

About the Book

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Book Summary

Ants in My Bed, written in the first person, recounts a child's summer vacation at the shore with Gram. Living in a Victorian beach town is quite a contrast to the child's usual life in the city. The child learns about ocean tides, building sand castles, and conquering ants in a bed. This book is the second in a three-part series. Charming illustrations complement the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions before, during, and after reading
- Identify problem and solution
- Understand and use adverbs that compare
- Understand synonyms and antonyms

Materials

Green text indicates resources available on the website

- Book—*Ants in My Bed* (copy for each student)
- Chalkboard or dry erase board
- [KWL/ask and answer questions, adverbs that compare, synonyms and antonyms worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: *abdomen* (n.), *colony* (n.), *larvae* (n.), *obstacle* (n.), *pupae* (n.), *thorax* (n.)

Enrichment: *cedar shakes* (n.), *cocoons* (n.), *dismay* (n.), *moat* (n.), *nodes* (n.), *saliva* (n.), *steamboats* (n.), *tide* (n.)

Before Reading

Build Background

- Discuss what students know about building sand castles. Ask if they've seen images in magazines or on television of the large sand sculptures artists make of animals, people, and other things.
- Have students tell what they know about ants. Discuss ant farms. Ask students to tell if they've ever had ants in their home. Ask how they got rid of the ants.
- Introduce and explain the [KWL/ask-and-answer-questions worksheet](#). Have them fill in the top portion with information they know about sand castles and/or ants.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Show students the table of contents and explain that the chapter titles provide clues about the contents of the book. For example, ask students what they expect to read about in the chapter titled "Sand Castles."
- Have students look at the other chapter titles. Have them write any questions they have about the book based on the covers and table of contents in the *What I Want to Know* box on their worksheet.

Introduce the Reading Strategy: **Ask and answer questions**

- Model asking questions while looking at the table of contents.
Think-aloud: When I read the title of this book, I wondered why ants would get into a bed. As I look at the table of contents, I wonder if I'll learn more about how to make sand castles. I also wonder what I'll learn about sea glass. I'm going to write these three questions in the What I Want to Know box on the board. I'll have to read the book to find out if the answers are in the book.
- Have students preview the rest of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students about the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to the bold word, *colony*, on page 12. Review or explain that they can often use context clues in a sentence containing the unfamiliar word, or surrounding sentences, to figure out the word. In this case, the first sentence tells us that ants live in colonies. In the second to last sentence, we are told about a large number (thousands) of ants that live and work together in an area. Ask students if they agree that *colony* must have something to do with a large number of ants and where they live. Ask students to turn to page 19 and read the glossary definition of *colony*. Tell students they can also check the meaning of a word by looking the word up in a dictionary.
- Remind students to check whether a word makes sense by rereading the unfamiliar word(s) in the sentence.
- Have students continue previewing the glossary, reading the glossary words and their definitions aloud.

Set the Purpose

- Have students read the book, remembering to ask questions as they read and add them to the *What I Want to Know* section of their worksheet.

During Reading


Student Reading

- **Guide the reading:** Review or explain that this story is written in the first-person narrative style. The author is retelling events as if they actually happened. Have students read pages 4 through 9. If they finish before everyone else, they can go back and reread.

- Have students tell some of the questions they were able to answer on their worksheet by reading the first half of the book.
- Model answering questions.

Think-aloud: *After reading through page 9, I can answer two of my questions. I learned how to make sand castles and about sea glass. (Record answers in the What I Learned box on the board.) I didn't find out why ants would get into a bed. I will have to keep reading to find the answer to this question.*

- As students read the remainder of the book, remind them to continue to ask themselves questions about the story and to add the questions to their worksheet. Tell students to write answers to their questions in the *What I Learned* box on their worksheet.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce that asking questions while reading keeps students actively involved in the reading process and helps them understand and remember what they have read.
- Ask students if they were able to answer all of the questions on their worksheet. Review or explain that the book doesn't always answer every question. Sometimes it is necessary to check other sources.

Teach the Comprehension Skill: Problem and solution

- **Discussion:** Ask students if they've ever been to the ocean or a large lake. Ask if they noticed the tides. Tell students that tide tables tell where and when high and low tides are expected at specific places.
- **Introduce and model:** Write *Problem* and *Solution* on the board. Tell students to turn to page 9 and reread the last paragraph. Ask students what the child's problem was (high tide washing the sand castle away). Write the problem on the board under *Problem*. Have a student read the second paragraph aloud. Ask students what the solution was to the child's problem (reading tide tables to know when it would be high tide). Write the solution on the board under *Solution*.
- **Check for understanding:** Tell students to turn to page 11. Ask a student to read the first sentence aloud. Then ask another student to read the next sentence, which tells what the problem was (*I had ants in my bed*) and write it under *Problem*.
- **Think-aloud:** *When I read these sentences, I wondered why the ants were in the child's bed. I have had ants in my house, and getting rid of them is not always easy. I wonder if the author had this problem at one time and if she used the same solution provided in the story.*
- **Independent practice:** Have students find the solution to the ant problem (page 17). Have students write the solutions under *Solution* on the board (*vacuumed crumbs, changed the bed sheets, no longer ate cookies in the bedroom*).

Build Skills

Grammar and Mechanics: Comparative adverbs

- Review or explain that *adverbs of comparison* show how two things compare to one another. Tell students that *-er* is usually added to a short adverb to compare two actions. Write on the board: *The rabbit raced slower than the turtle*. Ask a volunteer to tell the adverb (*slower*) and what two actions are being compared (the racing of the rabbit and the racing of the turtle). Explain that when comparing two things, students should use the word *than* to show what is being compared.

- Explain that there are exceptions to the *-er* rule. For example, *well* becomes *better*, *badly* becomes *worse*, and *little* becomes *less*. (*well/better: The teacher played well. The student played better than the teacher; badly/worse: Sara sang badly. Tom sang worse than Sara; little/less: The girl ate a little. The boy ate less than the girl.*)
- Additionally, explain that the word *more* is used in front of longer adverbs and with adverbs ending with *-ly*. Write the following sentences on the board: *I was walking more quietly across the stones than she was. He was talking more noisily in the classroom than the others.* Discuss what actions are being compared in each sentence.
- **Check for understanding:** Have students turn to the last sentence on page 6 in the book to find and tell the adverb that compares (*earlier*). Ask what actions are being compared (*collected earlier* and *collected now*).
- **Independent practice:** Introduce, explain, and have students complete the [adverbs-that-compare worksheet](#). If time allows, discuss their answers.

Word Work: **Synonyms and antonyms**

- Write the word *large* on the board. Ask students to suggest a word that means almost the same thing (*big, huge*). Review or explain that a *word that means the same or almost the same thing as another word* is called a *synonym*.
- Ask students to suggest a word that means the opposite of *large* (*tiny, small*). Review or explain that a *word that means the opposite of another word* is called an *antonym*.
- **Check for understanding:** Have students turn to page 8 to find the word in the second sentence that describes the edges of broken glass (*sharp*). Ask students to suggest a synonym (*pointed, jagged*). Ask students to suggest an antonym (*smooth, rounded*).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Ask pairs of students to come up with a problem they both have. Have one of the students write and illustrate the problem. Have the other student write and illustrate the solution. Have pairs share their problems and solutions with the class.

Math Connection

Discuss Gram's Peanut Butter Cookie recipe in the appendix. The recipe yields approximately three dozen cookies. Have students rewrite the recipe twice—once to indicate how much of each ingredient would be needed to make one dozen cookies, and once to tell how much would be needed to make six dozen cookies. Have students share their recipes with the class.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.

Lesson Plan *(continued)***Ants in My Bed**

- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- use the strategy of asking and answering questions to remember important information in text
- understand and identify problems and solutions in a class discussion
- identify and use adverbs that compare to complete a worksheet
- understand and list synonyms and antonyms to complete a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)