

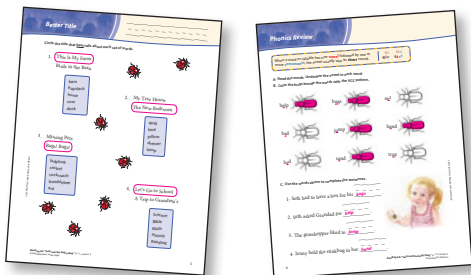
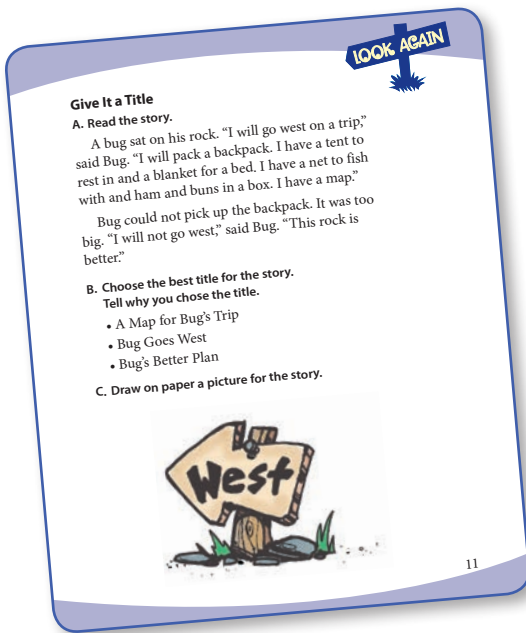
LESSON  
3

# SETH AND THE ANGRY BUG: Look Again

## Objectives

- Reread a story aloud, reading dialogue to portray the characters
- Recognize the purpose of a story title
- Choose the best title for a story
- Discuss and evaluate titles with a partner
- Draw a picture for a story

Each Student Text includes Look Again pages that coordinate with Look Again lessons in this Teacher's Edition. A Look Again lesson relates to previous Student Text selections and provides a variety of activities including rereading selections, reviewing vocabulary words, partner work, writing, and graphic organizers.



## Look Again at the Reading

### Reread the Story

Before rereading “Seth and the Angry Bug,” review the vocabulary words as needed.

Choose students to take turns reading “Seth and the Angry Bug” aloud. Remind them to read what Seth, Jenny, and Grandad say in the way they think each character would say it.

Encourage the students as they reread the story to look for ways that Grandad helps Seth. [BAT: 5a Love—kindness; 1 Cor. 13:4] (e.g., page 4—Grandad has a box and a net for Seth.)

The Look Again lessons provide suggestions for rereading all or part of a selection orally or silently. The rereading activity may be connected to the Before Reading section in the lessons of the selection.

### Story Titles

Direct the students to read silently the story on page 11 of Student Text A.

- **Explain in one sentence what happens in the story.** Possible answer: Bug begins packing for a trip and then decides not to go because the backpack is too heavy.

Direct attention to the three choices of titles and choose students to read them aloud. Elicit from the students that a good title gives a clue to what the story is about. As they look at the three choices, write these two questions for display.

1. Does this title tell something that really happens in the story?
2. Does this title tell the most important thing the story is about?

Arrange the students in pairs. Explain that each set of partners should “test” each title with the two questions displayed. Direct them to choose which title best supports what the story is about.

Choose partners to share their conclusions with the class. Lead them to conclude that “Bug Goes West” does not pass the test of Question 1, and “A Map for Bug’s Trip” does not pass the test of Question 2. “Bug’s Better Plan” is the best title for the story. It describes the most important part of the story without giving away the ending. It just gives us a clue that Bug is going to come up with a better plan than his first idea of going west.

### Story Pictures

Direct the students to draw a picture that invites us to read the story.

### Worktext pages 5–6

- Comprehension: main topic
- Assessment: phonics

Guide the students in reading and following the directions to complete the Worktext pages.