

EDUCATOR GUIDE

A teacher's guide created by Caitlin Stigall based on the picture book written by Sherry Roberts and illustrated by Marta Taylor.



Hello, Can I Bug You?

Sherry Roberts
author

Marta Taylor
illustrator

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ABOUT THE CREATORS

AUTHOR: SHERRY ROBERTS



...is an award-winning children's book author. Creating has always been a life-long adventure for her and making up stories stimulates this creativity. With nieces and nephew, she would make-up stories to entertain them.

Over the last several years, she began to write picture books. Her creativity also extends to art and photography as well. She holds a Ph.D in Curriculum and Instruction from the University of Louisville and has been in the teaching field for over 37 years.

ILLUSTRATOR: MARTA TAYLOR

...loves being a children's illustrator! The art of bringing a story to life with a pencil and creating a world that feels familiar and warm in books keeps her inspired and motivated to keep drawing and learning new skills.

From New Zealand and with a wild heart, you can find her going on adventures in nature with her dog Kiwi somewhere lost along the Mediterranean coast of Spain.



EDUCATOR GUIDE CREATOR: CAITLIM STIGALL

...is a 6th grade math teacher with a B.A. in Elementary Education. Before teaching 6th grade, she taught 4th grade for 3 years. One of her favorite aspects about teaching is creating and sharing resources with others!

ABOUT THE BOOK



HELLO, CAN I BUG YOU?

Age Range: 2 - 9 years

Grades: Preschool - 4th

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Jasper likes bugs. Briella likes to swing. Both are quiet and shy. One day Briella takes a chance and asks Jasper to be her friend. She soon realizes that getting Jasper's attention will take a lot of effort.

After several failed tries, Briella learns that making a new friend can be rewarding and fun, especially when bugs are involved.

ABOUT THE GUIDE

This educator guide was designed for teachers and parents of students in preschool through 4th grade. It includes discussion questions, activities, and resources to integrate HELLO, CAN I BUG YOU? into the English Language Arts, Mathematics, Social Studies, and Science curricula, as well as support Social Emotional Learning. Common Core and NGSS connections are included, but are not limited to the list provided. All activities can and should be modified to best fit student needs and abilities!

ENGLISH LANGUAGE ARTS

Reading Comprehension: Discussion Questions

BEFORE READING

- Look at the front cover. What do you notice?
- What kind of characters do you think will be in the book?
- Can you name any of the bugs on the front cover?
- What predictions can you make? What do you think the story will be about?

WHILE READING

- Who is Briella? What do we know about her?
- Who is Jasper? What do we know about him?
- Why did Briella decide that Jasper needed a friend? What made it difficult for Briella to approach Jasper at first?
- What do you think Briella is going to do to try to become friends with Jasper? If you were Briella, what would you do?

AFTER READING

- What actions did Briella take to befriend Jasper? Describe at least two attempts she made.
- How did Jasper initially react when Briella tried to become friends with him? Explain with examples from the story.
- How did Jasper react when Briella gave him the ladybug?
- What did Briella discover in her cubby, and what was written in the note? How did this make Briella feel?
- How did Jasper respond when Briella offered him a gummy during recess? What does this reveal about their developing friendship?
- How did the story end? How did Briella and Jasper feel at the end of the story? How do you know?

ENGLISH LANGUAGE ARTS

Activities and Writing Prompts

CHARACTER DEVELOPMENT & EMPATHY

- Character Traits Brainstorm: Create a class Venn Diagram to identify, compare, and contrast the character traits of Briella and Jasper.
 - *What are some of Briella's character traits. What does she like to do? What kind of person is she? How do you know?*
 - *What are some of Jasper's character traits. What does he like to do? What kind of person is he? How do you know?*
 - *How are Briella and Jasper similar? How are they different?*
- Character Development: Graphic Organizer (see printable)
 - Students will use the graphic organizer to identify Briella and Jasper's character traits, actions, and feelings in the beginning, middle, and end of the story, and determine what caused this character to change.
 - Modification: Students may complete one graphic organizer for each character, or work with a partner to complete one character each.
- Class Discussion:
 - *How did Briella change throughout the story? How do you know? What caused her to change?*
 - *How does Briella's understanding of Jasper change throughout the story?*
 - *How did Jasper change throughout the story? How do you know? What caused him to change?*
 - *What do you think motivates Jasper's actions towards Briella? How does he change as the story progresses*
 - *How did these changes lead to the development of their friendship?*

ENGLISH LANGUAGE ARTS

Activities and Writing Prompts

WRITING PROMPTS

- The provided writing template can be used with any of the below prompts. Assign students a prompt, or allow them to choose! (see printable)
- Imagine Being a Friend:
 - *If you were Briella, how would you feel about Jasper being made fun of by other kids? Write about why being kind to others is important and how you would try to make a new friend.*
- Acts of Kindness:
 - *Describe a time when you did something kind for someone who needed a friend. How did it make you feel? Why is being kind important?*
 - *Write about a time when someone was kind to you. How did their kindness make you feel? Why is it important to be kind to others?*
- My Favorite Recess Activity:
 - *Write about your favorite thing to do during recess. Is it swinging, reading books, studying bugs, or something else? Explain why you like it.*
- Making New Friends:
 - *Think of a time when you made a new friend. Describe how you felt before meeting them and how your feelings changed after becoming friends.*
- Briella's Surprise:
 - *If you were Briella, what other gift would you give to Jasper to show that you want to be friends? Draw a picture of the gift and write a sentence about why you chose it.*
- Jasper's Friendship Note:
 - *If you were Jasper, what would you write in a note to make a new friend? Write a short note explaining why you'd like to be friends.*

SOCIAL EMOTIONAL LEARNING

Discussion Questions

- *How did Briella show empathy towards Jasper? Can you think of a time when you showed empathy towards someone who needed a friend?*
- *Why do you think Jasper found it difficult to accept Briella's gestures of friendship at first? Have you ever found it hard to make friends? How did it make you feel?*
- *What acts of kindness did Briella show to Jasper in the story? How did these acts help in building their friendship?*
- *What challenges did Briella face in her attempts to befriend Jasper? How did she overcome these challenges?*
- *Why do you think it's important to accept and be friends with people who are different from us? How can we be kind to someone who seems different?*
- *Do you think gifts are important in making friends? Why or why not? What other ways can you show someone you want to be friends?*
- *Discuss the impact of Jasper's note and sharing the gummy with Briella. How did these actions show kindness and a willingness to be friends?*
- *How did Jasper and Briella communicate without using many words? Can you think of other ways people can communicate without talking?*
- *Describe how Jasper and Briella's feelings changed throughout the story. How did they show their feelings towards each other?*
- *What qualities make a good friend? How did Briella and Jasper demonstrate these qualities in the story?*

SOCIAL STUDIES

Activities and Discussion Questions

UNDERSTANDING DIFFERENCES

- Discussion / Brainstorming:
 - Discuss Briella and Jasper's friendship development, despite their differences (see ELA Character Development Discussion Questions - page 6)
 - Identify various types of differences amongst individuals such as appearances, interests, hobbies, cultures, languages, and abilities. Encourage them to share personal experiences or observations regarding acceptance or exclusion based on differences.
- Diversity Chart:
 - Divide chart paper or whiteboard into sections representing different categories of differences discussed (e.g., appearance, interests, hobbies, cultures). Label each section accordingly.
 - Provide students with sticky notes or index cards. Ask them to write down one aspect of themselves that they feel makes them unique or different. It could be a hobby, an interest, a cultural tradition, a language they speak, or any other aspect they'd like to share.
 - Invite students to place their sticky notes or index cards in the appropriate sections on the diversity chart.
- Class Discussion:
 - *What do you notice?*
 - *How do you feel about the differences represented on the chart?*
 - *Why is it important to show acceptance, empathy, and understanding towards people who are different from us?*
- Friendship Pledges:
 - Have students create friendship pledges or messages of acceptance and kindness on new sticky notes or index cards. They can write down positive affirmations or promises to be inclusive and supportive of others' differences. Display the pledges on the Diversity Chart or somewhere else in the classroom.

SCIENCE

Activities and Discussion Questions

BUG STUDY: OBSERVATION & CLASSIFICATION

- Introduction / Discussion:
 - *What types of bugs or insects appear in the story?*
 - Show students pictures of the types of bugs that appear in the story.
 - *What do you notice? What features do they have?*
- Bug Observation: Study bugs like Jasper!
 - Take students outside where bugs can be found. Provide magnifying glasses and encourage them to observe bugs in their natural habitat. Students can fill out the graphic organizer to describe each bug's appearance, movement, and other unique features. (see printable)
 - Extension: Safely collect bugs without harming them. Allow students to examine the bugs closely in containers with magnifying glasses.
 - Modification: If going outside is not possible, show students pictures and videos of different types of bugs in their natural habitat.
- Bug Classification:
 - Guide the students in classifying the bugs they observed based on their characteristics. Discuss features like the number of legs, wings, body segments, and colors. Students should write their classifications in the graphic organizer.
- Extension Activity: Choose one bug to research. Find information on their:
 - Habitat, life cycle, eating habits, special features, survival tactics, interesting behaviors, communication, impact on the environment
- Class Discussion:
 - *How are the appearances, habitats, diets, and behaviors of the bugs we observed similar? How are they different?*
 - *Why do you think each bug or insect has unique features? What do each feature help them do?*
 - *How are bugs important to our ecosystem? How do they contribute to nature? What is their roles in pollination, decomposition, and the food chain?*

MATH

Activities and Discussion Questions

COUNTING & GRAPHING TYPES OF BUGS

- Introduction / Discussion:
 - *What types of bugs did you see in the story?*
 - Show students each page and ask them to identify the types of bugs they see. Write each type of bug on the board.
- Bug Graph:
 - Have students count the number of each type of bug that appears in the book. For example: Count the number of (butterflies, ladybugs, worms, etc.) you see in the book.
 - Use a tally chart to organize the data. Then create a bar graph to represent the number of times each type of bug appears in the book.
 - Modification: This can be done as a whole class on the board, or students can create their own. (see printable)
- Class Discussion: Analyzing the Graph
 - *Which bug appeared the most? Which bug appeared the least?*
 - *Are there more ... (e.g. ladybugs) ... or ... (e.g. grasshoppers) ...?*
 - *How many more ... (e.g. ladybugs) ... are there than ... (e.g. grasshoppers) ...?*
 - *How many bugs appeared in the book in all?*



STANDARD CONNECTIONS

ENGLISH LANGUAGE ARTS

- CCSS.RL.1.1: Ask and answer questions about key details in a text.
- CCSS.RL.1.3: Describe characters, settings, and major events in a story, using key details.
- CCSS.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

MATH

- CCSS.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- CCSS.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
- CCSS.1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number.
- CCSS.K.MD.B.3: Classify objects into given categories, count the numbers of objects in each category and sort the categories by count.
- CCSS.1.MD.C.4: Organize, represent, and interpret data with up to three categories, ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- CCSS.2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

SCIENCE

- NGSS.K.LS.1.1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
- NGSS.K.ESS.3.1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- NGSS.1.LS.1.1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- NGSS.2.LS.4.1: Make observations of plants and animals to compare the diversity of life in different habitats.
- NGSS.K.ESS.2.2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

SoCIAL STUDIES

- Although there are not specific Social Studies standards aligned to these activities, the following themes encourage discussions about essential social and emotional concepts that are foundational to social studies education.
 - Civic Ideas and Practices: Empathy, kindness, inclusivity, civic values
 - Friendship and Relationships: How humans relate to and interact with one another
 - Community and Diversity: Accepting and valuing differences among a community

Name: _____

CHARACTER DEVELOPMENT

BEGINNING

Character Traits:

What are their interests?
How do they feel?

Actions:

What do they do?
How do they interact with others?

Character Name _____

MIDDLE

Change:

How have their feelings
and actions changed?

Cause:

What caused this character to
change?

Character Traits:

What are their interests?
How do they feel?

Actions:

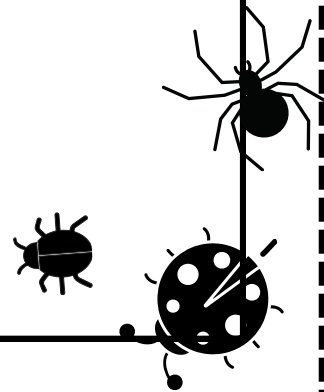
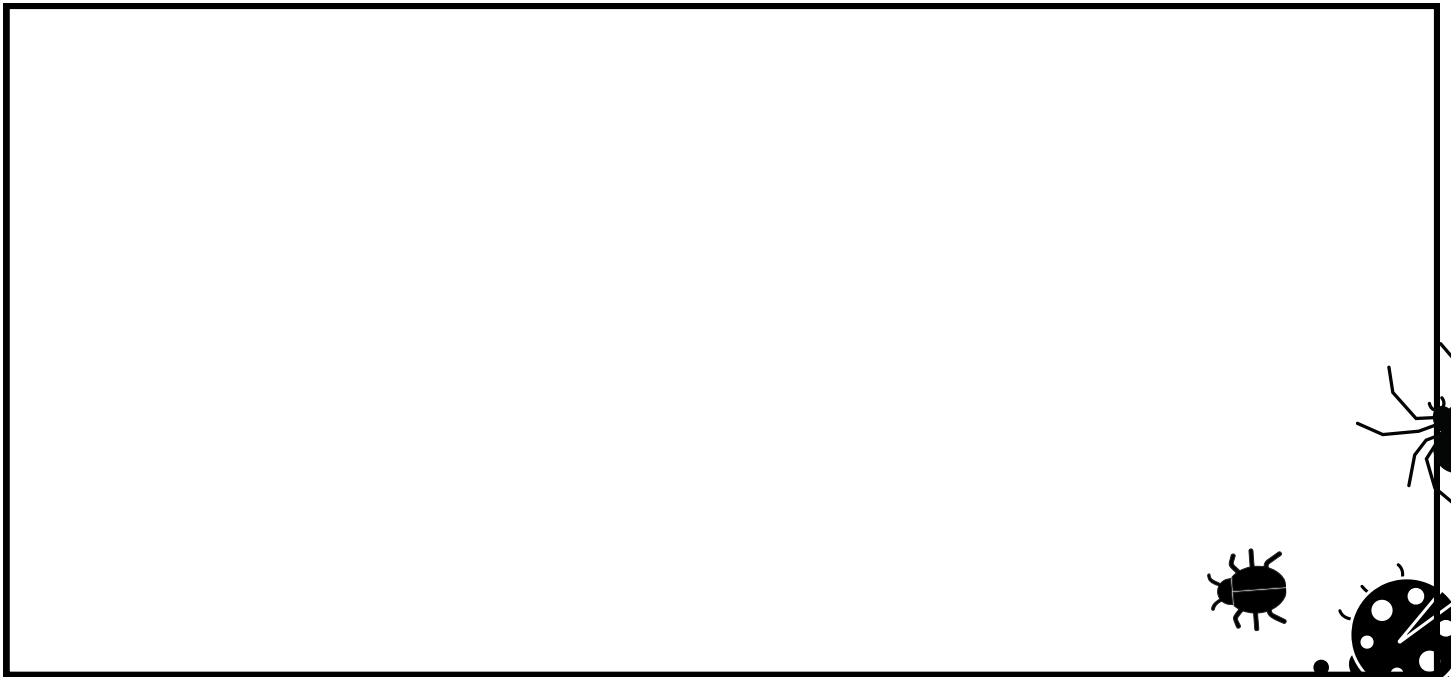
What do they do?
How do they interact with others?

END

HELLO, CAN I BUG YOU?

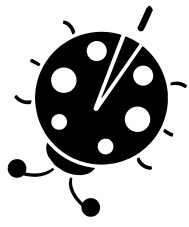
Writing Prompt: _____

By: _____



This image shows a blank sheet of white paper with a dashed black border. The page is ruled with 20 horizontal solid black lines, providing a guide for writing. The lines are evenly spaced and extend across the width of the page, leaving a small margin at the top and bottom. The paper is otherwise empty of any text or markings.

Name: _____



BUG OBSERVATION & CLASSIFICATION

Use a magnifying glass to observe different bugs in their natural habitat. Draw a picture of each bug you find and write down anything you notice. Use your senses! What do you see, hear, feel, or smell? Be specific and pay attention to detail. Use your observations to help determine what type of bug you observed!

ILLUSTRATION

Draw a picture of the bug you observed.

OBSERVATIONS

What does it look like? How does it move? What does it do? Does it make noise? Be specific!

CLASSIFICATION: What kind of bug is it?

ILLUSTRATION

Draw a picture of the bug you observed.

OBSERVATIONS

What does it look like? How does it move? What does it do? Does it make noise? Be specific!

CLASSIFICATION: What kind of bug is it?

ILLUSTRATION

Draw a picture of the bug you observed.

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OBSERVATIONS

What does it look like? How does it move? What does it do? Does it make noise? Be specific!

.....

CLASSIFICATION: What kind of bug is it?

ILLUSTRATION

Draw a picture of the bug you observed.

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OBSERVATIONS

What does it look like? How does it move? What does it do? Does it make noise? Be specific!

.....

CLASSIFICATION: What kind of bug is it?

ILLUSTRATION

Draw a picture of the bug you observed.

.....

OBSERVATIONS

What does it look like? How does it move? What does it do? Does it make noise? Be specific!

.....

CLASSIFICATION: What kind of bug is it?

Name: _____



BUG BAR GRAPH

How many times do each type of bug appear in HELLO, CAN I BUG YOU? Record your data in the tally chart below, then create a bar graph to represent the data.

Bee	
Butterfly	
Ladybug	
Worm	
Ant	
Beetle	
Spider	
Snail	
Grasshopper	
Dragonfly	

