



Readers respond in multiple ways including: making connections to themselves, their communities, and their literacy experiences; pursuing their curiosity through discussion, inquiry, and self-expression; and changing their attitudes and behaviors. This guide provides suggestions and resources for supporting and extending students' authentic reading responses. Select activities and resources that best meet the needs and interests of your students.

## READ AND DISCUSS

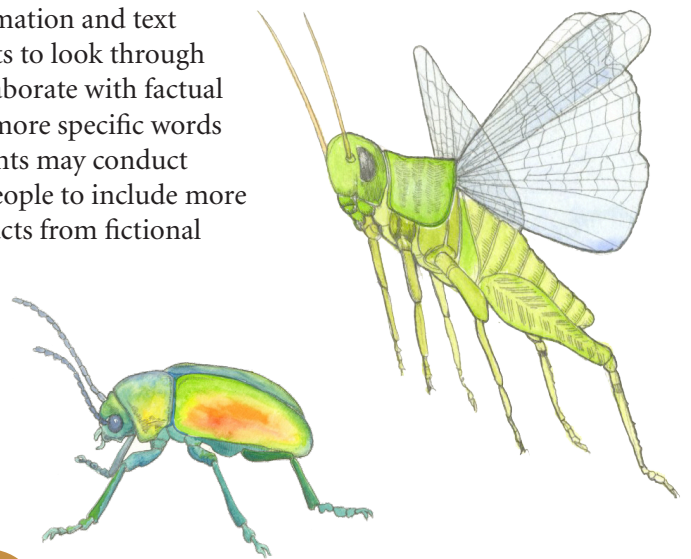
Read *The Great Whipplethorp Bug Collection* aloud and discuss the book with students. What ideas stood out? What questions do students still have? What connections can they make? Collect students' questions and ideas on chart paper or online platform like Flipgrid, and/or invite students to record their thinking in their notebooks. Students can add to these shared notes and use them for writing and discussion topics for the following activities.

## PERSONAL CONNECTIONS

**1.** Chuck compares his abilities and accomplishments to his ancestors who were scientists, adventurers, and soldiers and worries that he is not as interesting or courageous as the Whipplethorp men who came before him. Where does this pressure to compare himself to his family members come from? How does his father help Chuck identify and celebrate who he is without making comparisons? How did this conversation help Chuck see himself (and his father) differently? Encourage students to reflect on moments when they have compared themselves unfavorably to others. What were the circumstances? What expectations or pressure did they feel? How did they handle it? Invite students to reflect in their notebooks, then share with a discussion partner. Model and set expectations for inclusivity and acceptance for everyone's experiences—recognizing that many young people can feel uncomfortable sharing opinions, preferences, or memories that reveal differences or cause embarrassment. Encourage interest and respect for each other.

**2.** Chuck thinks the Whipplethorp men were “great” in past generations, but his father, a data analyst who works from home, is boring. Talk with students about the gender stereotypes influencing Chuck's perceptions of his ancestors, his dad, and himself. Why does Chuck think that he needs to fight an octopus or climb a mountain to be great? How can gender stereotypes shape our impressions of others and ourselves? How have gender roles changed from students' grandparents' time? How can we change our biases about gender? Invite students to consider these questions and other questions posed during class discussion. The Additional Resources section below includes information for building background knowledge on the topic and several lesson plans and resources about identifying and dismantling stereotypes and talking with young people.

**3.** The author and illustrator of this text incorporated nonfiction information and text elements such as drawings and scientific names of insects. Invite students to look through their notebook entries and find one story or poem they would like to elaborate with factual information or detail, such as interesting facts about a setting or event, more specific words for nouns, or illustrations or text features like diagrams or charts. Students may conduct research or add their background knowledge of events, locations, and people to include more detail. Invite students to collect examples of informational details and facts from fictional and narrative texts and other media. Students can share these found examples during writing groups or online platforms like Padlet or Google Classroom.

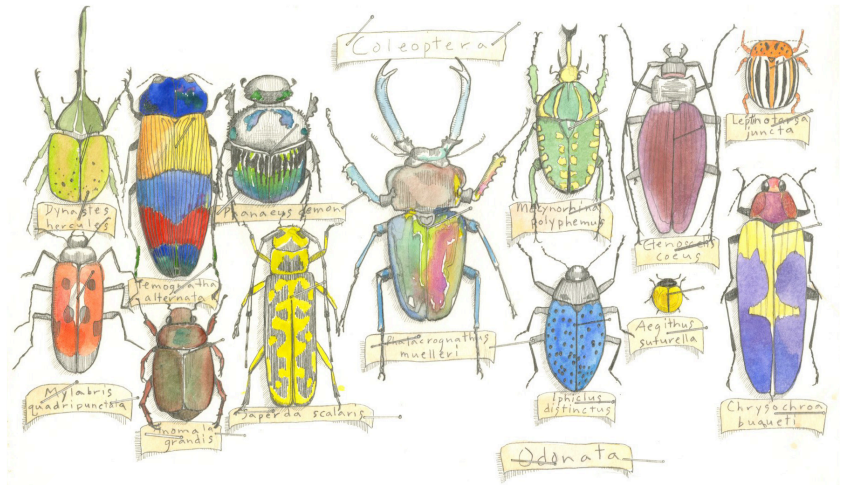


# The Great Whipplethorp Bug Collection

## TEACHING TIPS

### INTERDISCIPLINARY CONNECTIONS

**4.** Chuck thinks going outside increases his “chances of something interesting happening.” He eventually decides to collect insects like his grandpa. Go on a nature walk. “Collect” photos of animals, plants, and other interesting features of your school grounds, neighborhood, or local park. Invite students to record their observations in notebooks—descriptions of nature, questions, sketches—whatever they are inspired to capture or want to remember. Encourage students to consider what they see and how it makes them feel. Provide students time and space to experience the setting before moving into structured activities like lessons or group discussions.



**5.** No matter where people live, animals and plants live alongside us. Be citizen scientists! During nature walks or other outdoor activities, invite students to photograph what they find and observe. The Smithsonian’s iNaturalist Seek app ([www.inaturalist.org/pages/seek\\_app](http://www.inaturalist.org/pages/seek_app)) can help students identify and learn more about plants and animals in their area. Log students’ sightings in the app and help scientists around the world track where many plants and animals migrate and live.

**6.** Invite students to look through their observations and notes from nature walks or outdoor activities at home and pick one topic or idea they would like to explore through self-directed creative expression or inquiry. What interests them? What inspires them? What questions do they still have? Students can write poems or stories, research specific animals or plants, or create visual artwork. Curate a museum display in the classroom or share virtual exhibits through your class blog or another accessible online platform.

### ADDITIONAL RESOURCES

The American Academy of Pediatrics Parenting Website: Gender Identity Development in Children: <https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-Identity-and-Gender-Confusion-In-Children.aspx>

Learning for Justice: Gender Stereotypes and Gender Identity Learning Plan: <https://www.learningforjustice.org/learning-plan/gender-stereotypes-and-gender-identity>

Media Smarts: Talking to Kids about Gender Stereotypes: <https://mediasmarts.ca/tipsheet/talking-kids-about-gender-stereotypes-tip-sheet>

Perdue University Etymology Department: Insect Hunter: Insect Collecting Basics for Kids: [https://www.youtube.com/playlist?list=PL98ugcsVDglx5lHZ\\_u9HSC6t-tczamrI3](https://www.youtube.com/playlist?list=PL98ugcsVDglx5lHZ_u9HSC6t-tczamrI3)

Smithsonian: BugInfo: <https://www.si.edu/spotlight/buginfo>

Smithsonian: iNaturalist: Seek app: [https://www.inaturalist.org/pages/seek\\_app](https://www.inaturalist.org/pages/seek_app)



These Teaching Tips were prepared by Donalyn Miller. Find her at [bookwhisperer.com](http://bookwhisperer.com), [theauthorvillage.com](http://theauthorvillage.com), on Twitter at [@donalynbooks](https://twitter.com/donalynbooks), and on Facebook at [www.facebook.com/donalynbooks](https://www.facebook.com/donalynbooks).