceratopogonidae.
3. Why is Ceratopogonidae considered a family?

4. These insects are attracted to carbon dioxide. Where are they likely to be found?

5. Draw a biting midge and label its main body parts.

6. What is a major difference between male and female Ceratopogonidae?

7. Biting midges play a part in the natural world. With a partner, discuss ideas how these biting pests play this role. Take notes from your discussion to share with the class.