

Bugs Galore

by Peter Stein

Actively engaging children and families in shared reading experiences is an essential part of story time in libraries. Using specimens from Queensland Museum kits will enable early learners to develop STEM skills and science literacy. Here are some ideas to get you started.

Before reading

- **Show** the beetle collection from the QM Loans *Insects* kit as a stimulus to begin the story time. Invite children to guess what insects they are looking at.
- **Read** the title. Ask children if they know what galore means? Explain that in this book it means lots and lots.
- **Ask** the group what bugs they can see in the illustrations on the cover? Do you know of any other names for bugs? Children may provide specific insects names such as butterfly, bee, ant etc. Tell children that another name for all the different types of bugs is insects.
- **Invite** children and families to join in anytime we read the word bugs – it is repeated over and over throughout the book.

During reading

Choose 1 or 2 of these ideas

- **Point** out the times when capital letters are used to emphasise a word. Explain to the group that when the words are written like this that it is telling the reader to read more loudly. Encourage children to read the word with you and have fun with exaggerating the loud reading.
- **Explain** unusual words like “inhale” and use the pictures to help the children understand what it means. “Look at all the white flying bugs near the little boy’s mouth! It looks like he’s going to breathe them all in, or inhale them, while he’s snoring!!” It’s

important to not skip over these unusual words but use them as opportunities to help children learn something new. Other interesting words to explain include: lurking, flee, body-morphing, soaring or stampeding.

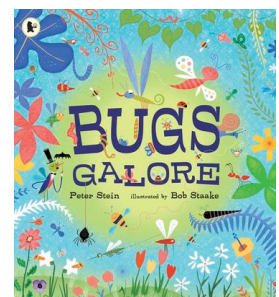
- **Highlight** some of the many rhyming words throughout the book. As the rhyming words don’t fall at the end of sentences, they are not quite as obvious as in some other picture books. Pick one of the rhyming pairs and invite children to come up with some other rhyming words to describe bugs. For example: on the page with the black hairy spider the rhyming words are flat and that – what are some other words that rhyme? Cat, fat, rat, hat, bat etc. At the end of the session children could draw their own versions of some of these.

After reading

- **Talk** with the children about all the different types of bugs or insects they heard about or saw in the book. Which one was their favourite?
- **Explore** the QM Loans *Insects* kit. Are any of the insect specimens similar to the insects that were illustrated in the book?
- **Revisit** all the different types of insects are invite children to recall some examples. For example: what were some of the crawling bugs? Slimy bugs? Flying bugs? Scary bugs?

Key message ideas for home

Encourage families to provide drawing materials at home so children can draw insects they see in their own environment. They could also make up their own story. Families could write some words to create a new story.





Story response activities following library storytime encourages families and children to interact, talk, play and create together. Below are some ideas for *Bugs Galore*. Choose any of the activities or add your own.

This is a great opportunity to also talk with families about what STEM learning looks like in the early years. During the story response activities children and families will be engaging with STEM when they:

- Explore and describe objects by attributes
- Record observations and share ideas
- Observe and describe scientific phenomena meaningful to children
- Observe, describe and represent seasonal changes for plants animals etc
- Investigate, describe/demonstrate various ways objects can move
- Explore and use simple tools and materials
- Build and create with loose parts and recycled materials

Idea	Stimulus
<p>Shared ideas</p>	<ul style="list-style-type: none"> • Explore what the children learnt about insects from sharing Bugs Galore. • Use butcher's paper to collect ideas from the children. Some questions could include: Where do they live? What do they like to eat? What are some of the things they do? Invite children to draw their ideas on the butcher's paper • Refer back to the book to revisit the different types of bugs shown – crawling, sliding, flying, hopping, swimming. • Materials: <i>Butchers paper, felt tips</i>
<p>Collage/construction insects</p> <p><i>* This could also be done with playdough*</i></p>	<ul style="list-style-type: none"> • Explore the characteristics of different insects – look at body parts, number of legs, different habitats etc. • Refer to Junior Non-Fiction insect/bug books to increase knowledge and provide additional point of reference. • Invite children to create their own insects. Will it have wings, • Materials: <i>Large plastic insect collection, recycled boxes, cardboard tubes, egg cartons, collage materials, JNF books on insects and insect habitats</i>
<p>Insect hunt</p>	<ul style="list-style-type: none"> • Go outside of the library and encourage families to go on an insect hunt. Talk about where the insects might be, what they might look like. • Discuss the importance of looking but not touching as we don't always know which insects sting/bite etc. • Draw what you see and where you found them. • Alternatively you could hide the puppets included in the kit and invite children to hunt the library for them. Provide clues as to what the insect looks like and where it might be hiding. • Materials: Paper, pencils/clip boards

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<p>Explore QM Loans <i>Insects</i> kit</p> <p>Use the museum notes provided with the kit to guide your exploration. You could invite children to look for:</p> <ul style="list-style-type: none"> • How many legs do each insect have? Do they have wings? • All insects have 3 body parts – head, thorax and abdomen – can you see the 3 parts? • Size, shape and colour? 	<ul style="list-style-type: none"> • Discuss why the Museum collects and displays specimens – good opportunity to talk about why we don't catch and keep, just observe and record • Explore the different specimens included in the kit – some show different types of insects (beetle and butterfly trays), some show the life cycle of a specific insect (bee) and some show the different types of a specific insect and their differing roles (bee – honey, drone, Queen, worker). Each of these specimens are giving us different types of information. • Use a magnifying glass to look really closely at some of the smaller details. • Materials: Insect loan kit, magnifying glasses, coloured pens or pencils, clipboards if available
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Songs and rhymes to share during your story session:

I Had Little Ladybug

Tune: Mary Had a Little Lamb

I have a little ladybug,
ladybug, ladybug
I have a little ladybug,
Its wings are black and red.

See the little ladybug,
Ladybug, ladybug.
See the little ladybug
Flying here and there.

Now it's landing on the ground,
On the ground, on the ground.
Now it's landing on the ground
And crawling everywhere.

Can You Move With Me?

Tune: Do Your Ears Hang Low

Can you wiggle like a worm?
Can you squiggle? Can you squirm?
Can you flutter? Can you fly like a gentle butterfly?
Can you crawl upon the ground
Like a beetle that is round?
Can you move with me?
Can you flip? Can you flop?
Can you give a little hop?
Can you slither like a snake?
Can you give a little shake?
Can you dance like bee
Who is buzzing round a tree?
Can you move with me?

Old MacDonald Had A Garden

Tune: Old MacDonald Had a Farm

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a caterpillar, ee-ie-ee-ie-oh.
With a crawl, crawl here and a crawl, crawl there, Here a
crawl, there a crawl, everywhere a crawl, crawl,
Old Macdonald had a garden, ee-ie-ee-ie-oh.

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a spider, ee-ie-ee-ie-oh.
With a creep, creep here and a creep, creep there,
Here a creep, there a creep, everywhere a creep, creep.
Old Macdonald had a garden, ee-ie-ee-ie-oh.

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a bee, ee-ie-ee-ie-oh.
With a buzz, buzz here, and a buzz, buzz there,
Here a buzz, there a buzz, everywhere a buzz, buzz,
Old Macdonald had a garden, ee-ie-ee-ie-oh

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a snail, ee-ie-ee-ie-oh.
With a slide, slide here, and a slide, slide there,
Here a slide, there a slide, everywhere a slide, slide,
Old Macdonald had a garden, ee-ie-ee-ie-oh.

Old Macdonald had a garden ee-ie-ee-ie-oh,
And in that garden was a butterfly ee-ie-ee-ie-oh.
With a flutter, flutter here, and a flutter, flutter, there,
Here a flutter, there a flutter, everywhere a flutter, flutter,
Old Macdonald had a garden, ee-ie-ee-ie-oh.

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