

LESSON PLAN

STEM

MY STINKY SUMMER BY S. BUG

written and illustrated by Paul Meisel

In journal format, from the point of view of Stink Bug, learn about the life cycle, behaviors and characteristics, and the special adaptations of this invasive insect. Front and back matter are factual.



HC: 9780823440535

Ages 4–8 • E-book: 9780823448197

Objectives: Students will be able to read for purpose and understanding, identify text type, answer comprehension questions using text support, identify the “who, what, where, when, and why” of a text, and sequence events.

Guided Reading Level: N

Grade Level: 3

Interest Level: 1–5

Instructional Standards

Reading Literature: RL.2-4.1,3,4,5,7

Reading Informational Text: RI.2-4.1,2,3,4,7,8

Reading Foundation Skills: RF.2-4.4,4a

Writing: W.2.,2,3,4,7,8,10/W.4-5.2,3,4,7,8,9,10

Speaking and Listening: SL.2-4.1,2,3,4,6

Language: L.2-4.1,3,4,5,6

NEXT GENERATION SCIENCE STANDARDS

3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics
3-LS3-1 Heredity: Inheritance and Variation of Traits
3-LS4-1 Biological Evolution: Unity and Diversity
3-5-ETS1-1 Engineering Design
3-LS1-1 From Molecules to Organisms: Structures and Processes

BEFORE READING

1. Discuss the front- and back-cover illustrations and the book’s title.
2. Do you think this book is fiction or nonfiction?

Take a picture walk through the book.

1. Identify and discuss the illustrations.
2. Point out the text in the illustrations that indicate S. (Stink) Bug and other characters are speaking.

This book has elements of both fiction and nonfiction. We call this a “hybrid text.” As students read, they will learn true facts and information about the life cycle, behaviors and characteristics, origin, and unique adaptations of the stink bug as told from the point of view of S. Bug.



1. Why is the book *My Stinky Summer by S. Bug* a hybrid text?
2. What is a journal or a diary? How are they structured?
3. Why do you usually find dates in a journal or diary?
4. Why do people keep journals and diaries?
5. What do you notice about the way Paul Meisel structures the story? (Informational front matter including a labeled diagram of a stink bug; pages are dated like a journal/ diary; back matter has more facts.)

Create a KWL Chart

- What do you already **know** about stink bugs?
- What do you **want** to learn about stink bugs?

DURING READING

First reading/shared: Teacher reads aloud and models as students read along.

Second reading/independent: Students read silently.

Read to find out:

1. From what point of view is the story told?
2. How does the point of view affect the text type?
3. Is the story organized around a specific topic or idea? Does it teach you facts and give you information?
4. When do stink bugs mate?
5. When is a stink bug born?
6. How many stink bugs are born at once?
7. What do they eat?
8. How do young stink bugs protect themselves?
9. What behaviors and characteristics help them survive?
10. How do the other characters in the story feel about the stink bug? What about the skunk?
11. Why does S. Bug keep shedding his skin?
12. When is he mature enough to fly?
13. What creatures are predators of the stink bug?
14. What do stink bugs like to eat?
15. How does Paul Meisel create humor in the story?
16. Identify difficult vocabulary words or phrases. Predict the meaning of new vocabulary words in context.

New vocabulary word	Where I found it	Inferred meaning	Clue words	Actual definition



17. How do the illustrations and details enhance meaning?
18. What is the main idea of the story? Take notes about the details as you reread.
19. Determine the sequence of events in the life cycle of a stink bug.
20. Identify the author’s purpose. (Was it to entertain, to explain, or to persuade?) Why do you think the author chose to write this book?

AFTER READING—Make Connections

1. What did you find interesting about the stink bug?
2. Create a pictorial timeline of the life cycle of a stink bug.
3. What did you learn from the main character? Retell the “story elements,” including setting, plot, and character development.
4. What information did you get from the front and back matter that was not in the story?
5. Create a true-or-false quiz for your classmates using ten facts from the book.
6. Where did the stink bug originate? How did it get here?
7. Why is it considered an invasive species?
8. How does the stink bug affect our economy?
9. Math: How long is the life cycle of a stink bug from egg to adult (old enough to lay eggs and reproduce)?
10. Write a paragraph about what S. Bug will do next.
11. Create a journal of your life cycle beginning when you were a fetus to when you were able to walk. Base your journal on research, interviews with your family, and their personal experiences.
12. Research the life cycle of another insect. Write a story from the point of view of that insect. Share with the class.
13. Read another book by Paul Meisel in The Nature Diary series. Compare and contrast the animals in each story on their:
 - behaviors
 - physical characteristics
 - adaptations
 - origin (Where do they come from?)
 - life cycles
 - habitats
 - predators and prey

FURTHER RESEARCH & PROJECTS

Research, Plan, and Design a Stink-Bug Trap

Go to <https://www.joe.org/joe/2014august/rb5.php> to read about stink-bug trap studies.

Guide written by Marla Conn, reading/literacy specialist and educational consultant.

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