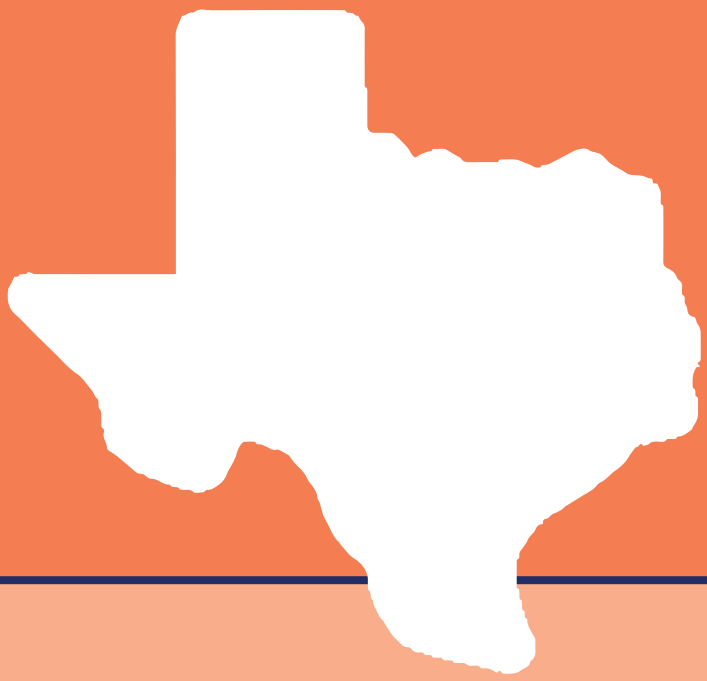
Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

INSECTS: ALL AROUND



GRADE 2 UNIT 6 | ACTIVITY BOOK

EDITION 1

Grade 2 | Unit 6

Insects: All Around

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov**.

NAME: _____

DATE: _____

Dear Family Member,

Over the next few days, your student will be learning about the largest group of animals on Earth, insects. Below are some suggestions for activities you can do at home to reinforce your student's learning about insects.

1. Insect Hunt

Talk about where you may find insects at home and on outings together. Look for them together; it may be fun to go out after dark with a flashlight when some insects come out to feed. Use a field guide or the Internet to identify the insects you observe.

2. Examining Insects Closely

If possible, find informational videos about insects. Watch them with your student and discover interesting facts about insects together.

3. Words to Use

Below is a list of some words that your student will be using at school. Try to use these words as they come up in everyday speech with your student.

- *social*—Olivia's birthday party was the biggest social event of the week.
- *solitary*—Reading to oneself is a fun way to spend solitary time.
- *cooperate*—Please cooperate by helping to fold the laundry before we go for a walk.
- *microscopic*—The germs that cause a virus like the common cold are microscopic.

4. Draw an Insect Colony

Have your student draw a picture of an ant or bee colony and then tell you about it. Ask your student to identify the different members of the colony and tell you how they cooperate through performing different roles.

Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on insects.

NAME: _____

DATE: _____

Directions: Write the type of insect you have chosen to write your informational narrative about on the first blank in the "Character(s)" box. Write your insect's name on the first blank. In the "Character(s)" box, write any words or phrases you can use to describe your insect. Use the other boxes to describe the setting(s) and the plot.

Title

Character(s)

Insect: _____

Name: _____



Setting(s)



Plot

Beginning

Middle

End

NAME: _____

DATE: _____

Dear Family Member,

I hope your student is enjoying learning about the fascinating world of insects. Over the next few days they will learn more about how insects communicate with one another, as well as ways in which insects are both helpful and harmful to our planet. Below are some suggestions for activities that you can do at home to reinforce your student's learning about insects.

1. What's a Bug?

Your student will learn that "all bugs are insects, but not all insects are bugs." Ask them to explain why. Then, try to use the word *insect* instead of *bug* when talking to your student about common household creepy-crawlers.

2. Examining Insects Closely

If possible, search for or rent videos/DVDs about insects. Watch them with your student and discover interesting facts together. You may be able to find videos at your local library.

3. Words to Use

Below is a list of some of the words that your student will be using at school. Try to use these words as they come up in everyday speech with your student.

- *communicate*—Honeybees do a waggle dance to communicate with each other.
- *destructive*—Some hurricanes can be very destructive.
- *entomologist*—An entomologist is a person who studies insects.

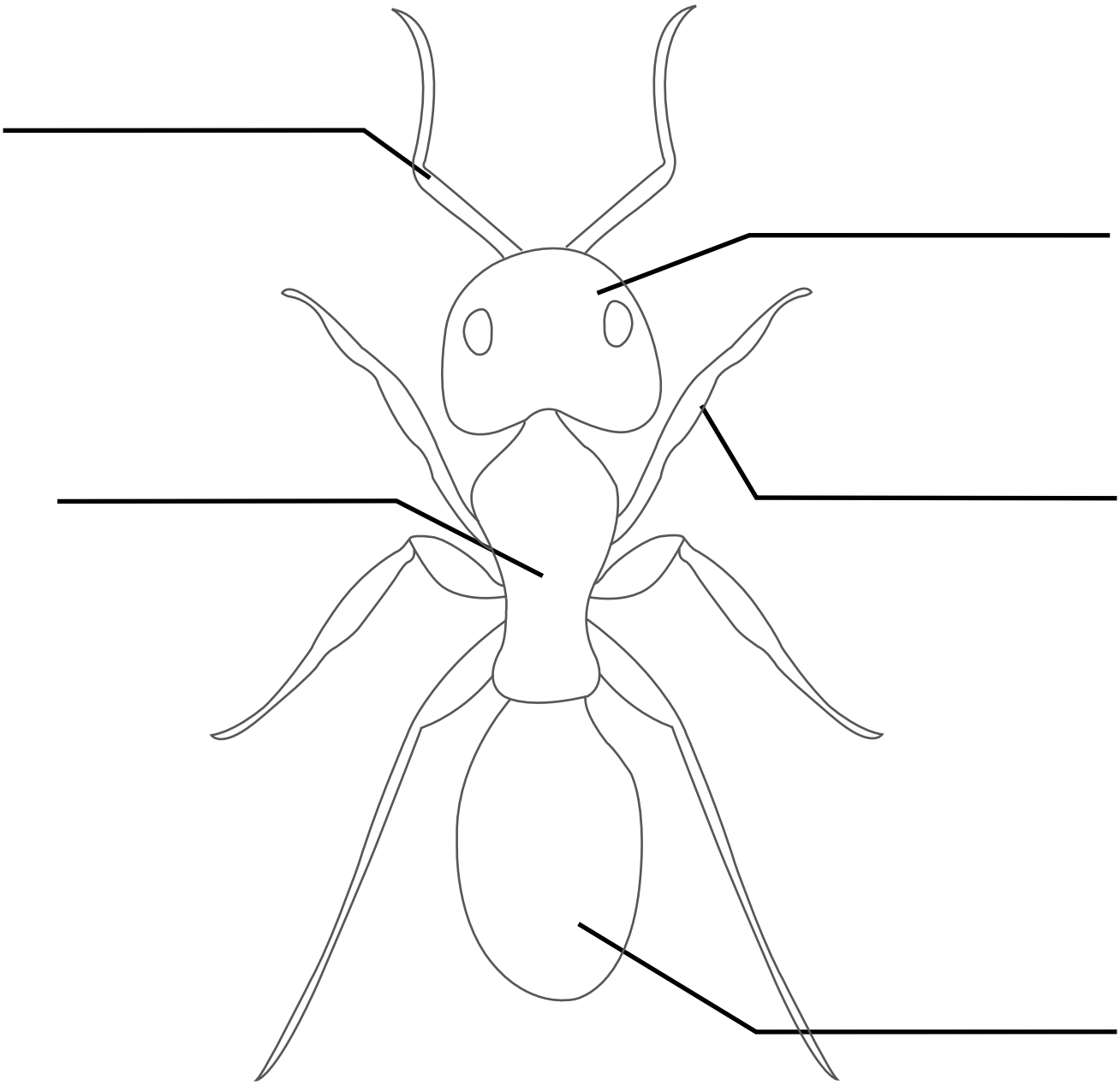
4. Read Aloud Each Day

It is very important that you read to your student each day.

NAME: _____

DATE: _____

Abdomen	Antenna	Head	Leg	Thorax



Directions: Label the parts of this ant using the word bank provided.

NAME: _____

DATE: _____

Directions: Write the introductory sentence for your story in the first rectangle. Write the three middle sentences in the second, third, and fourth rectangles. Write your concluding sentence in the fifth rectangle.

NAME: _____

DATE: _____

Directions: Listen to your teacher's directions about this checklist.

☐	. ? !
☐	T he cat ran.
☐	
☐	
☐	in, out, under
☐	I, you, our

NAME: _____

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

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