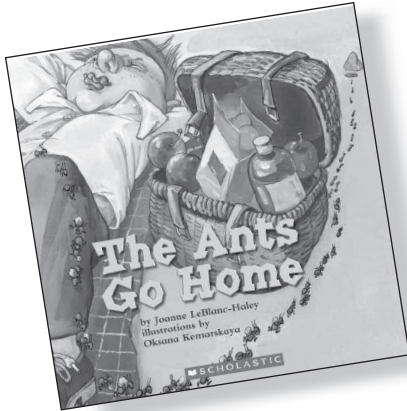


The Ants Go Home



Written by Joanne LeBlanc-Haley

Illustrated by Oksana Kemarskaya

Text Type: Fiction: Description — Account

Guided Reading Level: B

Summary: Ants crawl up, down, around, and over a sleeping man at a picnic to bring home the food they are carrying on their backs.

Word Count: 28

High-frequency Words: *down, go, home, over, the, up*

Text Supports

- ▶ single line of text on each page
- ▶ highly supportive illustrations on each page
- ▶ repetitive language pattern

Possible Text Challenges

- ▶ some challenging words

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ using picture cues to support word recognition

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences based on illustrations and prior knowledge
- ▶ evaluate: give opinions
- ▶ use picture cues to read unfamiliar words
- ▶ track print and demonstrate understanding of print concepts



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Read the title, author name, and illustrator name. Point to the illustration on the front cover and ask, *What do you think is going on in the picture?* Repeat the same question for the back cover.

ESL Note: ESL students may not be familiar with picnics. If possible, bring actual picnic items into the classroom, e.g., blanket, basket, containers. Discuss what types of food are brought on picnics.

**Making connections:
text to self**

Ask, *Have you ever been on a picnic? What did you bring with you?* After students have a chance to mention various food items, say, *When you went on your picnic, you packed lots of delicious food. The man in the book did, too. Where does it show us that the man brought food?* Have one student point to the picnic basket on the front cover. *When you went on your picnic, did you see any ants? What do ants like to do?* Make connections between what students say and what the ants are doing in the cover illustrations. *Where do you think they are going? That's right, they are going home. The title tells us that. As you read, you will see all the places the ants go during their journey home.*

**Print concepts/
word solving and building**

Overcoming Text Challenges

Reread the title and then read the first page. Note the repeated sentence starter: "The ants go _____." Do a picture walk through the book. Point out that the words always appear under the illustrations in a single line of text. Tell them that the illustrations in the book give strong hints about what the words say.

Teaching Tip: As you read the title, author and illustrator names, and the first page, model print processing strategies such as pointing to the first word, tracking print left to right, and matching word by word.

Inferring

Setting a Purpose

When you read, you will notice that the ants are crawling on the man. He doesn't seem to know the ants are doing this. See if you can find any words or pictures that tell or show that he doesn't know the ants are crawling on him.



DURING READING

Give students their own copy of the text and direct them to read independently. Watch that students start to read on the first page and guide them to do so, if necessary. Remind students, *The pictures in this book show exactly what the words are saying so if you get stuck on any words, look carefully at the pictures and they will help you.* As students read, carefully observe their strategy use, fluency, and problem-solving skills.

Instruct early finishers to reread the text and look for a page in the story that tells where the ants got their food.



AFTER READING

Analyzing

Have a general discussion about what happened in the book. *What were the ants doing in this story? What was the man doing? Where did the ants go on their journey? Where was their home?*

Inferring

Return to the purpose you set out for students. *Did you find a page with any words or pictures that told us the man didn't know the ants were crawling on him?* If students have trouble, direct them to pages 6 and 7. After students

respond, say, *Yes you're right, the pictures on pages 6 and 7 show the ants crawling on the man and he is sleeping so he doesn't know the ants are on him. Is it the words or the pictures on pages 6 and 7 that tell us the man is sleeping? Yes, it's the pictures. Sometimes when we read we will find that the words don't tell us all the information. Sometimes we get our information from the pictures, and that's how we understand what is going on in the story.*

Evaluating

Ask, *Do you think the ants were smart? What do you think would have happened if the man had woken up? Allow students to share their responses. Do you think the man could have done something differently so that the ants wouldn't have gotten into his food?*

Word solving and building

Mention reading strategies that you observed as students read the book. *I saw some people looking at the pictures when they were trying to figure out words. That's a great way to help you read difficult words.*

Inferring

Ask students to find a page in the story that tells where the ants got their food. Confirm that there were no words in the story to tell us this information and yet we know the ants got their food from the man's picnic. Ask students, *How do we know the ants got their food from the man's picnic?* Elicit from students that their prior knowledge about picnics and baskets helps them to make this inference. If students haven't already pointed out the illustration on the title page, have them turn to it. *The picture on the title page shows the ants taking crumbs from the picnic blanket. This illustration shows us we are right about where the ants got the food.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

The Ants Go...

Give each student a copy of the BLM and instruct them to connect each word to its matching picture by drawing a line from one to the other. Have them to write a sentence using the word.

Role-playing

In pairs, have students turn to a partner and, in the role of the ant, tell what they did. Instruct them to describe the journey they took and where they were headed with the food. You may wish to give students props, such as a flannel board and felt cutouts of an ant and a man, for them to use as they retell the story in their own words.

Building Words

Using magnetic, card, or plastic letters, spell the word *go* from the book. Show students how to make new words from the word by changing the first letter, e.g., *do*, *no*, *so*, and *to*. Have students read aloud each new word they have created.

Analyzing

Sequencing: retelling

Word solving and building



Home Links

Have students take home a reproducible version of this text. See www.lpey.ca.

The Ants Go...

Name: _____

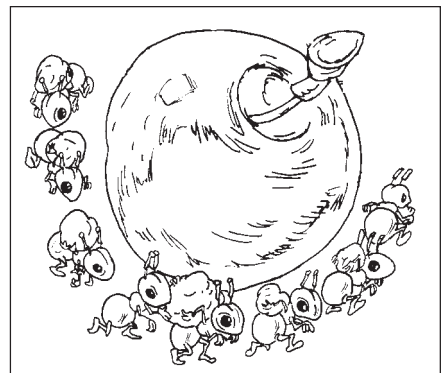
down



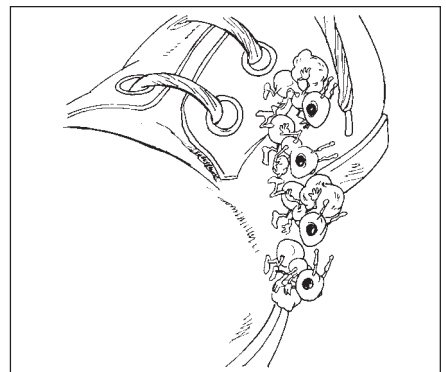
around



over



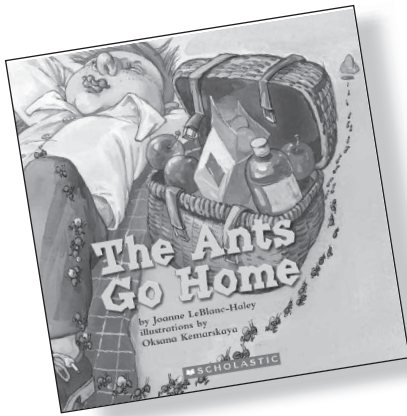
up



The Ants Go Home

Written by Joanne LeBlanc-Haley

Illustrated by Oksana Kemarskaya



Text Type: Fiction: Description — Account

Summary: Ants crawl up, down, around, and over a sleeping man at a picnic to bring home the food they are carrying on their backs.

For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

Text Features

Print Concepts

- ▶ one line of text per page

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ using illustrations to support word recognition

Assessment Opportunities

Note each students' ability to:

- ▶ track print
- ▶ join in with the predictable language pattern
- ▶ make inferences
- ▶ evaluate: give opinions
- ▶ use picture cues to solve unfamiliar words



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Hold up your copy of the book so that all students can see it. Show the cover and ask students to look carefully at the illustration. Ask, *Who do you see in the picture? What are they doing?* Invite students to predict what they think the book will be about. Read the title of the book and note that the author, Joanne LeBlanc-Haley, wrote the book and that the illustrator, Oksana Kemarskaya, drew the pictures. *What do you think the title, The Ants Go Home, means?*

Display the back cover and read the words there. *What do you think the ants go "up, down, and around"?*

**Making connections:
text to self**

Invite students to make text-to-self connections about going on a picnic. Use prompts to encourage discussion, e.g., *Have you ever been on a picnic? Tell us about it. Did you see any ants? How do you feel about ants?*

ESL Note: ESL students may not be familiar with picnics. If possible, bring actual picnic items into the classroom, e.g., blanket, basket, containers. Discuss what types of food are brought on picnics.

Inferring

Setting a Purpose

Tell students, *As we read the book together, I want you to look closely at the man. Does he know the ants are crawling on him?*



DURING READING

Text features

Read the title on the cover again and then turn to the title page. Explain that the title page repeats the information that is on the cover. Invite students to reread the title with you as you track print.

Tracking print

Model print processing strategies as you get ready to read. *Let's start on the first page. Where do we start? I'm putting my finger under the first word.* Tell students, *You will notice in this book that the words match very closely to the pictures, so let your eyes follow the words and then look at the pictures.* Start to read the first page, tracking the print with your finger beneath each word.

Building confidence

After reading page 3, ask students, *What are the ants crawling on?* Then ask, *Did you notice on page 2 the words say, "The ants go up," and the picture shows the ants going up, and on page 3 the words say, "The ants go down," and the picture shows the ants going down? In this book the words and the pictures go together.* Also, point out the repetition of "The ants go..." and encourage students to join in with these words as you continue reading.



AFTER READING

Inferring

Let's talk about what I asked you to think about during the story. Does the man realize that ants are crawling all over him? How do you know? Confirm that the man doesn't realize the ants are crawling on him because the man is sleeping. Point out that the words do not tell us the man is sleeping, but the pictures show us. Ask a student to identify the pages that show the man sleeping.

Analyzing

Ask, *Where are the ants going?* Confirm that they are going home and then ask, *Where do they live?* Reiterate that the words don't tell that the ants live in a hole in the ground but the picture shows us. Invite a student to come and identify the page that shows the ants walking into their home. Remind students that they can learn a lot about what they are reading by looking at the illustrations.

**Making connections:
text to self**

Think about if this picnic is like any picnic you have been on. How is it the same? How is it different? Have students turn to a partner and share their thoughts.

Evaluating

Now think about the ants. Do you think they were clever? How? Allow a few students to respond. What do you think would have happened if the man had woken up? Have a few students give their ideas.

Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Text features

Review the title and author and illustrator's names. Ask students to look for this information on the title page. Have one student point out each item.

Print concepts/ tracking print

Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:

- ▶ track print from left to right under a line of print
- ▶ track print word by word
- ▶ locate particular words on a page
- ▶ use the pictures cues to assist in reading print

Focusing on Comprehension

Inferring

Have students reread the text in pairs and then discuss with their partner their response to the question, *Where did the ants get their food?* Meet together afterwards as a group and ask students to respond to the question. Once it is stated that the ants got their food from the man's picnic, ask students, *Are there words that tell us that?* Confirm that there are no words in the story that tell us that. Turn to the title page and point out that it shows the ants taking crumbs from the picnic blanket. *The author chose not to tell this in words.* Explain to students that an author doesn't have to tell everything. Sometimes authors let us figure out things based on what we know. *We know that picnics have food. We know that ants sometimes take food from picnics. So we guess that the ants in this book took the food from the man's picnic.* Point out that the title page confirms our guess.

Making connections: comparing

Create a large Venn diagram that shows the following information: who likes to eat inside, who likes to eat outside, and who likes to eat both inside and outside. Students can print their name in the appropriate section of the diagram to indicate their preference. When the work is completed, ask students to justify their preference. *Why do you like to eat inside/outside/both inside and outside?*

Working with Words

Letter knowledge

Turn to page 4. *The word ants starts with the letter "a."* *Would someone like to come and point to the word ant for us?* Ask the group, *How many times can you find "a" in ant? There is another "a" on this page. Who would like to point to the other "a"?* Tell students that the other "a" is at the beginning of the word *around*. Reread that sentence.

Phonological and phonemic awareness

High-frequency words



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Making connections: text to world

Sequencing: retelling

Sequencing: retelling

Evaluating

High-frequency words

Orally stretch out words from the text as you track print, e.g., *Let's say the word around very slowly. Stretch it out: a-round*. Then invite students to clap the syllables: *a-round*.

Assist students in building their knowledge of high-frequency words. Point out in the text the words *up*, *down*, and *over*. Note to students that these words tell where something is going. Say the words again using hand actions to illustrate them. Cover the text on each page and ask students to look at the picture and then tell you where the ants are going: up, down, around, or over. After they've responded, reread the page to confirm or adjust their responses.

Rereadings

Provide opportunities for each student to reread the book with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Group Book

Ask students to think of animals that can go up, down, around, over, and home, e.g., frogs. Rewrite the story as a Shared Writing activity, substituting the name of your animal for *ants*. Students could create illustrations to support the revised text. On the front cover beneath the new title could be the words, "Based on the story *The Ants Go Home* by Joanne LeBlanc-Haley" to remind students that they based their book on another author's work. The new text could be placed in the class library for students to read.

Sentence Strips

A Literacy Centre could be set up with sentence strips from the story and a copy of the text. In pairs, students reassemble the sentence strips in the right sequence. They can use the text to check their work.

Dramatic Response

To reinforce story sequencing, students can work at a Literacy Centre with a flannel board and felt cutouts depicting the ants and the man from the story. Students use the props to retell the story orally. This activity works best if students work with a partner.

Picture Gallery

Ask students to think about what the man in the story should have done differently to avoid having ants get into the food. Encourage students to draw and/or write their thoughts on paper. Post students' finished pieces on the wall. Invite students to do a gallery walk and look at their classmates' responses.

Word Building

Introduce or review some of the book's high-frequency words (e.g., *the*, *go*, *up*, *down*, *home*.) In pairs, students could find the words in the small copies of the text and then make them with plastic, card, or magnetic letters.