

## **Follow-Up Activities**

### **Connections to Bloom's Taxonomy**

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#### **APPLYING – Using the information in another way**

These activities require students to take the information in the article and rework it in a different way. By creating something in a different genre the reader is forced to process the information and deepen their understanding.

Activities include poems, stories, diary entries and comic strips which should incorporate information from the report.

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#### **ANALYSING – Identifying the features that help insects survive**

Taking apart a text that they have read, looking at it through their own eyes and then putting it back together again helps the reader to take ownership for the information and ideas.

The analysing activity in this resource asks students to identify the physical features and the behavior of a species of insect and make some cause and effect statements about how these characteristics help the insect species to survive in its chosen habitat. This information is then displayed in a graphic organizer, an information web. More able students may extend this to a concept map showing all sorts of interconnections between pieces of information.

See pages 57 and 58 for examples.

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#### **EVALUATING - Making judgments**

More than ever before, readers must learn to be discerning about information and ideas that are presented to them, recognising the need to check validity and reliability and getting experience at doing it.

In Sets 3-5 the evaluation activity requires the reader to use other sources to check the information that has been presented. This also allows them to read more widely around the topic and, in so doing, exposes them to different writing styles and further insights into the species.

See example on page 59.

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#### **CREATING - Coming up with new ideas**

Using existing knowledge to create new possibilities and solve existing problems is considered to be the most complex thinking activity with obvious implications for the life-long learner in our world today.

These activities allow students to problem solve and have some creative fun with species adaptations.

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# UNDERSTANDING - Identifying Headings and Trigger Words

Here is an example of what the formatted students script may look like once readers are working on SharpReading Stage 5. These notes are generated during the guided reading lesson and can be used for completing the 'UNDERSTANDING' follow-up activity.

Each paragraph of an Information Report should be about an easily identified aspect of the report topic - a sub topic. Creating a heading for each paragraph helps the reader to see the text structure or the 'big picture' of the writing. By asking them to identify one word to trigger each piece of information helps them to process the information quickly and make it memorable.

For more about this very important comprehension strategy for non fiction text, see SharpReading Stage 5.

<h2>African Dung Beetles</h2>  <p>There are dung beetles all over the world. In Africa, there are several different kinds. These busy little insects play a very important part in the way nature works.</p> <p>Dung beetles are found anywhere that there is dung! They are plentiful on the African plains because there are so many herd animals living there making lots of dung.</p> <p>These hard-working beetles are about 2-3 cm long. Their heads are small and their bodies are large and broad. They are usually black or copper-brown in colour. They are very strong for their size. They are able to push balls of dung which are ten times bigger and heavier than they are. They do this by standing upside down and pushing with their hind legs while balancing on their front legs. Surprisingly, they can move quite quickly!</p> <p>You guessed it...dung beetles eat dung! They suck up the liquid they find in the dung. This means that they prefer fresh, moist dung. They are strong fliers with a great sense of smell. They try to find dung within 20 minutes of its being dropped before it dries out.</p> <p>Dung beetles may discover a mate at the dung pile! The male begins to roll a ball of dung away from the pile and the female goes with him. He sometimes has to fight off other beetles that want his dung ball and his female. The female often hitches a ride on the ball of dung.</p> <p>When they reach soft earth, the male digs down and makes room to bury his dung ball. It sinks down and is covered with earth. The female lays her eggs in the dung. When they hatch, they feed off the dung all around them. They go through all the stages of growth right there in the dung. Finally, they come out as new adults.</p> <p>Because they are below the ground, they are safe from enemies such as birds.</p> <p>Although dung beetles work together with a mate, they do not live in communities as some other insects do.</p>	<p><b>Headings and Trigger Words</b> (See SharpReading Stages 5B for details) Use this column to write down a heading and trigger words to summarise each paragraph.</p> <p><b>Dung Beetles</b></p> <ul style="list-style-type: none"><li>• everywhere</li><li>• nature</li></ul> <p><b>Where do you find them?</b></p> <ul style="list-style-type: none"><li>• dung</li><li>• herds</li></ul> <p><b>Dung Beetle Characteristics</b></p> <ul style="list-style-type: none"><li>• 2-3cm</li><li>• black-brown</li><li>• strong</li><li>• 10 times</li><li>• balance</li><li>• quick</li></ul> <p><b>What do they eat</b></p> <ul style="list-style-type: none"><li>• dung</li><li>• suck-up</li><li>• fresh</li><li>• fliers</li><li>• 20 minutes</li></ul> <p><b>Finding a mate</b></p> <ul style="list-style-type: none"><li>• dung-pile</li><li>• follows</li><li>• fight-off</li><li>• hitch-a-ride</li></ul> <p><b>Reproducing</b></p> <ul style="list-style-type: none"><li>• bury</li><li>• sinks</li><li>• dung-food</li><li>• emerge</li></ul> <p><b>Enemies</b></p> <ul style="list-style-type: none"><li>• safe</li></ul> <p><b>Social?</b></p> <ul style="list-style-type: none"><li>• non-social</li></ul>
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## Information Web Example from Set 2: Termites

### **ANALYSING - Identifying features that help the termites survive**

#### **Information Web**

Make a list of all the physical features and behaviours of the termite mentioned in the report.

Brainstorm ways in which these features and behaviours help the individual insect and the species survive.

Present this information as an INFORMATION WEB.

#### **LIST OF PHYSICAL FEATURES AND BEHAVIOURS**

Live under the ground - not exposed to predators

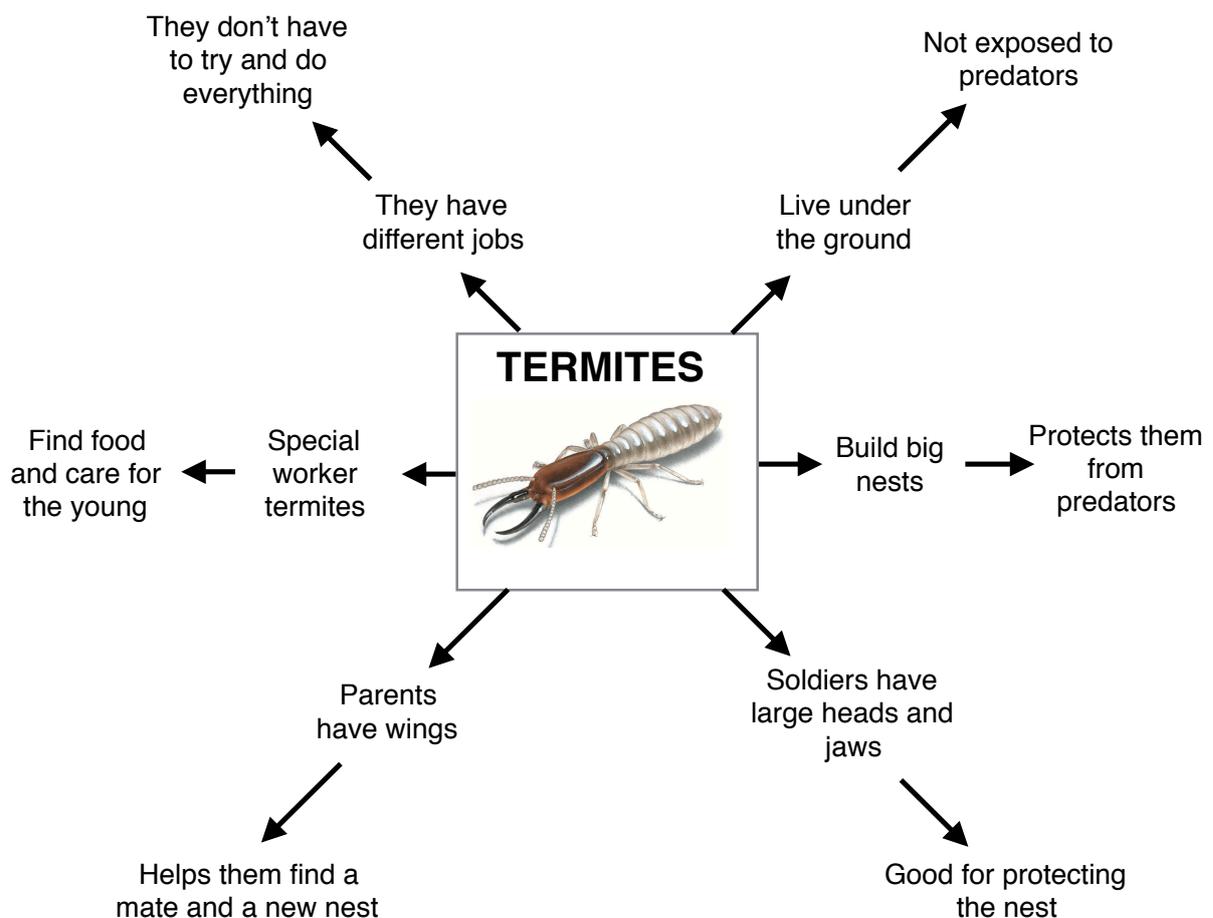
They have different jobs - don't have to try and do everything

Soldiers have large heads and jaws - good for protecting the nest

Parents have wings - helps them find a mate and a new nest

Special worker termites - find food and care for the young termites

Build big nests - protects them from predators



# Information Web Example from Set 4: Bedbugs

## **ANALYSING - Identifying features that help bedbugs survive**

### **Information Web**

Make a list of all the physical features and behaviours of the bedbug mentioned in the report.

Brainstorm ways in which these features and behaviours help the individual insect and the species survive.

Present this information as an INFORMATION WEB.

### **LIST OF PHYSICAL FEATURES AND BEHAVIOURS**

Only eats blood - doesn't have to look for other kinds of food

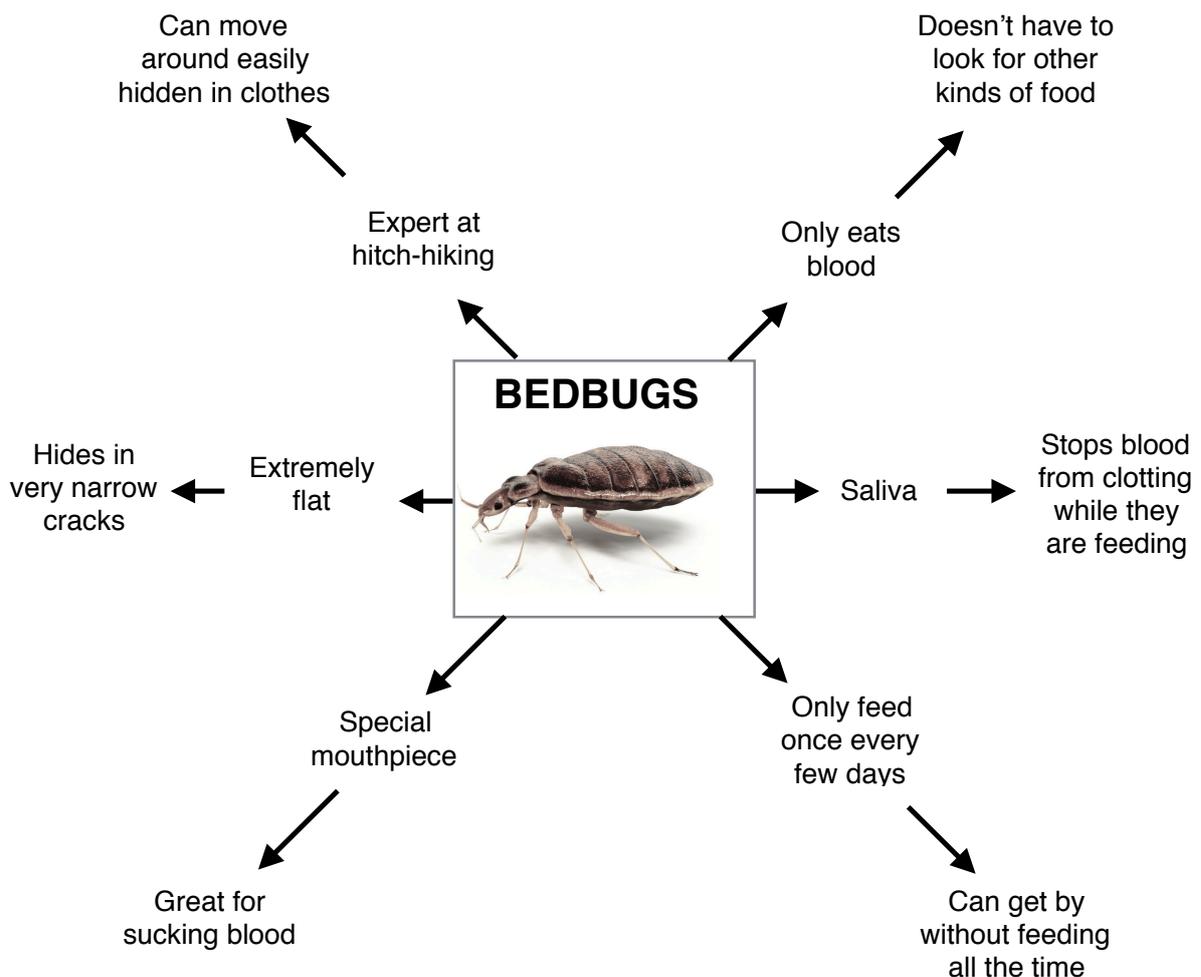
Expert at hitch-hiking - can move around easily hidden in clothes

Extremely flat - hides in very narrow cracks

Only feed once every few days - can get by without feeding all the time

Special mouthpiece - great for sucking blood

Saliva - stops blood from clotting while they are feeding



## EVALUATING - Making Judgments

**Checking the Information** - It is important to check whether the facts in the report are accurate.

Do an internet search on the witchetty grub (or look for resources in the library).

- Make a list of at least two sources of information.
- Tick off or highlight information in the report that agrees with what you have found.
- Try to check off at least 50% of the information.

# Witchetty Grubs

The witchetty grub is one of the most well-known Australian insects. It is only one stage, the larva or caterpillar stage, in the life cycle of the cossid moth, but it is by far the longest stage in the life of the moth.

[https://simple.wikipedia.org/wiki/Witchetty\\_grub](https://simple.wikipedia.org/wiki/Witchetty_grub)

This grub is found in most places in Australia. In its grub stage it lives almost entirely underground among the roots of trees. It has a special liking for acacia trees.

A witchetty grub looks like a fat, white caterpillar. It is pale because it lives underground but it has a brownish head. Its body is soft and plump. It can grow quite large - as long as a child's hand and as fat as a finger. The grub has strong jaws for chomping through the roots of trees. It does not eat wood, however. Its food is the sap which it finds within the tree's roots. It does little else but eat and grow. It must use its time as a larva to store up fat because once it becomes an adult moth it is unable to eat.

[Eating a Witchetty Grub in The Outback of Australia - YouTube](https://www.youtube.com/watch?v=vNsCpRZXq68)

<https://www.youtube.com/watch?v=vNsCpRZXq68>

The life of a witchetty grub starts as one of 20,000 tiny eggs laid by its moth mother. When the egg hatches, the little larva burrows its way to an underground tree root and chews a small space for itself inside the root. It remains in this space, living on tree sap and enlarging its living space as it grows. It stays there for about two years. When the time is right it forms a chrysalis. While it is inside the chrysalis, it undergoes a complete change. When it comes out it is an adult moth and crawls its way up to the surface. After sitting in the sun to dry its grey wings, it flies up into a tree or bush. The moth does not live long; just a week or two. Its job at this adult stage is to find a mate and, if female, to lay all those eggs.

<https://www.gardeningknowhow.com/plant-problems/pests/insects/witchetty-grubs-in-gardens.htm>

<https://australianmuseum.net.au/learn/teachers/learning/bugwise/witchetty-grubs/>

Witchetty grubs are definitely not social insects. They live alone in their tunnels. They can live as far as 60cm underground and are usually safe from enemies. But they are the favourite food of a many birds, lizards, small animals - and humans. In the past they were an important food for Australian aboriginals. People say they have a buttery, nutty taste. When they are cooked they taste a bit like chicken. Aboriginals also use witchetty grubs for healing. They crush them and then spread them on burns and wounds.