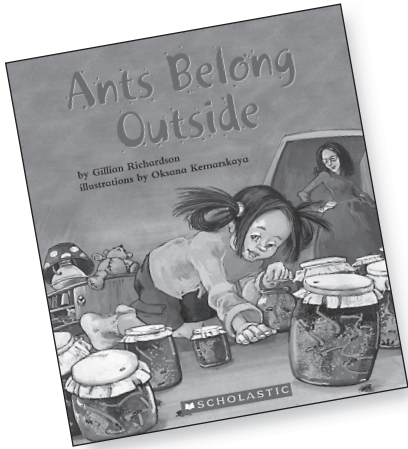


Ants Belong Outside



Written by Gillian Richardson

Illustrated by Oksana Kemarskaya

Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: J

Summary: Teresa loves all bugs, but her favourites are ants. Even though her mom insists, “Ants belong outside,” Teresa fills her bedroom with jars of ant farms. The ants eventually escape into the house and eat the cake Teresa and her mom made for Grandpa.

Word Count: 400

Text Features

Visual Literacy

- ▶ page numbers made of ants
- ▶ environmental print

Text Supports

- ▶ repetition of “Ants belong outside”
- ▶ illustrations are supportive of the text

Possible Text Challenges

- ▶ quotation marks
- ▶ some difficult words: *grasshopper, cricket, bumblebee, butterfly, favourite, sugar, earth, canary, chocolate, excited, decorated, frayed*

Reading Strategies

Comprehension

- ▶ inferring
- ▶ synthesizing

Working with Words

- ▶ using picture cues to determine the meaning of unfamiliar words
- ▶ word solving and building: using beginning letters and consonant clusters, and breaking down compound words to read unfamiliar words

Assessment Opportunities

Note each student’s ability to:

- ▶ solve challenging words using picture cues, beginning letters, consonant clusters, and compound words
- ▶ make inferences using text and picture cues
- ▶ synthesize prior and inferential knowledge to consolidate comprehension

Oral Language Opportunities

- ▶ predicting, discussing, and discussing in a group
- ▶ discussing with a partner



BEFORE READING

Predicting/infering/ visual literacy

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title, then the names of the author and illustrator. Say, for example, *These ants are in jars inside the house, but the title is Ants Belong Outside. Why do you think the book has that title?*

Have students examine the page numbers. Ask, *What are the page numbers made from? Why do you think this was done?* Have students look at the illustration on the back cover. Ask, *What does it say on the computer screen? What do you think Teresa wants to make of her own?*

ESL Note: Review the meaning of “-ed” endings and remind students that it is usually pronounced “t” at the end. Have students read a few words with “-ed” endings. Ask for the past tense of *dig*, *feed*, and *hang up*. Mention that some verbs have an irregular past tense.

Infering/synthesizing

Read the back cover text. Have students look at the picture details. Say, *What clues do the author and illustrator give us that show Teresa is thinking about having ants as pets? Think about what you know about ants. Do you think ants would make great pets? Why or why not?*

Overcoming Text Challenges

Word solving and building

Hand out copies of the book. Ask students to read pages 4 and 5 silently, then name all of the bugs Teresa loved. Jot the name of each bug on chart paper or the board. Have students find the two smaller words that make up the compound words *grasshopper* and *butterfly*.

Print concepts

Point out the first line of dialogue on page 6. Remind students that quotation marks mean that someone is talking. Ask them who that person is. Continue with such questions as, *Who’s speaking next? What does she say? Who’s talking next?*

Infering

Setting a Purpose

Remind students to check picture cues and read further to help them figure out words they’re unsure of. Say, *Let’s read the book to find out why ants belong outside.*



DURING READING

As students read their books, monitor the reading strategies of one or two individuals and provide prompts as needed. For example, pointing to the word *sugar* in the first line on page 8, say, *You’re having trouble with this word. Continue reading to see if there are any clues to help you figure it out. Just say Hmm for this word when you come across it again.* Once the student has finished the page, say, *So it’s something ants like to eat, and you’ve noticed that it comes from this bag* (point to the bag of sugar in the illustration). *What do you think the word is?*

Teaching Tip: As you listen to students read, make note of the effective strategies they use. You may need to reinforce those strategies with individual students, small groups, or the whole class.

Once students have read page 12, check their ability to infer by asking, *Why do you think the ants left their jars and went to the kitchen?*



AFTER READING

Inferring

Invite students to verbalize, using specific examples from the story, why they think Teresa’s mom was right to say, “Ants belong outside.”

Synthesizing

Invite students to discuss with a partner whether ants make great pets, then have them share their thoughts and reasons with a larger group.

Word solving and building

Revisit one or two challenging words, and invite students to describe the strategies they used to figure them out (e.g., breaking down some compound words into two smaller words and then putting the two smaller words together: bed-room ... *bedroom*).

Rereadings

Provide opportunities for students to reread the book independently or with a partner to enhance reading fluency and consolidate comprehension.

Focused Follow-up

The following activities are optional. Select those that best meet the needs of your students.

How Teresa Felt

Inferring

Have students discuss in pairs how Teresa felt about having ants as pets at the beginning of the story and at the end of the story. Encourage them to discuss the reasoning behind their conclusions. Have each student draw pictures to match what they have written.

Compound Words

Word solving and building

Ask each student to generate a list of all the compound words in the story, then add other compound words they can think of. Remind them that they can use words from the Word Wall, charts, and posters, if applicable.

Great Pets

Making connections: text to self/infering/synthesizing

Give each student a BLM, read the column headings, and ask, *Is an ant an inside pet or an outside pet?* After students respond, you might say, *Yes, ants should live outside. I’ll put a check mark in the “Outside Pet” column for the ant.* Follow the same procedure for *canary*. Tell students to add their choices for five great pets in the “Animal” column then put a check mark in the appropriate column beside each one. Ask them to name one inside and one outside pet that they would love to have and write about each one in the sentence starters at the bottom of the page. When students have completed their individual “Great Pets” BLMs, they can share their personal choices with their group and, perhaps later, with the whole class.

Great Pets

Name: _____

Animal	Inside Pet	Outside Pet
ant		
canary		

I would like a _____ for an inside pet because

I would like a _____ for an outside pet because