

Suggested learning opportunities for *The Bug Collector* by Alex G Griffiths

- > STEM
- > Literacy & English
- > Expressive Arts
- > Modern Languages
- > Health & Wellbeing, Social Studies and RME



**Numeracy and Mathematics**

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weight it using appropriate instruments and units. **MNU 1-11a**

I can continue and devise more involved repeating patterns or designs, using a variety of media. **MTH 1-13a**

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a**

- What bugs are in your local area? Why not go on a bug hunt! Create a map and label where you found each type of bug. You could also use this map to create a survey of the number of bugs you find or a tally chart.
- The jars George uses to capture the bugs are lots of different shapes and sizes. Look for containers in your classroom and try to estimate their capacity or mass. Measure out and see if you were right! Could you estimate how many bugs could fit in one container?
- There is a lot of repetition in nature especially with patterns. As a group can you make a nature collage/picture including different patterns; perhaps you could use digital tools and do this online?

**Sciences**

By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. **SCN 1-06a**

- The book switches between daylight and night time. Talk about the difference between both. Can you spot when the time changes through the book?

**Technologies**

Through discovery and imagination, I can develop and use problem solving strategies to construct models. **TCH 1-14a**

Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a**

I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a**

- Make a home for a bug in your school grounds. In groups, research, plan, design, sketch and build your bug house. You could even make a welcome sign!
- Explore the national wildlife database through iRecord and see what bugs other people have found in your area. You could even send in your own record.
- Look for some nocturnal bugs. Make a bug hotel and leave it out overnight. In the morning, investigate your findings. \*

**Art and Design**

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a**

- Drawing a bug is a great way to get to know them! Research, look closely and draw a bug of your choice.
- George likes to look at the patterns, shapes and colours of the insects. Choose an insect with an interesting pattern and create a collage to replicate it.

**Reading**

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**

- Can you find some great words in the book that describe how the bugs move, e.g. fluttering, swishing? Talk about some of the different bugs that you see in the book and suggest some words to describe how they move, you could even try to add some alliteration, like a creeping caterpillar or a wriggly worm!

**Writing**

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**

- A lot of the bugs in the book have important jobs that contribute to the world's ecosystem. Can you choose a bug or animal and find out about the important jobs they have? Consider how you can make and use some notes to present this information to your class.

**Health and Wellbeing**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 1-04a**

- George's Grandfather doesn't agree with keeping the bugs, but feels proud of George later when he releases them. Can you think of a time when you weren't sure about something at first but changed your mind? Write or draw about the experience.

**Social Studies**

I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**

- George realises how important bugs are to the environment. Create a campaign leaflet for your local community about an aspect of the local environment that you are passionate about, e.g. littering, sea life, bees.

**Modern Languages**

I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. **MLAN 1-08b**

- Many insects have a Latin name. Can you research some of the bugs mentioned in the book and find out their Latin name? Discuss with your class how they may be similar to their name in other languages.

**Related book suggestions**

*Luna Loves Art* by Joseph Coelho

*Twist and Hop Minibeast Bop* by Guy Parker-Rees and Tony Mitton

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\*Worksheet available