



TEACHER'S GUIDE

LESSON 14: WHAT IS YOUR FAVORITE BUG?

Video summary: Anna fears bugs but agrees to go on a bug hunt.

Functional purpose: Describing favorite things

Grammar: *There is/are*; compound words; -y to -ies for plural

Letters and sounds: Y; fl blend—*fly*

Questions: *What is your favorite _____?*

Answers: *My favorite _____ is/are _____.*

Key words: *favorite, bug, insect, nature, job, afraid, cute, hunt, find, many*

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points.

See the How-to Guide for more ways to do this.

- Bring either a toy/fake insect or a few real ones in containers. Ask students to name them in their native language and then give the English names and write them on the board. Ask students how many legs insects have (six) and a few other questions about insects.
- Clap three beats quickly and say *TA-ta-ta* when you clap. Then have students repeat. Now introduce the names of one or two insects with three syllables: *butterfly, dragonfly*. Have students repeat and clap the *TA-ta-ta* rhythm when they say the names of those insects. Make sure the stress is on the first syllable.

Connect to students' experiences

This can be done in native language or English.

- Tell students the objectives for the lesson.
- Ask students if they fear any bugs, or if people they know fear them. Ask them why. Ask them if they like any insects, and why.
- Ask them if they can explain any jobs/things insects do in nature.

Guess: What will happen?

- Give students a clue (a small piece of information) about the video story.
- Ask: "What will happen?"

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- Say: “Do you think Anna will catch a bug?”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- “What is Anna afraid of?”
- “What is the favorite bug of one of the children?” (students may answer in native language)
- “How many bugs does Anna find on her bug hunt?”

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words from the video.
- Ask students to say what happened in the video.
- Ask: “What bug does Max say is cute?” (Explain the meaning of *cute* to students.)

See How-to Guide for more questions on the video.

ACTIVITIES

1. Blending Sounds: /f/ + /l/

Set up/materials

- Write *f*, *l*, and *fl* on the board

How to

- Point to *f* on the board and show students how to make the sound. (See Lesson 7 for review)
- Next, point to *l* on the board and show students how to make the sound.
- Then practice the /f/ + /l/ blend with these words: *fly*, *flat*, *flip*, *floor* and use gestures to help explain the meaning of the words

Variation

- Ask students if there are any words in the video with the /f/ + /l/ blend
- Make a longer list of *fl* words students can practice, such as *flood*, *fluff*, *flutter*, *flap*, *flight*, *flick*, *flex*, *flesh*

2. Plural -ies endings

Set up/materials

- Blackboard, handout, or online list of words ending in the letter *y*.

How to

- Write a list of short words that end with the letter *y*. Include nouns and verbs, and include words with a consonant before the *y* and words with a vowel before the *y*:

fly, lady, body, puppy, story, baby *key, day, play, way*

- Play the video where the host explains how to add either *-s* or *-ies* to make nouns plural and where Anna goes on her bug hunt.
- Point to one of the nouns on the list with a consonant before the letter *y*. Ask students how to make it plural—they must change the *y* to *-ies*.
- Have students say and write the remaining nouns where *-ies* is necessary for plural.
- Circle the vowels in words such as *key, day, play, say, way*
- Explain that when a vowel is the letter before *y*, the plural form is *s* (*keys, days, plays, ways*).

Variations

- Show a list that has singular nouns ending in the letter *-y* and nouns ending with other letters. Have students change them to plural, using *-ies* or *-s*. Example list:

car, bug, cat, dog, fly, baby, bee, try, hat, pet, place, city, country

- For more advanced students, also include words with a vowel before the letter *y*, such as *key, day, play, way*.

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3. When *s* sounds like /z/

Set up/materials

- Use the same list of words ending in *y* as the *-ies* plural activity above:

fly, lady, body, puppy, story, baby *key, day, play, way*

How to

- Explain that when words ending with the letter *y* change to *-ies* or only add the letter *s* (as in *keys*), the ending is pronounced /z/:

flies = flie/z/ *babies = babie/z/* *keys = key/z/*

- Have students practice making the /s/ sound. Then show that /z/ sound adds voice vibration. Have students place their fingers gently on their voice box to feel the vibration with /z/.
- Practice the /z/ pronunciation of all the words on the list that change to *-ies* or end in *-ys*.
- Use the word *bugs* from the video to explain that many words also use the /z/ sound for plural, even if they do not end in *y*.

Variations

- For more advanced students, use word lists that contain some plurals pronounced with /s/ and some pronounced with /z/:

car, bug, cat, dog, fly, baby, bee, try, hat, pet, place, city, country, rock, chair

- Pronounce the plurals of the words and have students tell you if the sound was /s/ or /z/.
- Have students practice pronouncing the plurals.
- Have students write two headings, one with /s/ and one with /z/, and have students write the plurals under the correct heading.

4. Contractions *where's* and *there's*

Set up/materials

- Video where Anna is in her treehouse and swats Max and says, “*Where's the bug?*”

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How to

- Pick an object in the classroom, such as a door, a window, or a book. Then ask where it is. Do not use the contraction. For example, say “Where is the door?”
- Write the question you asked on the board. Ask the students how many words are in the sentence.
- Have students say the question you wrote and tap or clap the syllables when they say it.
- Now say the question two times:

The first time, say it slowly. Point to each word in the sentence when you say it.

The second time, say it faster, do not point, and use the contraction: *Where's the door?*

- Repeat with the contraction and ask students how many syllables they heard (three).
- Write the contraction form of the sentence on the board.
- Explain that when speaking faster, two words are sometimes combined into one.
- Explain how the letter *i* is replaced with the apostrophe.
- Alternate saying *Where is* and *Where's*. Have students repeat.
- Show the video where Anna says *Where's the bug? Where's the bug?*
- Have students practice asking *Where's the _____?* questions about objects in the classroom. You can also have some students hide objects such as pencils, erasers, and notebooks. Then the other students can ask *Where's the _____?* questions.
- You can teach them to use the contraction *It's* for their answers, such as: *It's under the desk, It's in my pocket.*
- Remind students of contractions they may have heard or used, such as *I'm* or *It's*. Use examples such as *It's (time of day), It's cold, It's hot, It's big, It's small* and *I'm (name), I'm happy, I'm sad.*

Variations

- Show video of Anna on her bug hunt. Ask students if they can hear where Anna uses contractions (Anna says *let's* and *There's*)
- Show that *where's* and *there's* are other examples where the letter *s* is pronounced as /z/. Have students practice the pronunciation.
- Make a chant with *where's* and *there's* or other contractions:

Where's the bug? There's the bug.

Where's the book? There's the book.

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Where's the door? There's the door.

I'm so sad. I'm so glad.

What's his name? What's her name? What's your name?

My name's _____. Your name's _____.

- Show students that there is a contraction in the name of the video series: *Let us Learn English with Anna*. Explain that this is a combination of the verb *let* and the pronoun *us*. *Let us = Let's*

5. Compound words

Set up/materials

- Word lists on board or on a worksheet; a basket or hat (for variation)

How to

- Play video where the host explains compound words: *butterfly, grasshopper, dragonfly, firefly*
- Show students how words can be combined into a compound word by using a few examples:

book bag stop light butter fly

- Next, give students a list of words to combine, but put the words in random/mixed order so students must choose which words combine with each other. For example:

hard book fly hopper rise hat note wash

pocket stop bag light dream day butter

sun sign grass time night car

- Have students first work individually to try to combine the words.
- Next, put students in pairs or small groups to continue making compound words.
- Have the pairs or groups say and/or write on the board the compound words they found.

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Variation

- Prepare cards or small pieces of paper that can be matched to create a compound word. Each card has one-half of a compound word written on it.
- Distribute the cards at random to students.
- Students must walk around the class and find the student who has the card that matches to create a compound word. When every student has found a match, have each pair say their two words separately and then say the compound word they made.

6. Word swat

Set up/materials

- Two or more flyswatters, or similar lightweight and flexible sticks.
- A list of vocabulary words on the board

How to

- Write on the board a list of 10 to 15 words that students already know. These can include words from this lesson such as *bug*, *butterfly*, and/or words from previous lessons such as *market*, *beach*, *sun*.
- Hand two students one flyswatter each. Have students stand facing the board, but not too closely (about two meters from the board, if possible)
- Call out a word on the board. Students race to the board and see who can swat the correct word first.

Variations

- Let other students call out the words instead of the teacher.
- Erase the words and ask students to create a new list of words to write on the board.

7. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

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How to

- Point to the first sentence on the activity sheet and read it aloud but pause at the box with the word *favorite*. Ask students what word belongs in the box. Show them how to trace over the letters.
- Read the entire first sentence and have students repeat.
- Students continue with the rest of the activity sheet, and teacher helps as needed.

Variations

- Play the video without the sound and read the subtitles aloud. Have students write some of the sentences from the subtitles in their notebooks.
- Have students create three to five new sentences of their own relating to insects and nature.



READ AND WRITE

What is your bug?

Anna loves -
plants, trees, flowers -
but not bugs.

The teacher likes
.

Max says bugs people.

Write your favorite
bug here:



8. What are you afraid of?

Set up/materials

NOTE: It is important that this activity uses material that is not too frightening for students. However, students may communicate about traumatic experiences, such as death and war, even if the teacher does not use such examples. Be sure to work on the part of the activity showing ways students can deal with fears. Take time to listen and talk to students about their fears.

- Video scene when Anna is in her treehouse with the bugs and the host says Anna is afraid of bugs.
- Images of insects and animals

How to

- Show the part of the video when Anna is in her treehouse with the bugs and the host says Anna is afraid of bugs.
- Say and repeat with students the phrase *I am afraid of*. Then say and repeat the contraction form, *I'm afraid of*. You might also teach the phrase *I'm scared of*.
- Be sure to teach the negative forms: *I'm not afraid of* and *I'm not scared of*
- Ask students why some people are afraid of some insects and if the students are afraid of any, and why.
- Ask them about other animals people typically fear, and why.
- Have students create two lists in their notebooks, and write the two headings on the board:

I'm afraid of

I'm not afraid of

- Show them pictures of (or simply name) different types of animals, some of which typically produce fear (snakes, lions, hyenas, sharks) and others which do not (kittens, birds, puppies, koala bears).
- Have students sort the animals into two groups on their list.
- In pairs or small groups, students share their answers.
- Have a few students read their lists to the class: *I'm afraid of _____, I'm not afraid of _____.*
- Overcoming fear:

In this part of the lesson, talk with students about ways to lessen fear. Ask how Anna becomes less afraid of bugs (she tries a new thing by going on a bug hunt and does not appear to be afraid).

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- Show the video where Anna goes on a bug hunt and is not afraid.
- Talk with students about how they can try to do things they fear but which are not dangerous. For example, you can talk about the difference between real physical threats (a dangerous snake bite) and fear of new experiences that do not have much danger.
- If possible, show a video of people doing fun activities which also produce some fear, such as riding a roller coaster, skydiving, big wave surfing, and the like.
- Ask them/talk about how fear can also be a good or useful feeling.
- Talk about how friends and family can help people with their fears.

Variations

- Use the *Listen and Speak* activity sheet in this Teacher's Guide as part of the activity; or use the sheet later to give students more practice and check their understanding.
- For more advanced learners, have them practice saying and writing the sentence, *I'm afraid of _____, but I'm not afraid of _____*. Or you can use the expression *used to* for talking about fears they have overcome: *I used to be afraid of _____, but I'm not anymore*.
- More advanced students can talk about the extent, or degree of, certain fears by using qualifiers such as *not at all, a little, kind of, sort of, sometimes, somewhat, very, awfully, extremely*.

9. Listen and Speak

Set up/materials

- Give students the *Listen and Speak* activity sheet.

How to

- You can use this activity sheet as an addition to the *What are you afraid of?* activity, or use it later, as a separate activity to give students more practice and check their understanding.
- Tell students about things you were afraid of in the past but do not fear now. You can also make two columns on the board, such as *I am afraid of* and *I am not afraid of* to talk about things you currently fear. Ask students to write the headings for the two columns in their notebooks.
- Review the vocabulary words found on the bottom left of the activity sheet (*bees, cats, clowns . . .*). Then have students write the words under the headings in their notebooks that best match how fearful they are about each word.
- Next, have students add other things they fear or do not fear.

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- Write the words *was* and *am* on the board. Explain that *was* tells about the past and *am* tells about the present.
- Read the example dialogue aloud with a student (*A: When I was little, I was afraid of dogs, but . . .*).
- Next, have students work with a partner to practice speaking, following the model or the dialogue or simply saying *I'm afraid of _____, but I'm not afraid of _____*.
- Then have the students take their notebooks and walk around the class; each student must ask five to 10 other students *What are you afraid of?* and write the answers in their notebooks.
- Then ask the students to share the results with the whole class. Write the answers on the board and discuss which things the students were most and least afraid of.

Variations

- Have students practice only statements comparing the past with the present. Have them memorize and repeat the phrase *I was afraid of _____, but now I'm not*.
- Teach *scared of* as another way to express *afraid of*.
- Have more advanced students explain why they fear certain things. For example: *I am afraid of spiders because they can bite you/me*.
- Have more advanced students practice comparisons, by saying *I'm less afraid of _____ than _____; I'm more afraid of _____ than _____*.

● LISTEN AND SPEAK

Anna was afraid of bugs. Max helped her think about them in a different way. With a friend, talk about other things you are afraid of now or were afraid of when you were little.

Practice with your friend:

A: When I was little, I was afraid of dogs. Now I'm not afraid of dogs.

B: I'm not afraid of dogs, but I am afraid of roller coasters.

A: Why? They are fun!



Find other friends. Ask them, "Are you afraid of ____?"



Words: bees, cats, clowns, dogs, frogs, grasshoppers, kittens, lizards, puppies, roller coasters, sharks, snakes, spiders

LEARN MORE

1. "My Favorite" survey

Set up/materials

- Pictures or lists of objects and animals from different episodes from the video series, such as:
Food, places, insects, activities, days of the week

How to

- List on the board categories of objects, places, animals, and activities, such as:
animals *cities* *food* *activities* *days of the week*
- Ask students to give example items for a few categories and write those in the corresponding category. (For example, write *dog* under *animals*)
- Write on the board the question *What's your favorite _____?*
- Explain the word *favorite* in the students' native language if necessary.
- Say and have students repeat: "What's your favorite?"
- Pick a category and ask the question "What's your favorite (name of category)?"
- Write a few student responses on the board.
- Students write the question *What's your favorite _____?* and choose a category for the question.
- Students then take their notebooks, stand up and walk around the classroom asking the question to several other students. Have students write the answers in their notebook.
- Next, place students in small groups of three to five students and have them share the answers they found.
- Have each group count which answers were the most common.
- Have each group share some answers with the whole class and write the answers on the board.
- Talk about which answers were the most common, and why.

Variations

- You can have students write their favorite items for certain categories on small pieces of paper. Collect the pieces of paper. Ask students which item they think the most students said was their favorite. Then write on the board/show students which items were chosen by the most students.

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- Have a pair of students collect the pieces of paper using a hat or basket. Have the pair of students take turns pulling out the pieces of paper and reading the answer aloud while the teacher or other students write down the answers.
- Ask students to think of other interesting or humorous categories they can ask about. For example, they could ask, “What’s your favorite vegetable?” or “What’s your favorite superhero?” or “What’s your favorite song?”

2. Syllable Play

Set up/materials

- See the Teacher’s Guide, Lesson 2: *What Do You Like to Eat?* for a review of teaching syllables. Some instructions for review are included here below.

How to

- Say a short, one-syllable (one “beat”) word, such as *eat*. Then say the word again and clap your hands together once at the same time as you say the word.
- Next, say a two-syllable (two “beats”) word such as *apple*. Then say the word and clap your hands together twice, one clap for each syllable or “beat”: *a + pple*.
- Continue with a three-syllable word such as *banana*: *ba +na+na*
- Tell students that they will put insects into groups according to the number of syllables the names of the insects have. Write on the board or give a list of insects having different numbers of syllables:

ant, bee, wasp, fly, tick *beetle, firefly, cockroach*

dragonfly, butterfly, grasshopper, ladybug,

Variation

- Point out the stress on the first syllable of the words: BEEtle, FIREfly, DRAGonfly.
- Tap on the board, wall, or desk to show the LOUD-soft word stress pattern.
- Ask students to think of other words in English that follow the same stress pattern, such as the names of the days of the week.

3. Make Your Own Bug Hunt

Set up/materials

- Lists and pictures of common insects

How to

- In the video, Anna has a list of three bugs and must find them outside. Then she checks them off her list. You copy this activity in your classroom.
- Make a list of many common bugs. Show pictures and talk about them. Ask:

What does the bug eat? Where does it live? Is it dangerous to people? What job does it have in nature?

- Students choose a bug to draw. They write the bug's name on their drawing.
- Put the drawings around the classroom. Or hide the bug pictures to make it more fun.
- Then students either make a list of bugs to find or the teacher gives them a list. They must walk around the classroom and find the correct bug before checking it off their list.

Variations

- Advanced students can write several sentences about their bugs.
- As students advance and learn the names of more animals and insects, you can repeat the activity—but now students will look for insects and other animals. You could call it a “Zoo Hunt.”

Additional resources

- Here are links to resources for learning more about insects:

Explains more about the importance of insects:

https://extension.entm.purdue.edu/radicalbugs/index.php?page=importance_of_insects

A Google search of videos made for children about bugs:

https://www.google.com/search?q=kids+videos+about+bugs&rlz=1C1ASVC_enUS892US892&oq=kids+videos+about+bugs

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but do not write them.

Questions:

1. Why does Felix like bees? They make _____.
2. Anna is _____ of bugs.
3. Anna wants to try going on a _____.
4. Anna sees one dragonfly. Then she sees many _____.

Answer key:

1. honey
2. afraid
3. bug hunt
4. dragonflies



QUIZ

1. Why does Felix like bees?

They make .



2. Anna is of bugs.



3. Anna wants to try going
on a .



4. Anna sees one dragonfly.

Then she sees many

.

