

Grasshoppers: Chirping Jumpers

CREATED BY: SHELLY REES

2 Different Reading Levels

High-Interest Passage!

The **easier** passage has a ■ in the bottom left corner.

The **more difficult** passage has a ▲ in the bottom left corner.

Grasshoppers: Chirping Jumpers

Margin Notes

Grasshoppers are an unusual kind of insect. Sometimes, they are confused with bush crickets. Grasshoppers can be recognized by their shorter antennae. Because of this difference, they are sometimes called short-horned grasshoppers.

Grasshoppers are well known for what they do best: hopping. The way they hop is very different. They bend their back legs, acting like a spring. Then they relax their legs, which throws them up into the air. Grasshoppers can jump about three feet into the air without using their wings!

At first, grasshoppers are not able to jump that high or make that chirping noise. They are born from an egg. They then hatch into what is called a nymph (also called a "hopper"). Over the course of its life, a grasshopper goes through six stages. Each time, the grasshopper sheds its outer layer (called molting) until it reaches the fifth or sixth stage. At this last stage, the grasshopper has wings that let it fly farther than it can jump.

There are times that there are thousands or even millions of grasshoppers living in one place or moving from place to place. When this happens, they are called locusts. The group of locusts is called a swarm. Swarms can destroy crops of all kinds and cause multiple problems for farmers.

Grasshoppers can be heard chirping when the weather is warm enough for them to survive outside. They make this chirping noise by rubbing their legs against the edges of their wings. This is called **stridulation**. These sounds are used to talk to other grasshoppers. The sound changes if a grasshopper is afraid of another grasshopper. It also changes to let other grasshoppers know where safe ground is. The sound changes, too, when males and females grasshoppers. Female grasshoppers can make chirping sounds much more loudly.

Grasshoppers have to watch out for predators at all stages of their life. Bees or beetles sometimes eat grasshopper eggs. As they grow, they also become food for ants, wasps, spiders, birds or other small animals. Grasshoppers try to protect themselves in three ways. First, some species of grasshoppers are born with very bright colors. This warns predators to stay away! Second, others are born with colors that match leaves or tree bark. This lets them blend in with their surroundings and hide. Third, when they get big enough, grasshoppers may jump into the air. They then open their wings to scare predators, and use their wings to fly away.

Grasshoppers are interesting insects that find many ways to communicate, hide, and survive.



Grasshoppers: Chirping Jumpers

Margin Notes

Grasshoppers are a very unique kind of insect. Sometimes, they get confused with bush crickets. Grasshoppers can be recognized by their shorter antennae. Because of this difference, they are sometimes called short-horned grasshoppers.

Grasshoppers are well known for what they do best: hopping. The way they hop is very unique. They bend their back legs, acting like a spring. Then they relax their legs, which throws them up into the air. Grasshoppers can jump about three feet into the air without using their wings!

At first, grasshoppers are unable to jump that high or make the chirping noise you often hear them make. They are born from an egg, and hatch into what is called a nymph (also called a "hopper"). Over the course of its life, a grasshopper goes through five or six stages. Each time, the grasshopper sheds its outer layer (called molting) until it reaches the fifth or sixth stage. At this last stage, the grasshopper is a full adult and has wings that let it fly farther than it can jump.

There are times that there are thousands or even millions of grasshoppers living in one place or moving from place to place. When this happens, they are called locusts and the group of locusts is called a swarm. Swarms can destroy crops of all kinds and cause multiple problems for farmers.

Grasshoppers can be heard chirping when the weather is warm enough for them to survive outside. They make this chirping noise by rubbing their legs against the edges of their wings. This is called **stridulation**. These sounds are used to communicate with other grasshoppers. The sound changes if a grasshopper feels threatened by another grasshopper. It also changes to let other grasshoppers know where safe ground is or when males are trying to attract female grasshoppers. Female grasshoppers can make chirping sounds, but male grasshoppers chirp much more loudly.

Grasshoppers have to watch out for predators at all stages of their life. Bees or beetles sometimes consume grasshopper eggs. As they hatch and grow, they might also become food for ants, wasps, spiders, birds or other small animals. Grasshoppers try to protect themselves in three main ways. First, some species of grasshopper are born with very bright colors. This warns predators to stay away! Second, others are born with colors that match leaves or tree bark. This lets them camouflage with their environment and hide. Third, when they get big enough, grasshoppers may jump into the air and open their wings to scare predators, and then use their wings to fly away.

Grasshoppers are fascinating insects that find many creative ways to communicate, hide, and survive.



Reference Chart, Annotating Guide, Close Reading Directions

CLOSE READING STEPS

The following steps are a **suggested sequence** in which you could approach the contents of this packet. This approach will require 3 separate readings of the passage, each requiring students to dig deeper with each reading. Each task of the packet is to be completed in one day/lesson. With 5 total tasks per passage, each should take one week to complete.



1st Reading: Student reads the passage. As they read, they use their annotation symbols to identify unfamiliar words, questions they have, and parts of the passage that they agree with. Complete **Task 1: Read & Annotate**. This task also includes some basic recall questions.



2nd Reading: Teacher (or partner) rereads the passage a second time while students follow along. Have students complete **Task 2: Vocabulary**. This allows students to demonstrate their understanding of unfamiliar words from the passage, leading to a deeper comprehension of the text.



3rd Reading: Students reread the passage a third time, then responds in writing, citing text evidence. Students complete **Task 3: Reread and Dig Deeper**. This page of questions requires students to cite text evidence when answering questions. Additionally, students complete **Task 4: Reread and Respond**. These final tasks use the text evidence to write a supported summary.

Annotating Marks

As you read the passage, make the following marks on the text:



Circle powerful words or phrases.



Underline words or phrases you do not understand.



Place a question mark near something that makes you think of a question.



Write an exclamation mark near something that surprises you.



Draw an arrow where you make a personal connection to certain words or ideas.



Write your important thoughts in the margins.

Wow! The character showed a lot of courage here...

ABOUT THIS PACKET

The first part of this packet includes 5 reading passages and one week's worth of reading activities for each passage. The Close Reading passages included in this packet are each provided at 2 different reading levels, so that you may more easily differentiate your instruction. All the informational content of the 2 versions is the same, but the reading levels are different. All the question sheets are the same. This makes it easy for you to provide reading passages on each student's level, but use the same question and activity sheets for the entire class!

NOTE:

The **easier** passage has a ■ in the bottom left corner.
The **more difficult** passage has a ▲ in the bottom left corner.

Each passage with its activities is designed for a 5-day time frame, following this schedule:

Day	Title of Activity	Purpose
1	Task 1: Read and Annotate	Read passage for the first time. Use annotation symbols to annotate. Answer surface level questions.
2	Task 2: Vocabulary	Read passage for the second time. Students choose vocabulary words that are unknown to them and complete the vocabulary activity using those words.
3	Task 3: Reread and Dig Deeper	Read passage a third time. Students answer deeper level questions, citing text evidence to support answers.
4	Task 4: Reread and Respond	Students use the graphic organizer to identify the main idea and supporting details of the passage.
5	Task 5: Summarize	Using the completed graphic organizer from Day 4, students write a summary supporting details for the passage.

The reading levels for each differentiated passage are provided in this chart:

Passage Title	Symbol	Lexile Level
Mozart – Musical Genius	■	720
	▲	940
The History of Little League	■	780
	▲	1,000
The Sweet Story of Honey	■	740
	▲	950
George Washington Carver	■	800
	▲	1,030
The United States Constitution	■	750
	▲	930

5 Days of Close Reading Activities for GREATER Reading Comprehension

Task 1 - Read & Annotate
Name: _____ Day: _____

As you read through *Grasshoppers: Chirping Jumpers* for the first time, use your annotating marks and write important notes in the margin. Then, answer these questions:

- **Circle** powerful words or phrases.
- **Underline** words or phrases you do not understand.
- **Place** a question mark near something that makes you think of a question.
- **Write** an exclamation mark near something that surprises you.
- **Draw** an arrow where you make a personal connection to certain words or ideas.
- **Write** your important thoughts in the margins.

First Reading Questions:

1. What is this passage mostly about?

2. What are grasshoppers sometimes called because of their short antennae?

3. What kind of predators do grasshoppers have to watch out for?

4. What is stridulation?

Task 2 - VOCABULARY
Name: _____ Day: _____

Read the passage a second time. Find four words which you do not understand. Write them in the boxes below the vocabulary diagram.

Task 3 - Reread & Dig Deeper
Name: _____ Day: _____

Read the passage a third time. Find four words which you do not understand. Write them in the boxes below the vocabulary diagram.

Task 4 - Reread & Respond
Name: _____ Day: _____

Read the passage a fourth time. Complete the chart below using the four details from the passage.

Task 5 - Summarize
Name: _____ Date: _____

Write a summary of the passage. The main idea is _____
Then use the four details to write four supporting details to write your summary by restating the main idea.

GRASSHOPPERS: CHIRPING JUMPERS

**NO PREP!
Print and Go!**

NO PREP!

Print and Go!

Answer Keys Provided

Task 1 - Read & Answer GRASSHOPPERS: CHIRPING JUMPERS ANSWER KEY

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something you do not understand.
- Write an exclamation mark near something you find interesting.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margin.

First Reading Questions: Some answers may vary.

1. What is this passage mostly about?
This passage is mostly about grasshoppers and how they communicate and survive.
2. What are grasshoppers sometimes called?
Grasshoppers are sometimes called hoppers.
3. What kind of predators do grasshoppers have?
Grasshoppers have many predators, including spiders, birds, or other small animals.
4. What is stridulation?
Stridulation is when grasshoppers move their legs against the edges of their wings.

Task 3 - Reread & Dig Deeper GRASSHOPPERS: CHIRPING JUMPERS ANSWER KEY

Text Evidence Questions: Some answers may vary.

1. What is the main idea of the passage?
Grasshoppers are insects that communicate, live, and survive in interesting ways.
2. List three details that support the main idea.
 - a) Grasshoppers are well known for their jumping.
 - b) There are times that there are many grasshoppers living in one place or moving from one place to another.
 - c) They make a chirping sound by rubbing their legs against the edges of their wings.
3. How does a grasshopper jump into the air without using their arms?
Grasshoppers use their back legs, acting like a spring. Then, they push off the ground, which throws them up into the air.
4. List 3 pieces of evidence from the text that show how grasshoppers try to protect themselves.
 - a) Some grasshoppers are born with bright colors, which warns their enemies to stay away.
 - b) Others are born with colors that match leaves and bark, which allows them to hide.
 - c) They may open their wings to scare predators and then fly away.
5. Name 3 times the chirping sound of a grasshopper changes.
 - a) It changes if a grasshopper feels afraid of another grasshopper.
 - b) It also changes to let other grasshoppers know where safe ground is.
 - c) The sound changes when males try to attract females.

